**SCHOOL DISTRICT NO. 17**
**A/K/A**
**MILLARD PUBLIC SCHOOL DISTRICT**
**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, April 13, 2026** at **Don Stroh Administration Building 5606 S. 147th St. Omaha, NE 68137.**

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

Justin Curtis - Secretary

4/10 ZNEZ

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The Daily Record

## *Proof of Publication*

### JASON W. HUFF, Publisher

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

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING EDITOR of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

4/10/26

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

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2029

Publisher's Fee $22.67

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Total $22.67

Subscribed in my presence and sworn to before me this APRIL 10 2026

Notary Public in and for
Douglas County, State of Nebraska

# BOARD OF EDUCATION MEETING SIGN IN

## April 13, 2026

| NAME: | REPRESENTING: | Observing for a Class? (Y/N) |
|---|---|---|
| Julie Shiark | Millard | |
| Skip Hunt | MPS | |
| Lynn Hill | MPS | |

Millard Public Schools

# BOARD OF EDUCATION MEETING

**April 13, 2026**

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
APRIL 13, 2026
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

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. **Employee of the Month -** Missy Croom, Admin Intern at Ackerman Elementary School, and John Perez, Campus Security at Millard South High School.

E. **Showcase -** Recognition of Students

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

G. **Routine Matters**
1. *Approval of Board of Education Minutes – March 16, 2026
2. *Approval of Bills and receive the Treasurer's Report and Place on File

H. **Information Items**
1. Superintendent's Comments
2. Board Comments/Announcements
3. Reports from Student Board Representatives

I. **Unfinished Business - None**

J. **New Business**
1. Reaffirm Policy 3215: Support Services - Tuition Fees
2. Reaffirm Rule 3215.1: Support Services - Students - Tuition
3. Reaffirm Policy 3714: Support Services - Program - Offerings
4. Reaffirm Rule 3714.1: Support Services - Program - Offerings
5. Reaffirm Policy 9111: Bylaws of the Board - Election of Officers
6. Approval of Rule 9111.1: Bylaws of the Board - Board Officers
7. Recognize Service Employees International Union Local 226 for the 2026-27 Custodial / Maintenance / Grounds Contract and Appointment of the District's Bargaining Team
8. Approval of Contract for Millard North High School Scoreboard Replacement
9. Approval of the PK-12 Science Framework - Part I
10. Approval of the 6-12 Skilled and Technical Sciences Framework - Part I
11. Approval of the English Language Arts Materials and Framework - Part II

12. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence, Contract Addendum
13. Executive Session - Negotiations

K. **Reports**
1. Secondary Small Class Size Report
2. Legislative Report

L. **Future Agenda Items/ Board Calendar**
1. Monday, April 20, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
2. Wednesday, April 29, 2025 - Employee Recognition Dinner - Social at 5:30 p.m. and Dinner at 6:00 p.m. at UNO Scott's Center *Please arrive by 5:15 p.m. to greet guests as they arrive.
3. Monday, May 4, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
4. Tuesday, May 5, 2026 - Foundation Scholarship Event - 6:00 - 8:00 p.m. at Foundation Office
5. Monday, May 18, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
6. Saturday, May 23, 2026 - High School Graduation at Baxter Arena
   **MNHS at 9:00 a.m. / MSHS at 1:00 p.m. / MWHS at 5:00 p.m.**
7. Monday, June 1, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
8. Thursday, June 4, 2026 - Foundation Golf Tournament -11:30 a.m. shotgun start at Tiburon
9. Monday, June 8, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
10. Monday, July 6, 2026 - Board of Education Meeting - at 6:00 p.m. at DSAC

M. **Public Comments** - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

N. **Adjournment**

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
APRIL 13, 2026
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

ADMINISTRATIVE MEMORANDUM

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

D. Employee of the Month - Missy Croom, Admin Intern at Ackerman Elementary School, and John Perez, Campus Security at Millard South High School.

E. Showcase - Recognition of Students

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

G.1* Motion by _____, seconded by _____, to approve the Board of Education Minutes from March 16, 2026.

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

H.1 Superintendent's Comments

H.2 Board Comments/Announcements

H.3 Reports from Student Board Representatives

I.1 Unfinished Business - None

J. 1 Motion by _____, seconded by _____, to reaffirm Policy 3215: Support Services - Tuition Fees.

J.2 Motion by _____, seconded by _____, to reaffirm Rule 3215.1: Support Services - Students - Tuition.

J.3 Motion by _____, seconded by _____, to reaffirm Policy 3714: Support Services - Program - Offerings.

J.4 Motion by _____, seconded by _____, to reaffirm Rule 3714.1: Support Services - Program - Offerings.

J.5 Motion by _____, seconded by _____, to reaffirm Policy 9111: Bylaws of the Board - Election of Officers.

J.6 Motion by _____, seconded by _____, to approve Rule 9111.1: Bylaws of the Board - Board Officers.

J.7 Motion by _____, seconded by _____, that the District recognize Service Employees International Union Local 226 as the collective bargaining agent for custodial, maintenance, and grounds employees in the District for the 2026-27 contract and authorize the Superintendent to appoint the District's negotiation team.

J.8 Motion by _____, seconded by _____, that the contract for the Millard North High School Scoreboard Replacement be awarded to IES Commercial in the amount of $256,775 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

J.9 Motion by _____, seconded by _____, to approve the PK-12 Science Framework - Part I.

J.10 Motion by _____, seconded by _____, to approve the 6-12 Skilled and Technical Sciences Framework - Part I.

J.11 Motion by _____, seconded by _____, to approve English Language Arts Materials and Framework - Part II.

J.12 Motion by _____, seconded by _____, to approve Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence, Contract Addendum.

J.13 Executive Session - If no objections, I would like to move this to the end of the meeting.

L. Reports
1. Secondary Small Class Size Report
2. Legislative Report

L. Future Agenda Items/ Board Calendar
1. Monday, April 20, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
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10. Monday, July 6, 2026 - Board of Education Meeting - at 6:00 p.m. at DSAC

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.

J.13 Motion by _____, seconded by _____, to go into Executive Session at ____p.m. for the purpose of Negotiations for the protection of the public's interest.

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.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the county of Douglas in the state of Nebraska was convened in open and public session at 6:00 p.m., Monday, March 16, 2026, 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, March 13, 2026 a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgement of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President Linda Poole shared that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, and Mr. Curtis were present.

The Student Showcase featured Wrestling from Andersen Middle, Beadle Middle, and Russell Middle Schools, Millard North Swimming, Millard South Wrestling, Millard West Wrestling, and Millard South World Language.

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

Motion by Mike Kennedy, seconded by Amanda McGill Johnson, to approve the Board of Education minutes for March 2, 2026, and approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, and Mr. Curtis. Voting against were: None. Motion carried.

Vice President Lisa Schoenberger provided a summary of the March 9, 2026, Committee of the Whole Meeting.

**Superintendent's Comments:**
Dr. Schwartz shared that last Thursday, hourly staff members participated in professional development. He thanked the Director of Professional Learning, Mr. Joe Vonderhaar, and his team for organizing the event. Today, teachers participated in professional learning at the building level, which received positive feedback.

Dr. Schwartz noted that this week kicks off the final round of advisory meetings for the school year for Community, Business, and Parent groups. The Student Advisory will meet a few more times before the end of the year.

Regarding district finances, Dr. Schwartz noted that Millard was recently identified as Nebraska's lowest per-pupil spending district. He stated that having this distinction out of 244 Nebraska districts is very positive.

Upcoming testing was highlighted, including NSCAS (beginning next week through April 23rd) and the ACT for all juniors next Tuesday. Finally, the option enrollment window closed on March 15, 2026, with 55 more applications than last year. Parents will be notified of results in late March or early April.

**Board Comments:**

Mrs. McGill Johnson:
Mrs. McGill Johnson stated she is looking forward to school visits this week.

Mr. Kennedy:
Mr. Kennedy commended the administration for the budgeting process, noting that the district provides high-quality education and competitive teacher contracts while remaining affordable to taxpayers.

Mrs. Schoenberger:
Mrs. Schoenberger reported meeting with Congressman Don Bacon, who spoke highly of Dr. Schwartz's leadership both in Millard and across the state. Mrs. Schoenberger said she is incredibly proud of the work done by Dr. Schwartz.

Mrs. Poole:
Mrs. Poole said she is looking forward to school visits on Thursday and she also plans to attend the Future Chefs Culinary event at Millard West.

Mrs. Jolley:
Mrs. Jolley said that she will be attending the school visits on Thursdays.

Mrs. Jolley shared that the NASB quarterly meeting will be held at DSAC this week. She said it is a great way to showcase Millard. The group will tour Millard South High School and Upchurch Elementary School. Mrs. Jolley said she is grateful to Millard for hosting the event.

Mr. Curtis: None

**Unfinished Business** - None

**New Business**
Motion by Stacy Jolley, seconded by Lisa Schoenberger, to reaffirm Policy 3510: Support Services - Buildings and Grounds / Security - Locks, Policy 3517: Support Services - Business Injury Prevention Program, Rule 3517.1: Support Services - Business Injury Prevention Program, Policy 4163: Human Resources - Remedial Action, Rule 4163.1: Human Resources - Remedial Action - Certificated Staff, Rule 4163.2: Human Resources - Remedial Action - Non-Certificated Staff, Rule 4163.3: Human Resources - Remedial Action - Investigation/Procedure, Policy 5800: Student Services - District Computers, Software, and Data Files Access to Student Records, Rule 5800.3: Student Services - District Computers, Software, and Data Files Access to Student Records, Policy 8250: Internal Board Policies - Conflicts of Interest. Voting in favor of said motion was: Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, Mr. Curtis, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, to approve the resolution for 2026-2027 Staff Training. Voting in favor of said motion was: Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, Mr. Curtis, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Lisa Schoenberger, to approve Family Connections Memorandum of Understanding. Voting in favor of said motion was: Mrs. Jolley, Mr. Curtis, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, to approve Personnel Actions: Recommendation to Hire: Allison M. Childers, Warren Lannon, Adalyn B. Oetter, Delaney N. Stott, Alexandria N. Linnerson, Marie T. Rioux, Mackenna L. Brown; Resignation Agenda: Shelby J. Hunke, Sophia Rodriguez de Souza, Annalise E. Smalley, Brenden J. Trout, Esmeralda Figueroa, Breanna R. Dudley, Gretta N. Everett, Maggie E. Washer, Jaidlyn N. Lane, Sophie R. Mollring, Sandy G. Estee, Melanie E. Gregory, Elizabeth M. Clay, Abigail M. Hiatt, Tracy L. Agenbroad, Caleb M. Burns, Aaron J. Willems, David M. Diehl, Leigh M. Beltzer, Shayla H. Halligan, Sydney A. Daly. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, and Mr. Curtis. Voting against were: None. Motion carried.

**Reports:**

**Legislative Report**
Director of Strategic Projects & External Affairs Eric Grandgenett reported that tomorrow is the 44th day of the 60-day session. Late-night sessions begin Wednesday. Budget bills (LB1071 and LB1072) have advanced to the Select file. The budget currently sits at a $120–$140 million deficit, but the gap is closing. He also highlighted LB937, LB1050, and LB1212.

Preliminary Budget Update

Chief Financial Officer Chad Meisgeier said that there is no recommendation at this time for the 2026-27 budget. Mr. Meisgeier said the purpose is to provide the board and the public with an overview of the information as we know it today. This information will be shared in our budget input sessions with staff and the public.

Mr. Meisgeier shared preliminary data of a status quo budget, which is a $3.1 million net. This included the prior year corrections, which is one time money, and preliminary property tax valuations. Mr. Meisgeier explained the reason behind the increase in State aid funds and how it could affect future years.

Mr. Meisgeier shared that it is unlikely we will have to attend the joint County hearing. Mr. Meisgeier also shared the budget process timeline.

**Future Agenda Items/ Board Calendar:**

1. Monday, April 6 - Friday, April 10, 2026 - No School - Spring Break
2. Friday, April 10, 2026 - District Holiday - District Closed
3. Monday, April 13, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
4. Monday, April 20, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
5. Wednesday, April 29, 2026 - Employee Recognition Dinner - Social at 5:30 p.m. and Dinner at 6:00 p.m. at UNO Scott's Center *Please arrive by 5:15 p.m. to greet guests as they arrive.
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   **MNHS at 9:00 a.m. / MSHS at 1:00 p.m. / MWHS at 5:00 p.m.**

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

Meeting adjourned at 7:09 p.m.

Justin D. Curtis

Secretary, Justin Curtis

# Millard Public Schools

**April 13, 2026**

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526310 | 03/12/2026 | 143971 | AMERICAN NATIONAL BANK MASTERCARD | $1,159.15 |
| | 526313 | 03/12/2026 | 068020 | NATIONAL SCIENCE TEACHERS ASSN | $2,640.00 |
| | 526317 | 03/12/2026 | 068801 | STATE OF NEBRASKA | $10,805.81 |
| | 526320 | 03/12/2026 | 064800 | METRO UTILITIES DISTRICT OF OMAHA | $3,681.32 |
| | 526334 | 03/23/2026 | 090625 | US POSTAL SERVICE | $1,450.00 |
| | 526337 | 03/26/2026 | 108436 | COX COMMUNICATIONS INC | $16,065.75 |
| | 526341 | 03/26/2026 | 064800 | METRO UTILITIES DISTRICT OF OMAHA | $154,438.44 |
| | 526342 | 03/26/2026 | 070800 | OMAHA PUBLIC POWER DISTRICT | $321,127.51 |
| | 526343 | 03/26/2026 | 139797 | US BANK NATIONAL ASSOCIATION | $780.00 |
| | 526344 | 03/26/2026 | 143347 | VERIZON COMMUNICATIONS INC | $27.82 |
| | 526359 | 04/02/2026 | 109843 | T-MOBILE USA INC | $3,123.49 |
| | 526360 | 04/13/2026 | 143790 | 360 COMMUNITY SERVICES | $10,483.92 |
| | 526361 | 04/13/2026 | 144764 | ABOVE & BEYOND COMPLETE GROUNDS | $36,390.00 |
| | 526362 | 04/13/2026 | 142761 | ACES EQUIPMENT SALES LLC | $3,336.00 |
| | 526363 | 04/13/2026 | 010383 | ACTION BATTERIES UNLIMITED INC | $13.95 |
| | 526364 | 04/13/2026 | 010112 | AE SUPPLY LLC | $9,857.78 |
| | 526365 | 04/13/2026 | 144329 | AIM HIGH TEST PREP CO | $3,496.00 |
| | 526366 | 04/13/2026 | 108351 | AIRGAS INC | $96.38 |
| | 526367 | 04/13/2026 | 144998 | ENES AKBUGA | $255.32 |
| | 526368 | 04/13/2026 | 139362 | AMANDA L AKSAMIT | $198.65 |
| | 526371 | 04/13/2026 | 144706 | GABRIELA AMADO | $166.14 |
| | 526372 | 04/13/2026 | 012450 | AMERICAN RED CROSS-HEALTH & SAFETY | $875.70 |
| | 526373 | 04/13/2026 | 143506 | ANZALONE CRUSHR LLC | $3,400.00 |
| | 526375 | 04/13/2026 | 106436 | AQUA-CHEM INC | $8,651.97 |
| | 526376 | 04/13/2026 | 141122 | A-UNITED AUTOMATIC DOOR & GLASS INC | $10,161.48 |
| | 526377 | 04/13/2026 | 137528 | BREANN C AVERY | $539.66 |
| | 526378 | 04/13/2026 | 072250 | B G PETERSON COMPANY | $240.00 |
| | 526380 | 04/13/2026 | 143990 | KAITLYN FR BARRETT | $42.49 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526381 | 04/13/2026 | 138305 | MEAGAN L BASYE | $169.07 |
| | 526382 | 04/13/2026 | 143824 | EMMA M BAUMANN | $155.33 |
| | 526384 | 04/13/2026 | 130674 | BEADLE MIDDLE SCHOOL | $342.00 |
| | 526385 | 04/13/2026 | 141521 | ERIKA J BECKLEY | $49.66 |
| | 526386 | 04/13/2026 | 139889 | DARLA G BELL | $248.32 |
| | 526387 | 04/13/2026 | 142454 | LAURA C BESHALER | $291.37 |
| | 526388 | 04/13/2026 | 134749 | RHONDA R BETZOLD | $330.60 |
| | 526389 | 04/13/2026 | 144496 | LUCAS BINGHAM | $88.60 |
| | 526390 | 04/13/2026 | 145082 | ERICA M. N. BISWAS | $77.23 |
| | 526391 | 04/13/2026 | 142377 | ABBY J BJORNSEN | $56.19 |
| | 526392 | 04/13/2026 | 140887 | RODNEY JOHNSON | $435.00 |
| | 526393 | 04/13/2026 | 132607 | BLAIR COMMUNITY SCHOOLS | $50.00 |
| | 526395 | 04/13/2026 | 134478 | TIFFANY M BOCK SMITH | $259.92 |
| | 526396 | 04/13/2026 | 143999 | TAYLOR BOOSALIS | $3,403.00 |
| | 526397 | 04/13/2026 | 139996 | BOYS TOWN | $37,800.00 |
| | 526398 | 04/13/2026 | 139947 | YESENIA BRAVO | $184.92 |
| | 526399 | 04/13/2026 | 140520 | JULIE K BREESE | $26.52 |
| | 526400 | 04/13/2026 | 139890 | DOUGLAS J BREITER | $58.73 |
| | 526401 | 04/13/2026 | 145338 | PAUL A BRENNAN | $5.65 |
| | 526402 | 04/13/2026 | 143810 | SAMUEL J BROESCH | $28.13 |
| | 526403 | 04/13/2026 | 010061 | BULLER FIXTURE COMPANY | $2,816.00 |
| | 526404 | 04/13/2026 | 139496 | NICOLE E BURTON | $43.57 |
| | 526405 | 04/13/2026 | 144014 | MEGAN M CALDERON | $52.85 |
| | 526411 | 04/13/2026 | 143369 | CAPITAL SANITARY SUPPLY CO INC | $49,540.15 |
| | 526414 | 04/13/2026 | 145180 | TARA CARREON | $85.55 |
| | 526415 | 04/13/2026 | 140927 | JESSICA M CARSON | $246.50 |
| | 526416 | 04/13/2026 | 107174 | MICHAEL J. CAVANAUGH | $200.00 |
| | 526417 | 04/13/2026 | 133970 | CCS PRESENTATION SYSTEMS | $3,034.00 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526418 | 04/13/2026 | 133589 | CDW GOVERNMENT, INC. | $9,003.64 |
| | 526419 | 04/13/2026 | 130727 | CENTER FOR ADVANCEMENT & STUDY OF | $4,750.00 |
| | 526421 | 04/13/2026 | 144792 | CERRIS SYSTEMS NORTH CENTRAL | $101,749.31 |
| | 526422 | 04/13/2026 | 135648 | SUSAN M CHADWICK | $902.17 |
| | 526423 | 04/13/2026 | 136654 | NICOLE A CHAPMAN | $560.94 |
| | 526424 | 04/13/2026 | 144292 | CHARLESTON INC | $738.03 |
| | 526425 | 04/13/2026 | 140609 | KELSEY L CHASTAIN | $142.54 |
| | 526427 | 04/13/2026 | 106836 | KEVIN J CHICK | $475.85 |
| | 526428 | 04/13/2026 | 106851 | CHILDREN'S HOME HEALTHCARE | $6,532.00 |
| | 526429 | 04/13/2026 | 023424 | CHILDREN'S RESPITE CARE CENTER | $10,409.91 |
| | 526430 | 04/13/2026 | 139924 | CHOICE SOLUTIONS LLC | $20,681.44 |
| | 526431 | 04/13/2026 | 144439 | ANNE K CHRISTENSEN | $9.95 |
| | 526432 | 04/13/2026 | 145345 | CHRISTOPHERSON PLUMBING LLC | $1,408.00 |
| | 526433 | 04/13/2026 | 025197 | CITY OF OMAHA | $224,253.47 |
| | 526434 | 04/13/2026 | 143654 | JEREDITH BRANDS LLC | $70,517.00 |
| | 526435 | 04/13/2026 | 145377 | CLINE WILLIAMS WRIGHT JOHNSON | $1,483.81 |
| | 526436 | 04/13/2026 | 137013 | NANCY S COLE | $91.93 |
| | 526437 | 04/13/2026 | 107482 | COLLEGE BOARD/NYO | $400.00 |
| | 526438 | 04/13/2026 | 109867 | COMMERCIAL AIR MANAGEMENT INC | $479.00 |
| | 526439 | 04/13/2026 | 145382 | NICOLE M COMSTOCK | $95.34 |
| | 526440 | 04/13/2026 | 135082 | OCCUPATIONAL HEALTH CTRS OF NE PC | $394.00 |
| | 526441 | 04/13/2026 | 132152 | GOVCONNECTION INC | $74.76 |
| | 526442 | 04/13/2026 | 026057 | CONTROL MASTERS INC | $1,821.86 |
| | 526443 | 04/13/2026 | 136518 | JANET L COOK | $132.97 |
| | 526444 | 04/13/2026 | 134861 | TARA R COOPER | $246.26 |
| | 526445 | 04/13/2026 | 144730 | JENNIFER M CORDES | $259.48 |
| | 526446 | 04/13/2026 | 135992 | DAVID J CORK | $85.55 |
| | 526448 | 04/13/2026 | 108199 | CSG SCIENTIFIC INC | $1,186.25 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526449 | 04/13/2026 | 106893 | WICHITA WATER CONDITIONING INC | $114.75 |
| | 526450 | 04/13/2026 | 027300 | CUMMINS CENTRAL POWER LLC | $1,964.96 |
| | 526451 | 04/13/2026 | 145116 | JUSTIN CURTIS | $195.00 |
| | 526453 | 04/13/2026 | 143319 | MCKENNA H CUTLER | $40.46 |
| | 526454 | 04/13/2026 | 144971 | JOHN A CWIRKO | $37.80 |
| | 526456 | 04/13/2026 | 131483 | JANET L DAHLGAARD | $165.66 |
| | 526457 | 04/13/2026 | 132671 | JEAN T DAIGLE | $160.44 |
| | 526458 | 04/13/2026 | 134751 | ANGELA M DAIGLE | $56.70 |
| | 526459 | 04/13/2026 | 134869 | DAIKIN APPLIED AMERICAS IN | $1,421.88 |
| | 526460 | 04/13/2026 | 131003 | DAILY RECORD | $116.85 |
| | 526461 | 04/13/2026 | 138584 | DATA POWER TECHNOLOGY LLC | $437.38 |
| | 526462 | 04/13/2026 | 032497 | CHERYL R DECKER | $45.68 |
| | 526463 | 04/13/2026 | 143263 | LINDA K DEEGAN | $45.68 |
| | 526464 | 04/13/2026 | 106713 | ANDREW S DEFREECE | $157.18 |
| | 526467 | 04/13/2026 | 032872 | DENNIS SUPPLY COMPANY | $2,896.88 |
| | 526468 | 04/13/2026 | 137331 | BASTIAN DERICHS | $127.17 |
| | 526469 | 04/13/2026 | 132532 | DAYNA C DERICHS | $104.21 |
| | 526470 | 04/13/2026 | 144529 | DEVELOPMENTAL DISABILITY CENTER NE | $23,174.64 |
| | 526471 | 04/13/2026 | 132669 | DIGITAL DOT SYSTEMS INC | $1,155.00 |
| | 526473 | 04/13/2026 | 139349 | TERRIN D DORATHY | $20.95 |
| | 526474 | 04/13/2026 | 135689 | SUSAN M DULANY | $239.02 |
| | 526475 | 04/13/2026 | 144569 | SUMMER DYKSTRA | $110.00 |
| | 526476 | 04/13/2026 | 142391 | LESLIE EADES | $39.87 |
| | 526477 | 04/13/2026 | 141459 | J & L SERVICES INC | $105.00 |
| | 526478 | 04/13/2026 | 144199 | EAKES INC | $2,635.20 |
| | 526479 | 04/13/2026 | 138426 | KELLY D EALY | $109.77 |
| | 526480 | 04/13/2026 | 052370 | SPRINGFIELD ELECTRIC SUPPLY CO LLC | $1,798.32 |
| | 526483 | 04/13/2026 | 037525 | EDUCATIONAL SERVICE UNIT #3 | $203,964.58 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526484 | 04/13/2026 | 144457 | JOAN M EDWARDS LLC | $7,790.41 |
| | 526485 | 04/13/2026 | 133823 | REBECCA S EHRHORN | $439.66 |
| | 526486 | 04/13/2026 | 038140 | ELECTRONIC SOUND INC. | $5,270.00 |
| | 526487 | 04/13/2026 | 141577 | ELITE PROFESSIONALS HOME CARE LLC | $9,315.00 |
| | 526488 | 04/13/2026 | 145380 | FILTER SPECIALISTS INC | $1,703.12 |
| | 526489 | 04/13/2026 | 135360 | PAMELA A ERIXON | $131.29 |
| | 526490 | 04/13/2026 | 143301 | EVANS CUSTOM APPAREL INC | $7,380.00 |
| | 526491 | 04/13/2026 | 141762 | HELEN M EVANS | $499.18 |
| | 526492 | 04/13/2026 | 133044 | EYMAN PLUMBING | $366.12 |
| | 526493 | 04/13/2026 | 144733 | LAUREN F FAIRWEATHER | $21.17 |
| | 526494 | 04/13/2026 | 144732 | ANDREA J FEES | $112.74 |
| | 526495 | 04/13/2026 | 145114 | AMY FILE | $69.60 |
| | 526496 | 04/13/2026 | 141469 | FRANCO FIORINI | $152.96 |
| | 526497 | 04/13/2026 | 133960 | FIREGUARD INC | $2,140.24 |
| | 526498 | 04/13/2026 | 130731 | FIRST WIRELESS INC | $1,504.60 |
| | 526499 | 04/13/2026 | 142378 | FIS CAPITAL MARKETS US LLC | $200.00 |
| | 526500 | 04/13/2026 | 141511 | JENNIFER M FITZKE | $23.31 |
| | 526501 | 04/13/2026 | 131555 | FLOORS INC | $300.04 |
| | 526504 | 04/13/2026 | 143691 | FOLLETT CONTENT SOLUTIONS LLC | $13,927.05 |
| | 526506 | 04/13/2026 | 136317 | KELLY L FREY | $50.82 |
| | 526508 | 04/13/2026 | 144483 | SOPHIA GARCIA | $70.00 |
| | 526510 | 04/13/2026 | 139894 | TRICIA L GILLETT | $115.57 |
| | 526511 | 04/13/2026 | 106660 | GLASSMASTERS INC | $1,610.00 |
| | 526514 | 04/13/2026 | 140776 | ELLEN K GONZALES | $980.41 |
| | 526515 | 04/13/2026 | 140770 | ANTONIO A GONZALEZ | $144.92 |
| | 526516 | 04/13/2026 | 136508 | ERIC N GRANDGENETT | $593.08 |
| | 526517 | 04/13/2026 | 010256 | B & K MECHANICAL CONTRACTORS LLC | $43,281.90 |
| | 526518 | 04/13/2026 | 131686 | ANDREW J HAHN | $124.70 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526519 | 04/13/2026 | 144533 | CHRISTIAN HALL | $104.00 |
| | 526520 | 04/13/2026 | 136805 | JAMES R HANLON | $211.61 |
| | 526522 | 04/13/2026 | F03042 | HARRIS COMPUTER CORP | $484.62 |
| | 526524 | 04/13/2026 | 140889 | DEANNA L HAYES | $95.98 |
| | 526525 | 04/13/2026 | 142777 | HD SUPPLY INC | $309.76 |
| | 526526 | 04/13/2026 | 142777 | HD SUPPLY INC | $273.28 |
| | 526527 | 04/13/2026 | 048475 | HEARTLAND FOUNDATION | $4,465.00 |
| | 526528 | 04/13/2026 | 109808 | CHERYL L HEIMES | $66.35 |
| | 526529 | 04/13/2026 | 102842 | HELGET GAS PRODUCTS INC | $5.65 |
| | 526530 | 04/13/2026 | 141513 | MELISSA M HENNINGS | $165.23 |
| | 526531 | 04/13/2026 | 144736 | CHELSEA J HEUER | $103.97 |
| | 526532 | 04/13/2026 | 144876 | GREGG RICHARD HIDDEN | $52.00 |
| | 526533 | 04/13/2026 | 142299 | MARK R HILBURN | $66.48 |
| | 526534 | 04/13/2026 | 134988 | LYNN M HILL | $116.58 |
| | 526536 | 04/13/2026 | 140246 | THERESA I HOAG | $58.07 |
| | 526537 | 04/13/2026 | 099759 | KEARNEY INVESTMENT CORPORATION | $149.95 |
| | 526538 | 04/13/2026 | 144343 | MICHELLE C HOLMBERG | $63.29 |
| | 526539 | 04/13/2026 | 145043 | HONDA LEASE TRUST | $484.00 |
| | 526541 | 04/13/2026 | 145191 | MEGAN M HOUDEK | $15.44 |
| | 526542 | 04/13/2026 | 101533 | DIANE F HOWARD | $17.55 |
| | 526543 | 04/13/2026 | 132590 | HUB INTERNATIONAL GREAT PLAINS LLC | $6,180.00 |
| | 526544 | 04/13/2026 | 137426 | HUGHES MULCH PRODUCTS LLC | $4,760.00 |
| | 526546 | 04/13/2026 | 145160 | LINDSEY J HYLAND | $234.99 |
| | 526548 | 04/13/2026 | 133397 | HY-VEE INC | $655.86 |
| | 526549 | 04/13/2026 | 132878 | HY-VEE INC | $154.92 |
| | 526550 | 04/13/2026 | 049851 | HY-VEE INC | $43.83 |
| | 526551 | 04/13/2026 | 049850 | HY-VEE INC | $312.65 |
| | 526552 | 04/13/2026 | 138126 | INSTRUMENTALIST AWARDS LLC | $93.00 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526554 | 04/13/2026 | 144905 | INTERSTATE POWER SYSTEMS INC | $27,400.00 |
| | 526555 | 04/13/2026 | 013496 | ASSN FOR SUPERVISION/CURRICULUM DEV | $1,495.00 |
| | 526556 | 04/13/2026 | 140729 | J F AHERN CO | $11,874.28 |
| | 526557 | 04/13/2026 | 138947 | NICOLE R JAMISON | $42.12 |
| | 526558 | 04/13/2026 | 131157 | CHRISTINE A JANOVEC-POEHLMAN | $127.24 |
| | 526559 | 04/13/2026 | 135735 | GEORGE W JELKIN | $63.51 |
| | 526562 | 04/13/2026 | 133037 | JENSEN TIRE & AUTO #15 | $10,314.78 |
| | 526563 | 04/13/2026 | 083400 | JOHNSON CONTROLS US HOLDINGS INC | $335.30 |
| | 526564 | 04/13/2026 | 135373 | LINDA K JOHNSON | $37.12 |
| | 526565 | 04/13/2026 | 139793 | STACY JOLLEY | $449.59 |
| | 526566 | 04/13/2026 | 108171 | CANDY R JONES | $227.53 |
| | 526567 | 04/13/2026 | 054471 | JOSTENS INC | $405.50 |
| | 526570 | 04/13/2026 | 144366 | OMAHA DISCOVERY TRUST | $490.00 |
| | 526571 | 04/13/2026 | 143858 | KIRK A KINGSTON | $83.74 |
| | 526573 | 04/13/2026 | 139753 | CHERIS A KITE | $63.37 |
| | 526574 | 04/13/2026 | 139301 | REBECCA D KLEEMAN WEYANT | $103.39 |
| | 526577 | 04/13/2026 | 131826 | ALICIA C KOTLARZ | $249.80 |
| | 526578 | 04/13/2026 | 141957 | MELINDA S KRAUSE | $55.46 |
| | 526579 | 04/13/2026 | 135814 | KELLI K KRAUSE | $272.11 |
| | 526581 | 04/13/2026 | 137385 | JOSEPH R KUEHL | $15.95 |
| | 526583 | 04/13/2026 | 143986 | KESHIA K LANGE | $14.43 |
| | 526584 | 04/13/2026 | 135257 | LANGUAGE LINE SERVICES INC | $74.00 |
| | 526585 | 04/13/2026 | 145277 | R & C AUTOMOTIVE INC | $2,314.99 |
| | 526586 | 04/13/2026 | 058861 | B & K MECHANICAL CONTRACTORS LLC | $8,751.87 |
| | 526589 | 04/13/2026 | 135696 | CHAD D LAWTON | $28.13 |
| | 526590 | 04/13/2026 | 141510 | CHRISTINE E LEONARD | $153.12 |
| | 526591 | 04/13/2026 | 143812 | LEWIS CENTRAL COMM SCHOOL DISTRICT | $600.00 |
| | 526592 | 04/13/2026 | 100058 | LANCASTER COUNTY SCHOOL DISTRICT | $126.00 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526593 | 04/13/2026 | 100006 | LANCASTER COUNTY SCHOOL DISTRICT | $70.00 |
| | 526594 | 04/13/2026 | 133643 | JODY C LINDQUIST | $65.18 |
| | 526595 | 04/13/2026 | 133027 | TRACY L LOGAN | $365.00 |
| | 526597 | 04/13/2026 | 145213 | NIA K LYONS | $69.60 |
| | 526598 | 04/13/2026 | 099321 | MACKIN BOOK CO | $1,387.62 |
| | 526599 | 04/13/2026 | 140184 | STEPHEN P MAINELLI | $160.24 |
| | 526601 | 04/13/2026 | 137281 | DMG INC | $372.70 |
| | 526602 | 04/13/2026 | 138473 | KEITH W MALY | $128.33 |
| | 526604 | 04/13/2026 | 139650 | AMES REALTY | $1,748.75 |
| | 526605 | 04/13/2026 | 133505 | SUSAN N MARLATT | $318.36 |
| | 526606 | 04/13/2026 | 143765 | KAREN D MARTINDALE | $244.61 |
| | 526607 | 04/13/2026 | 144969 | MASTERY CODING INC | $1,795.00 |
| | 526608 | 04/13/2026 | 137783 | COURTNEY N MATULKA | $110.35 |
| | 526609 | 04/13/2026 | 138341 | MAXIM HEALTHCARE SERVICES HOLDINGS | $97,989.20 |
| | 526610 | 04/13/2026 | 145185 | DAVID F MAY | $108.01 |
| | 526611 | 04/13/2026 | 139237 | MICHAEL C MCCAULEY | $17,070.00 |
| | 526612 | 04/13/2026 | 140110 | MCGRAW HILL/MAV HOLDING CORPORATION | $1,089.00 |
| | 526613 | 04/13/2026 | 136104 | MECHANICAL SYSTEMS INC | $207.09 |
| | 526614 | 04/13/2026 | 136470 | CHAD M MEISGEIER | $107.88 |
| | 526615 | 04/13/2026 | 064600 | METAL DOORS & HARDWARE COMPANY INC | $1,085.00 |
| | 526616 | 04/13/2026 | 134848 | RS METAL LLC | $380.21 |
| | 526617 | 04/13/2026 | 133915 | METALCRAFT INC | $2,500.24 |
| | 526618 | 04/13/2026 | 137183 | TERRY M MEYER | $42.92 |
| | 526619 | 04/13/2026 | 131899 | MIDWEST STORAGE SOLUTIONS | $472.56 |
| | 526622 | 04/13/2026 | 065443 | MILLARD WEST HIGH SCHOOL | $880.00 |
| | 526623 | 04/13/2026 | 145389 | DARRIN J MILLER | $56.93 |
| | 526624 | 04/13/2026 | 131328 | MILLER ELECTRIC COMPANY | $21,159.58 |
| | 526625 | 04/13/2026 | 145186 | MIRACLE PLAYSYSTEMS III LLC | $2,468.88 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526626 | 04/13/2026 | 145342 | MARGRETTE M MOODIE | $7.25 |
| | 526627 | 04/13/2026 | 145343 | MICHELLE D MOODIE | $5.65 |
| | 526628 | 04/13/2026 | 140990 | LAURA M MORRIS | $164.44 |
| | 526629 | 04/13/2026 | 145241 | MELISSA MOULTON | $200.00 |
| | 526631 | 04/13/2026 | 132854 | SAFETY/HEALTH COUNCIL GREATER OMAHA | $743.00 |
| | 526633 | 04/13/2026 | 102522 | NEBRASKA CTR EDUCATION OF CHILDREN | $250.00 |
| | 526634 | 04/13/2026 | 068415 | NEBRASKA COUNCIL SCHOOL ADMIN | $75.00 |
| | 526635 | 04/13/2026 | 131412 | NE DEPT OF HEALTH & HUMAN SERVICES | $600.00 |
| | 526636 | 04/13/2026 | 100872 | NEBRASKA LIBRARY COMMISSION | $3,133.61 |
| | 526637 | 04/13/2026 | 107406 | NEBRASKA SPEECH COMMUNICATION | $240.18 |
| | 526638 | 04/13/2026 | 143011 | NEBRASKA STATE FIRE MARSHAL AGENCY | $240.00 |
| | 526639 | 04/13/2026 | 134321 | NEBRASKA STATE FIRE MARSHAL AGENCY | $108.00 |
| | 526640 | 04/13/2026 | 141558 | JILL M NEELEY | $21.39 |
| | 526641 | 04/13/2026 | 145163 | NEHER ENTERPRISES LLC | $3,050.00 |
| | 526642 | 04/13/2026 | 144596 | DARYL D NELSEN | $60.90 |
| | 526643 | 04/13/2026 | 107732 | BRIAN L NELSON | $440.00 |
| | 526645 | 04/13/2026 | 141138 | AMANDA J NIEMIEC | $171.91 |
| | 526647 | 04/13/2026 | 107905 | MELINDA C NOLLER | $45.02 |
| | 526649 | 04/13/2026 | 145392 | NSAA DISTRICT II DMC | $540.00 |
| | 526650 | 04/13/2026 | 100013 | ODP BUSINESS SOLUTIONS LLC | $716.07 |
| | 526651 | 04/13/2026 | 070245 | RICHELIEU AMERICA LTD | $8.38 |
| | 526654 | 04/13/2026 | 133850 | ONE SOURCE ACQUISITION COMPANY LLC | $3,954.50 |
| | 526656 | 04/13/2026 | 133368 | KELLY R O'TOOLE | $27.70 |
| | 526657 | 04/13/2026 | 142290 | OVERDRIVE INC | $2,750.31 |
| | 526660 | 04/13/2026 | 137015 | GEORGE M PARKER | $411.24 |
| | 526661 | 04/13/2026 | 132006 | ANDREA L PARSONS | $61.55 |
| | 526663 | 04/13/2026 | 145390 | VENISHA M PAULINO | $51.33 |
| | 526664 | 04/13/2026 | 107783 | HEIDI T PENKE | $238.38 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526666 | 04/13/2026 | 073040 | PITNEY BOWES PRESORT SERVICES INC | $10,000.00 |
| | 526667 | 04/13/2026 | 144351 | LAURA M PLAS | $61.70 |
| | 526668 | 04/13/2026 | 144746 | HOLLIN D POEHLMAN | $41.33 |
| | 526669 | 04/13/2026 | 144380 | ANDREW T POLINKO | $23.34 |
| | 526670 | 04/13/2026 | 072899 | LINDA POOLE | $1,182.72 |
| | 526671 | 04/13/2026 | 143687 | PRIME HOME DDS INC | $13,431.77 |
| | 526673 | 04/13/2026 | 102199 | PRIORITY FITNESS INC | $900.00 |
| | 526676 | 04/13/2026 | 144622 | PROPIO LANGUAGE SERVICES LLC | $712.56 |
| | 526677 | 04/13/2026 | 136035 | MICHAEL T QUINT | $82.65 |
| | 526678 | 04/13/2026 | 140511 | FAITH A RASMUSSEN | $32.97 |
| | 526679 | 04/13/2026 | 109810 | BETHANY B RAY | $321.41 |
| | 526680 | 04/13/2026 | 106164 | RAYMOND CENTRAL HIGH SCHOOL | $289.92 |
| | 526681 | 04/13/2026 | 141984 | REBECCA L REGER | $14.36 |
| | 526682 | 04/13/2026 | 099940 | RENAISSANCE | $106.92 |
| | 526684 | 04/13/2026 | 109192 | KIMBERLI R RICE | $116.58 |
| | 526685 | 04/13/2026 | 079179 | RIEKES EQUIPMENT CO | $736.84 |
| | 526686 | 04/13/2026 | 136121 | MELANIE E ROLL | $400.00 |
| | 526687 | 04/13/2026 | 142476 | RON STEINER | $2,024.00 |
| | 526688 | 04/13/2026 | 145243 | JACOB PAUL ANTHONY RUDLOFF | $600.00 |
| | 526689 | 04/13/2026 | 144831 | KATHERINE J RUPE | $27.62 |
| | 526690 | 04/13/2026 | 144745 | JOSELYN M SAND | $22.62 |
| | 526691 | 04/13/2026 | 081725 | KIMBERLEY K SAUM-MILLS | $311.54 |
| | 526692 | 04/13/2026 | 139520 | BLAISE J SCHEEF | $24.65 |
| | 526693 | 04/13/2026 | 137012 | SHELLEY L SCHMITZ | $122.45 |
| | 526694 | 04/13/2026 | 143695 | SCHUMACHER ELEVATOR COMPANY | $1,085.00 |
| | 526695 | 04/13/2026 | 137416 | NICHOLE E SCHWAB | $91.71 |
| | 526696 | 04/13/2026 | 134567 | KAYE M SCHWEIGERT | $286.38 |
| | 526697 | 04/13/2026 | 131699 | SCOTT ENTERPRISES INC | $374.41 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526698 | 04/13/2026 | 144492 | JAMIE L SCOTT | $21.97 |
| | 526699 | 04/13/2026 | 109815 | JENNIFER L SCOTT | $99.98 |
| | 526700 | 04/13/2026 | 144835 | NORMA L SERRANO | $5.58 |
| | 526702 | 04/13/2026 | 011241 | SOCIETY OF HEALTH & PHYSICAL ED | $139.00 |
| | 526703 | 04/13/2026 | 145193 | ALEXANDER L SHARP | $93.81 |
| | 526705 | 04/13/2026 | 142381 | KELSEY O SHERIDAN | $25.81 |
| | 526706 | 04/13/2026 | 144377 | LINDSAY A SHIELDS | $51.84 |
| | 526707 | 04/13/2026 | 083188 | SHIFFLER EQUIPMENT SALES, INC. | $245.63 |
| | 526708 | 04/13/2026 | 142312 | JULIE L SHIRK | $60.39 |
| | 526710 | 04/13/2026 | 140068 | LANCE M SMITH | $627.99 |
| | 526711 | 04/13/2026 | 101476 | SODEXO INC & AFFILIATES | $130,916.78 |
| | 526712 | 04/13/2026 | 142226 | MICHELLE R SOMERVILLE | $27.65 |
| | 526713 | 04/13/2026 | 133382 | SOUNDZABOUND MUSIC LIBRARY LLC | $1,715.00 |
| | 526715 | 04/13/2026 | 136249 | SPECIFIED DESIGN CONSULTANTS INC | $74.00 |
| | 526716 | 04/13/2026 | 139339 | SPORTS FACILITY MAINTENANCE LLC | $2,666.00 |
| | 526717 | 04/13/2026 | 141988 | LINDSEY J STAACK | $61.84 |
| | 526718 | 04/13/2026 | 145383 | TRACY L STAMPS | $23.85 |
| | 526720 | 04/13/2026 | 143504 | BRANDON L STAVA | $5.95 |
| | 526721 | 04/13/2026 | 142102 | STERLING COMPUTERS CORPORATION | $2,811.30 |
| | 526723 | 04/13/2026 | 145022 | SUMMIT FIRE PROTECTION CO | $8,793.00 |
| | 526724 | 04/13/2026 | 141546 | ALLISON C SWITZER | $256.14 |
| | 526725 | 04/13/2026 | 145381 | DEBORAH TELLER | $110.00 |
| | 526727 | 04/13/2026 | 135006 | STEVE D THRONE | $627.47 |
| | 526728 | 04/13/2026 | 132493 | GREGORY E TIEMANN | $211.43 |
| | 526729 | 04/13/2026 | 144544 | TIFCO INDUSTRIES INC | $3,480.31 |
| | 526730 | 04/13/2026 | 141524 | SONIA E TIPP | $81.78 |
| | 526731 | 04/13/2026 | 136578 | PEGGI S TOMLINSON | $26.10 |
| | 526732 | 04/13/2026 | 137870 | LINDSAY D TRAEGER | $207.64 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | 526733 | 04/13/2026 | 143815 | TRAKREF INC | $5,000.00 |
| | 526734 | 04/13/2026 | 141557 | TODD E TRIPPLE | $165.59 |
| | 526735 | 04/13/2026 | 106493 | TRITZ LLC | $1,165.00 |
| | 526737 | 04/13/2026 | 142259 | PAMELA K TUVESON | $363.22 |
| | 526738 | 04/13/2026 | 142462 | JEFFREY S UHER | $59.59 |
| | 526739 | 04/13/2026 | 142309 | UNANIMOUS INC | $3,220.00 |
| | 526749 | 04/13/2026 | 144550 | UNIFIRST CORPORATION | $8,084.42 |
| | 526750 | 04/13/2026 | 100923 | UNIVERSITY OF NEBRASKA LINCOLN | $745.00 |
| | 526751 | 04/13/2026 | 068834 | BOARD OF REGENTS UNIVERSITY OF NE | $2,731.72 |
| | 526752 | 04/13/2026 | 068834 | BOARD OF REGENTS UNIVERSITY OF NE | $444.00 |
| | 526753 | 04/13/2026 | 068875 | UNIVERSITY OF NEBRASKA MED CENTER | $29,151.00 |
| | 526754 | 04/13/2026 | 138046 | AUTO LUBE INC | $107.07 |
| | 526755 | 04/13/2026 | 145166 | LAURA J VANDERWOUDE | $24.62 |
| | 526756 | 04/13/2026 | 135863 | RUDOLPH A VLCEK III | $160.00 |
| | 526757 | 04/13/2026 | 109122 | CONNIE L VLCEK | $53.95 |
| | 526758 | 04/13/2026 | 139738 | WASTE MANAGEMENT OF ILLINOIS INC | $20,330.17 |
| | 526759 | 04/13/2026 | 141464 | ANTHONY J WEERS | $282.03 |
| | 526761 | 04/13/2026 | 140929 | ERIC C WELTE | $97.88 |
| | 526763 | 04/13/2026 | 094245 | WESTLAKE ACE HARDWARE INC | $321.91 |
| | 526764 | 04/13/2026 | 099997 | WESTSIDE COMMUNITY SCHOOLS | $500.00 |
| | 526765 | 04/13/2026 | 139244 | AMANDA L WHARTON-HUNT | $549.27 |
| | 526767 | 04/13/2026 | 141240 | CHRISTIE M WOLFROM | $1,078.80 |
| | 526768 | 04/13/2026 | 137966 | NATHAN G WRAGGE | $47.56 |
| | 526769 | 04/13/2026 | 144591 | AMANDA S WYATT | $95.00 |
| | 526770 | 04/13/2026 | 096200 | YOUNG & WHITE | $39,622.38 |
| | 526771 | 04/13/2026 | 142269 | WHC NE LLC | $17,972.18 |
| | 526772 | 04/13/2026 | 137020 | CHAD R ZIMMERMAN | $1,431.60 |
| | 526773 | 04/13/2026 | 136855 | PAUL R ZOHLEN | $16.17 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | E108774 | 03/12/2026 | 135205 | JUNIOR LIBRARY GUILD | $1,045.78 |
| | E108775 | 04/13/2026 | 136961 | ABANTE LLC | $227.00 |
| | E108776 | 04/13/2026 | 132004 | AFFORDABLE COMPUTER PRODUCTS INC | $680.83 |
| | E108777 | 04/13/2026 | 102727 | B & H PHOTO | $591.41 |
| | E108778 | 04/13/2026 | 131418 | B STREET COLLISION CENTER WEST INC | $925.45 |
| | E108780 | 04/13/2026 | 019111 | BISHOP BUSINESS EQUIPMENT | $18,114.69 |
| | E108781 | 04/13/2026 | 099220 | DICK BLICK CO | $117.70 |
| | E108782 | 04/13/2026 | 019559 | BOUND TO STAY BOUND BOOKS INC | $1,865.96 |
| | E108783 | 04/13/2026 | 090270 | CLEAN WATER GUYS INC | $1,335.50 |
| | E108784 | 04/13/2026 | 141831 | DATAVIZION LLC | $12,660.00 |
| | E108785 | 04/13/2026 | 032800 | DEMCO INC | $2,000.25 |
| | E108789 | 04/13/2026 | 033473 | DIETZE MUSIC HOUSE INC | $3,531.43 |
| | E108791 | 04/13/2026 | 073231 | DXP ENTERPRISES INC | $500.47 |
| | E108792 | 04/13/2026 | 036520 | EASTERN NEBRASKA HUMAN SVCS AGENCY | $22,420.00 |
| | E108793 | 04/13/2026 | 132240 | EDUCATION LOGISTICS, INC | $7,615.77 |
| | E108794 | 04/13/2026 | 132066 | ENGINEERED CONTROLS INC | $10,237.90 |
| | E108795 | 04/13/2026 | 040537 | WOLSELEY INVESTMENTS INC | $1,387.24 |
| | E108796 | 04/13/2026 | 106956 | FERRELLGAS LP | $18.00 |
| | E108797 | 04/13/2026 | 133919 | FILTER SHOP INC | $5,747.35 |
| | E108798 | 04/13/2026 | 136370 | FLEET US LLC | $12,799.05 |
| | E108799 | 04/13/2026 | 041086 | FLINN SCIENTIFIC INC | $752.78 |
| | E108800 | 04/13/2026 | 140791 | FRONTLINE PRIVATE SECURITY LLC | $645.00 |
| | E108801 | 04/13/2026 | 131565 | GARTNER & ASSOCIATES CO, INC. | $2,356.00 |
| | E108802 | 04/13/2026 | 044891 | THE PROPHET CORPORATION | $2,187.60 |
| | E108803 | 04/13/2026 | 044950 | GRAINGER INDUSTRIAL SUPPLY | $1,754.33 |
| | E108804 | 04/13/2026 | 035610 | HAND2MIND INC | $1,530.74 |
| | E108805 | 04/13/2026 | 138797 | HANOVER RESEARCH COUNCIL LLC | $54,000.00 |
| | E108806 | 04/13/2026 | 048786 | HILLYARD INC | $565.24 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | E108807 | 04/13/2026 | 051573 | POPCO INC | $60.00 |
| | E108808 | 04/13/2026 | 100928 | J W PEPPER & SON INC. | $716.33 |
| | E108809 | 04/13/2026 | 054630 | JOHNSTONE SUPPLY | $1,484.29 |
| | E108810 | 04/13/2026 | 142898 | JUST FOR KIDS THERAPY INC | $348.50 |
| | E108811 | 04/13/2026 | 138181 | KIDWELL ELECTRIC COMPANY INC | $1,498.75 |
| | E108813 | 04/13/2026 | 137296 | LIBERTY HARDWOODS INC | $2,285.95 |
| | E108815 | 04/13/2026 | 059470 | LIEN TERMITE & PEST CONTROL INC | $3,722.00 |
| | E108816 | 04/13/2026 | 136147 | MCKINNIS ROOFING & SHEET METAL INC | $277.06 |
| | E108817 | 04/13/2026 | 137947 | MECHANICAL SALES PARTS INC | $3,889.83 |
| | E108818 | 04/13/2026 | 102493 | MICHAEL TODD & CO INC | $2,442.93 |
| | E108819 | 04/13/2026 | 101068 | MIDWEST BOX COMPANY | $656.16 |
| | E108821 | 04/13/2026 | 107539 | MUELLER ROBAK LLC | $17,500.00 |
| | E108822 | 04/13/2026 | 068334 | NEBRASKA AIR FILTER INC | $10,528.70 |
| | E108823 | 04/13/2026 | 134725 | OMAHA CASING CO INC | $170.00 |
| | E108825 | 04/13/2026 | 132713 | PROTEX CENTRAL INC | $911.80 |
| | E108826 | 04/13/2026 | 133921 | QUALITY AUTO REPAIR & TOWING INC | $187.00 |
| | E108827 | 04/13/2026 | 078420 | RAWSON & SONS ROOFING, INC. | $39,585.00 |
| | E108828 | 04/13/2026 | 106725 | RD FITNESS SERVICE | $360.00 |
| | E108829 | 04/13/2026 | 136847 | RIVERSIDE TECHNOLOGIES INC | $145.00 |
| | E108830 | 04/13/2026 | 082200 | SCHOOL HEALTH CORPORATION | $7,335.30 |
| | E108831 | 04/13/2026 | 082350 | SCHOOL SPECIALTY LLC | $347.40 |
| | E108832 | 04/13/2026 | 141987 | TBP PRODUCTIONS LLP | $225.00 |
| | E108833 | 04/13/2026 | 138672 | SWEETWATER SOUND HOLDINGS LLC | $1,749.63 |
| | E108834 | 04/13/2026 | 100577 | TRAVEL TAGS INC | $88.23 |
| | E108835 | 04/13/2026 | 133969 | TENNANT SALES & SERVICE COMPANY | $245.56 |
| | E108836 | 04/13/2026 | 137707 | UTILITY TRENCHING INC | $750.00 |
| | E108837 | 04/13/2026 | 092323 | VIRCO INC | $508.68 |
| | E108838 | 04/13/2026 | 093650 | VWR INTERNATIONAL LLC | $77.15 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 01 | E108839 | 04/13/2026 | 093765 | WATER ENGINEERING, INC. | $2,990.68 |
| | E108840 | 04/13/2026 | 139185 | WEST OMAHA WINSUPPLY CO | $3,186.02 |
| | E108841 | 04/13/2026 | 137878 | WHITE WOLF WEB PRINTERS INC | $1,546.96 |
| | E108844 | 04/13/2026 | 145005 | ZUM SERVICES TRANSPORTATION LLC | $11,729.52 |
| **01 - Total** | | | | | **$2,364,786.13** |
| 02 | 27732 | 04/13/2026 | 143654 | JEREDITH BRANDS LLC | $2,250.00 |
| | 27733 | 04/13/2026 | 100951 | EXTREME CLEANING INC | $275.00 |
| | 27734 | 04/13/2026 | 010670 | GENERAL PARTS LLC | $3,522.71 |
| | 27735 | 04/13/2026 | 144749 | KATRINA A GREENFIELD | $8.99 |
| | 27736 | 04/13/2026 | 145188 | ELIZABETH P LEMKEE | $76.13 |
| | 27737 | 04/13/2026 | 136279 | MILLARD PUBLIC SCHOOL CLEARING ACCT | $182.95 |
| | 27738 | 04/13/2026 | 143969 | RACHEL A MONTOYA | $12.62 |
| | 27739 | 04/13/2026 | 100013 | ODP BUSINESS SOLUTIONS LLC | $115.17 |
| | 27740 | 04/13/2026 | 139832 | PAMELA S OSTERMAN | $11.75 |
| | 27741 | 04/13/2026 | 145326 | JENESIS A RAMIREZ | $54.38 |
| | 27742 | 04/13/2026 | 144315 | KYLE FLOYD RODDENBERRY | $76.13 |
| | 27743 | 04/13/2026 | 144750 | NANCY S SAATHOFF | $12.18 |
| | 27744 | 04/13/2026 | 145189 | PATRICK J SIMMONS | $87.00 |
| | 27745 | 04/13/2026 | 101476 | SODEXO INC & AFFILIATES | $709,175.50 |
| | 27746 | 04/13/2026 | 143751 | RAWNIE J TARVER | $60.00 |
| | 27747 | 04/13/2026 | 145327 | MYA N THOMPSON | $87.00 |
| **02 - Total** | | | | | **$716,007.51** |
| 06 | 526383 | 04/13/2026 | 133480 | BERINGER CIACCIO DENNELL MABREY | $1,000.00 |
| | 526460 | 04/13/2026 | 131003 | DAILY RECORD | $23.33 |
| | 526471 | 04/13/2026 | 132669 | DIGITAL DOT SYSTEMS INC | $400.00 |
| | 526505 | 04/13/2026 | 145384 | AVI SYSTEMS INC | $1,230.00 |
| | 526568 | 04/13/2026 | 136678 | K C PETERSEN CONSTRUCTION CO | $29,735.00 |
| | 526665 | 04/13/2026 | 136568 | PERFORMANCE ENGINEERING INC | $700.00 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| **06 - Total** | | | | | **$33,088.33** |
| 07 | 526370 | 04/13/2026 | 145092 | ALPHA LAND SURVEYING LLC | $1,250.00 |
| | 526383 | 04/13/2026 | 133480 | BERINGER CIACCIO DENNELL MABREY | $23,502.50 |
| | 526413 | 04/13/2026 | 139926 | CARLSON WEST POVONDRA ARCHITECTS | $1,466.25 |
| | 526455 | 04/13/2026 | 136087 | D.R. ANDERSON CONSTRUCTORS CO | $39,453.72 |
| | 526517 | 04/13/2026 | 010256 | B & K MECHANICAL CONTRACTORS LLC | $12,186.00 |
| | 526560 | 04/13/2026 | 138937 | JENSEN GARDENS INC | $1,282.63 |
| | 526630 | 04/13/2026 | 143891 | MULTICON INC | $40,000.00 |
| | 526632 | 04/13/2026 | 145307 | NAVITAS LLC | $7,200.00 |
| | 526648 | 04/13/2026 | 144981 | NICHOLAS PORTER | $86,175.00 |
| | 526655 | 04/13/2026 | 132259 | ORACLE AMERICA INC | $5,857.50 |
| | 526672 | 04/13/2026 | 134598 | PRIME COMMUNICATIONS INC | $4,014.77 |
| | 526726 | 04/13/2026 | 132452 | TERRACON CONSULTANTS INC | $1,996.25 |
| | 526736 | 04/13/2026 | 144187 | TUNE FACILITIES LLC | $5,230.00 |
| | 526762 | 04/13/2026 | 094130 | WENGER CORPORATION | $14,053.09 |
| | 526766 | 04/13/2026 | 143143 | WHITE CASTLE ROOFING & CONTRACTING | $49,387.14 |
| | E108790 | 04/13/2026 | 139946 | DOWNS ELECTRIC INC | $5,850.00 |
| | E108811 | 04/13/2026 | 138181 | KIDWELL ELECTRIC COMPANY INC | $970.00 |
| **07 - Total** | | | | | **$299,874.85** |
| 11 | 526312 | 03/12/2026 | 139473 | KATHLEEN A HRABAN | $55.45 |
| | 526313 | 03/12/2026 | 068020 | NATIONAL SCIENCE TEACHERS ASSN | $3,175.00 |
| | 526359 | 04/02/2026 | 109843 | T-MOBILE USA INC | $29.49 |
| | 526369 | 04/13/2026 | 135034 | ALDRICH ELEMENTARY | $125.00 |
| | 526379 | 04/13/2026 | 144703 | WENDY B BAILEY | $32.63 |
| | 526394 | 04/13/2026 | 145276 | BLUE ALPINE LLC | $8,985.00 |
| | 526412 | 04/13/2026 | 142380 | AMANDA L CARLSEN | $18.85 |
| | 526420 | 04/13/2026 | 144769 | CENTER FOR COLLABORATIVE CLASSROOM | $1,415.88 |
| | 526452 | 04/13/2026 | 139123 | TRESSA J CURTIS | $32.84 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 11 | 526460 | 04/13/2026 | 131003 | DAILY RECORD | $16.67 |
| | 526462 | 04/13/2026 | 032497 | CHERYL R DECKER | $35.53 |
| | 526465 | 04/13/2026 | 144183 | MELISSA LYNN DELANEY | $1,100.00 |
| | 526466 | 04/13/2026 | 141499 | SARAH L DEMARAY | $29.44 |
| | 526472 | 04/13/2026 | 141484 | AMANDA K DISTEFANO | $19.30 |
| | 526481 | 04/13/2026 | 138878 | LACEY M EDDY | $27.55 |
| | 526483 | 04/13/2026 | 037525 | EDUCATIONAL SERVICE UNIT #3 | $2,080.00 |
| | 526507 | 04/13/2026 | 139106 | REPAR LLC | $143.00 |
| | 526509 | 04/13/2026 | 145387 | NISHI T GEORGE | $45.97 |
| | 526513 | 04/13/2026 | 143825 | CUBBY'S II | $56.25 |
| | 526521 | 04/13/2026 | 143940 | JOELLY A A HANSEN | $22.55 |
| | 526523 | 04/13/2026 | 135040 | HARVEY OAKS ELEMENTARY | $250.00 |
| | 526540 | 04/13/2026 | 145388 | FAITH HOPPEN | $200.00 |
| | 526545 | 04/13/2026 | 144565 | KELSEY J HUMPHREY | $50.75 |
| | 526550 | 04/13/2026 | 049851 | HY-VEE INC | $155.30 |
| | 526570 | 04/13/2026 | 144366 | OMAHA DISCOVERY TRUST | $500.00 |
| | 526572 | 04/13/2026 | 143128 | JUDITH T KIRST | $51.55 |
| | 526576 | 04/13/2026 | 141208 | ERINN R KOMP | $28.13 |
| | 526596 | 04/13/2026 | 144737 | ABIGALE P LUEDERS | $36.90 |
| | 526600 | 04/13/2026 | 145321 | MAKERA US INC | $11,598.00 |
| | 526603 | 04/13/2026 | 139232 | HARWOOD PIZZA INC | $177.71 |
| | 526620 | 04/13/2026 | 131716 | BRADLEY S MILLARD | $297.23 |
| | 526621 | 04/13/2026 | 139503 | MILLARD FOOD SERVICE | $100.10 |
| | 526650 | 04/13/2026 | 100013 | ODP BUSINESS SOLUTIONS LLC | $295.17 |
| | 526652 | 04/13/2026 | 144698 | SARAH O'LEARY | $1,000.00 |
| | 526675 | 04/13/2026 | 143760 | KELLIE R PROCTOR | $16.68 |
| | 526701 | 04/13/2026 | 144031 | SEWING CONCEPTS INC | $495.00 |
| | 526705 | 04/13/2026 | 142381 | KELSEY O SHERIDAN | $22.91 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 11 | 526706 | 04/13/2026 | 144377 | LINDSAY A SHIELDS | $9.63 |
| | 526711 | 04/13/2026 | 101476 | SODEXO INC & AFFILIATES | $745.64 |
| | 526714 | 04/13/2026 | 142676 | TURCO INC | $1,417.50 |
| | 526719 | 04/13/2026 | 145391 | KELLI M STAUB | $500.00 |
| | 526722 | 04/13/2026 | 137093 | JAMIE R STINSON | $46.81 |
| | 526750 | 04/13/2026 | 100923 | UNIVERSITY OF NEBRASKA LINCOLN | $360.00 |
| | E108775 | 04/13/2026 | 136961 | ABANTE LLC | $3,613.00 |
| | E108812 | 04/13/2026 | 107192 | FLYNN INNOVATIONS LLC | $222.74 |
| | E108844 | 04/13/2026 | 145005 | ZUM SERVICES TRANSPORTATION LLC | $9,812.08 |
| **11 - Total** | | | | | **$49,449.23** |
| 14 | 526426 | 04/13/2026 | 144277 | ALEGENT HEALTH CREIGHTON ST JOSEPH | $8,180.00 |
| | 526674 | 04/13/2026 | 142167 | PRISM HEALTH GROUP LLC | $15,316.50 |
| **14 - Total** | | | | | **$23,496.50** |
| 17 | 526498 | 04/13/2026 | 130731 | FIRST WIRELESS INC | $1,334.50 |
| | 526502 | 04/13/2026 | 142215 | F-M FORKLIFT SALES & SERVICE INC | $600.00 |
| | 526582 | 04/13/2026 | 058775 | LAMP RYNEARSON ASSOCIATES INC | $23,200.00 |
| | 526644 | 04/13/2026 | 134677 | NEMAHA SPORTS CONSTRUCTION LLC | $247,856.06 |
| | 526683 | 04/13/2026 | 144570 | REVOLUTION WRAPS LLC | $1,642.43 |
| | 526726 | 04/13/2026 | 132452 | TERRACON CONSULTANTS INC | $1,711.00 |
| | E108777 | 04/13/2026 | 102727 | B & H PHOTO | $146.24 |
| | E108802 | 04/13/2026 | 044891 | THE PROPHET CORPORATION | $2,577.10 |
| | E108807 | 04/13/2026 | 051573 | POPCO INC | $30.00 |
| | E108820 | 04/13/2026 | 064980 | MIDWEST SOUND & LIGHTING INC | $4,419.10 |
| | E108837 | 04/13/2026 | 092323 | VIRCO INC | $9,671.40 |
| **17 - Total** | | | | | **$293,187.83** |
| 50 | 526311 | 03/12/2026 | 143688 | SHANE COE | $1,889.41 |
| | 526314 | 03/12/2026 | 141130 | NICHOLAS ALAN QUAMME | $1,696.41 |
| | 526315 | 03/12/2026 | 141700 | JENNIFER JULIE RANDALL | $1,000.00 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 50 | 526316 | 03/12/2026 | 081891 | PAUL A SCHMITT MUSIC CO | $984.00 |
| | 526318 | 03/12/2026 | 143902 | JARAD VOSS | $1,777.40 |
| | 526319 | 03/12/2026 | 138500 | HEATH FRANCIS WEBER | $1,150.80 |
| | 526359 | 04/02/2026 | 109843 | T-MOBILE USA INC | $36.94 |
| | 526374 | 04/13/2026 | 012989 | APPLE COMPUTER INC | $144.00 |
| | 526447 | 04/13/2026 | 144010 | MARAH COVER | $500.00 |
| | 526504 | 04/13/2026 | 143691 | FOLLETT CONTENT SOLUTIONS LLC | $109.19 |
| | 526512 | 04/13/2026 | 143872 | GLOBAL VENDING GROUP INC | $8,425.00 |
| | 526535 | 04/13/2026 | 144126 | SHELBY JALYNN HINDMAN | $70.00 |
| | 526548 | 04/13/2026 | 133397 | HY-VEE INC | $695.49 |
| | 526553 | 04/13/2026 | 051843 | INTEGRITY ARCHITECTURAL MILLWORK | $938.00 |
| | 526569 | 04/13/2026 | 136588 | KEYBOARD KASTLE LTD | $21.99 |
| | 526575 | 04/13/2026 | 144584 | JOHN M KLEIN II | $300.00 |
| | 526580 | 04/13/2026 | 135103 | RON KROENKE | $770.00 |
| | 526587 | 04/13/2026 | 141264 | GRANT LAVERTY | $300.00 |
| | 526588 | 04/13/2026 | 145375 | TAYLOR LAVERTY | $300.00 |
| | 526598 | 04/13/2026 | 099321 | MACKIN BOOK CO | $121.73 |
| | 526637 | 04/13/2026 | 107406 | NEBRASKA SPEECH COMMUNICATION | $179.82 |
| | 526646 | 04/13/2026 | 144979 | AMANDA NOBRA | $300.00 |
| | 526653 | 04/13/2026 | 145376 | TEMILOLA OLORUNSOLA | $300.00 |
| | 526657 | 04/13/2026 | 142290 | OVERDRIVE INC | $1,000.00 |
| | 526658 | 04/13/2026 | 143587 | LACEY J OVERSTREET | $22.64 |
| | 526659 | 04/13/2026 | 136739 | JAMES W KUPER | $1,525.50 |
| | 526662 | 04/13/2026 | 132166 | PATRICIA M KUSEK | $480.00 |
| | 526704 | 04/13/2026 | 143333 | DANIEL STEVEN SHATZKIN | $300.00 |
| | 526709 | 04/13/2026 | 140238 | SHOOT-A-WAY INC | $14,600.00 |
| | 526760 | 04/13/2026 | 144891 | MAYA WEILER | $80.00 |
| | E108780 | 04/13/2026 | 019111 | BISHOP BUSINESS EQUIPMENT | $200.00 |

# Millard Public Schools Check Register Prepared for the Board Meeting for Apr 13, 2026

| Fund | Check Number | Check Date | Vendor Number | Vendor Name | Transaction Amount |
|---|---|---|---|---|---|
| 50 | E108782 | 04/13/2026 | 019559 | BOUND TO STAY BOUND BOOKS INC | $1,331.92 |
| | E108785 | 04/13/2026 | 032800 | DEMCO INC | $18.11 |
| | E108789 | 04/13/2026 | 033473 | DIETZE MUSIC HOUSE INC | $3,836.64 |
| | E108808 | 04/13/2026 | 100928 | J W PEPPER & SON INC. | $243.03 |
| | E108824 | 04/13/2026 | 072760 | PITSCO EDUCATION LLC | $625.79 |
| | E108844 | 04/13/2026 | 145005 | ZUM SERVICES TRANSPORTATION LLC | $501.44 |
| **50 - Total** | | | | | **$46,775.25** |
| 99 | 526311 | 03/12/2026 | 143688 | SHANE COE | ($40.00) |
| | 526314 | 03/12/2026 | 141130 | NICHOLAS ALAN QUAMME | ($40.00) |
| | 526315 | 03/12/2026 | 141700 | JENNIFER JULIE RANDALL | ($40.00) |
| | 526318 | 03/12/2026 | 143902 | JARAD VOSS | ($40.00) |
| | 526319 | 03/12/2026 | 138500 | HEATH FRANCIS WEBER | ($40.00) |
| | 526659 | 04/13/2026 | 136739 | JAMES W KUPER | ($59.22) |
| **99 - Total** | | | | | **($259.22)** |
| **Overall - Total** | | | | | **$3,826,406.41** |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| 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 | 10,874.20 | 0.00 | 0.00 | 0.00 | 10,874.20 |
| | 1016 | Rev Trak Fees | -31.63 | 25.01 | 27.59 | 0.00 | -34.21 |
| | 1018 | School Pay Fees | 1,814.86 | 3.32 | 13.46 | 0.00 | 1,804.72 |
| | 1025 | Savings | 317.49 | 0.00 | 0.00 | 0.00 | 317.49 |
| | 1030 | Staff Vending | -35.49 | 11.28 | 0.00 | 0.00 | -24.21 |
| | 1066 | Teammates | 104.91 | 0.00 | 0.00 | 0.00 | 104.91 |
| | 1105 | Laptop Insurance | 20.00 | 0.00 | 0.00 | 0.00 | 20.00 |
| | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1107 | Laptop Insurance-YAP/Project Search | 20.00 | 0.00 | 20.00 | 0.00 | 0.00 |
| | 1108 | Laptop Loss-Damage YAP/Project Search | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | A Totals: | 13,084.34 | 39.61 | 61.05 | 0.00 | 13,062.90 |
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4530 | Orchestra | 13,743.82 | 2,000.00 | 0.00 | 0.00 | 15,743.82 |
| | | D Totals: | 13,743.82 | 2,000.00 | 0.00 | 0.00 | 15,743.82 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | | ADMINISTRATIVE CUSTODIAL | | | | | |
| | 5004 | Middle School Momentum | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5005 | Activity Express | 72,557.34 | 2,492.05 | 0.00 | -143.00 | 74,906.39 |
| | 5009 | Friday Folder Advertising | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5011 | Young Adult Program Student-Led Business | 5,166.14 | 713.00 | 318.49 | 143.00 | 5,703.65 |
| | 5017 | YAP Foundation Wish | 87.75 | 0.00 | 84.09 | 0.00 | 3.66 |
| | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5062 | Ed Services Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5080 | Media | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5081 | MPS App | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5096 | MPS Activities Calendar | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5098 | NFUSSD | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5140 | PayBac | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5165 | Logo Sales | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5176 | Student Showcase | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5177 | Staff Development | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5178 | STOP Hunger | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5225 | WF Student Donation | 5,660.18 | 0.00 | 0.00 | 0.00 | 5,660.18 |
| | 5250 | Instrument Rental | -44,596.80 | 480.00 | 2,130.22 | 0.00 | -46,247.02 |
| | 5255 | South Swim Lessons | 160,880.00 | 0.00 | 0.00 | 0.00 | 160,880.00 |
| | 5260 | North Swim Lessons | 79,570.00 | 0.00 | 0.00 | 0.00 | 79,570.00 |
| | 5265 | West Swim Lessons | 139,780.00 | 0.00 | 0.00 | 0.00 | 139,780.00 |
| | 5270 | North Open Swim | 1,647.00 | 0.00 | 0.00 | 0.00 | 1,647.00 |
| | 5275 | West Open Swim | 4,100.00 | 0.00 | 0.00 | 0.00 | 4,100.00 |
| | 5280 | South Open Swim | 4,781.00 | 0.00 | 0.00 | 0.00 | 4,781.00 |
| | 5285 | Maintenance Vending | 792.16 | 0.00 | 0.00 | 0.00 | 792.16 |
| | 5290 | Tech Vending | 460.63 | 0.00 | 0.00 | 0.00 | 460.63 |
| | 5295 | Facility Use Rental Fee | -592,698.07 | 14,829.50 | 0.00 | 0.00 | -577,868.57 |
| | 5300 | Facility Use Building Access | 78,642.50 | 0.00 | 0.00 | 0.00 | 78,642.50 |
| | 5305 | Facility Use Staffing | 229,522.16 | 41,337.00 | 0.00 | 0.00 | 270,859.16 |
| | 5310 | Check Collection | 483.15 | 0.00 | 0.00 | 0.00 | 483.15 |
| | | E Totals: | 146,835.14 | 59,851.55 | 2,532.80 | 0.00 | 204,153.89 |
| Q | | STUDENT FEE FUND | | | | | |
| | 7195 | HAL Field Trips | 3,235.96 | 0.00 | 0.00 | 0.00 | 3,235.96 |
| | | Q Totals: | 3,235.96 | 0.00 | 0.00 | 0.00 | 3,235.96 |
| | | DSAC Activity Totals: | 176,899.26 | 61,891.16 | 2,593.85 | 0.00 | 236,196.57 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| DSAC Checking: | | | 61,891.16 | 2,593.85 | | |
| DSAC Investment: | | | | | | |
| DSAC Bank Balances: | 176,899.26 | | 61,891.16 | 2,593.85 | 0.00 | 236,196.57 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Abbott | Abbott Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 21,877.85 | 2,064.88 | 656.17 | 0.00 | 23,286.56 |
| | | 1018 | School Pay Fees | 1,822.16 | 0.00 | 0.00 | 0.00 | 1,822.16 |
| | | 1020 | Volunteers-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1021 | Abbott Volunteer Team | 120,978.68 | 378.60 | 627.69 | 0.00 | 120,729.59 |
| | | 1030 | Staff Vending | 86.32 | 0.00 | 0.00 | 0.00 | 86.32 |
| | | 1105 | Laptop Insurance | 3,433.41 | 0.00 | 0.00 | 0.00 | 3,433.41 |
| | | 1106 | Laptop Loss/Damage | 54.61 | 0.00 | 0.00 | 0.00 | 54.61 |
| | | | A Totals: | 148,253.03 | 2,443.48 | 1,283.86 | 0.00 | 149,412.65 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4230 | Environmental Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4440 | Leadership Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4500 | Music Club | 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 | 2,993.05 | 0.00 | 0.00 | 0.00 | 2,993.05 |
| | | 4760 | World Language | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D Totals: | 2,993.05 | 0.00 | 0.00 | 0.00 | 2,993.05 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5080 | Media | 2,732.84 | 0.00 | 0.00 | 0.00 | 2,732.84 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | -81.45 | 0.00 | 0.00 | 0.00 | -81.45 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 132.56 | 0.00 | 0.00 | 0.00 | 132.56 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | -232.00 | 0.00 | 0.00 | 0.00 | -232.00 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 551.47 | 0.00 | 0.00 | 0.00 | 551.47 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | -40.20 | 0.00 | 0.00 | 0.00 | -40.20 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 660.52 | 0.00 | 0.00 | 0.00 | 660.52 |
| | | 5180 | Teacher Fund/Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 3,723.74 | 0.00 | 0.00 | 0.00 | 3,723.74 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7900 | Field Trips-Other | -200.00 | 0.00 | 0.00 | 0.00 | -200.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | -200.00 | 0.00 | 0.00 | 0.00 | -200.00 |
| | | | Abbott Activity Totals: | 154,769.82 | 2,443.48 | 1,283.86 | 0.00 | 155,929.44 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Abbott Checking: | | | 2,443.48 | 1,283.86 | | |
| Abbott Investment: | | | | | | |
| Abbott Bank Balances: | 154,769.82 | | 2,443.48 | 1,283.86 | 0.00 | 155,929.44 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **Ackerm** | | **Ackerman Elementary** | | | | | |
| A | | ACTIVITY GENERAL | | | | | |
| | 1010 | General Admin | 4,321.22 | 70.19 | 130.40 | 0.00 | 4,261.01 |
| | 1018 | School Pay Fees | 3.32 | 0.00 | 0.00 | 0.00 | 3.32 |
| | 1020 | Volunteers-General | 66,118.43 | 143.22 | 2,354.23 | 0.00 | 63,907.42 |
| | 1022 | Volunteers - Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1105 | Laptop Insurance | 889.99 | 0.00 | 0.00 | 0.00 | 889.99 |
| | 1106 | Laptop Loss/Damage | 70.00 | 0.00 | 0.00 | 0.00 | 70.00 |
| | | A Totals: | 71,402.96 | 213.41 | 2,484.63 | 0.00 | 69,131.74 |
| D | | CLUBS AND ORGANIZATIONS | | | | | |
| | 4040 | Art | 6,499.25 | 0.00 | 0.00 | 0.00 | 6,499.25 |
| | 4070 | Birthday Book | 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 | 299.97 | 0.00 | 0.00 | 0.00 | 299.97 |
| | 4580 | Reading | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4710 | Student Council | 991.34 | 0.00 | 0.00 | 0.00 | 991.34 |
| | 4726 | Unified Sports | 1,849.95 | 0.00 | 0.00 | 0.00 | 1,849.95 |
| | 4770 | Yearbook | 2,868.55 | 0.00 | 0.00 | 0.00 | 2,868.55 |
| | | D Totals: | 12,509.06 | 0.00 | 0.00 | 0.00 | 12,509.06 |
| E | | ADMINISTRATIVE CUSTODIAL | | | | | |
| | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5070 | Library | 7,002.50 | 0.00 | 372.93 | 0.00 | 6,629.57 |
| | 5099 | Music Events | 435.00 | 0.00 | 0.00 | 0.00 | 435.00 |
| | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5121 | KG Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5122 | 1st Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5123 | 2nd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5124 | 3rd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5125 | 4th Grade Field Trips-Curriculum Related | 51.00 | 0.00 | 0.00 | 0.00 | 51.00 |
| | 5126 | 5th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5140 | PayBac | 32.75 | 0.00 | 0.00 | 0.00 | 32.75 |
| | 5180 | Teacher Fund/Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | E Totals: | 7,521.25 | 0.00 | 372.93 | 0.00 | 7,148.32 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| Q | STUDENT FEE FUND | | | | | |
| 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Ackerman Activity Totals: | 91,433.27 | 213.41 | 2,857.56 | 0.00 | 88,789.12 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Ackerman Checking: | | | 213.41 | 2,857.56 | | |
| Ackerman Investment: | | | | | | |
| Ackerman Bank Balances: | 91,433.27 | | 213.41 | 2,857.56 | 0.00 | 88,789.12 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Aldrich | Aldrich Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 45,276.29 | 467.28 | 2,089.43 | 0.00 | 43,654.14 |
| | | 1018 | School Pay Fees | 100.99 | 0.00 | 0.00 | 0.00 | 100.99 |
| | | 1030 | Staff Vending | 425.90 | 0.00 | 0.00 | 0.00 | 425.90 |
| | | 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: | 45,803.18 | 467.28 | 2,089.43 | 0.00 | 44,181.03 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4070 | Birthday Book | 2,619.24 | 0.00 | 87.89 | 0.00 | 2,531.35 |
| | | 4710 | Student Council | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D Totals: | 2,619.24 | 0.00 | 87.89 | 0.00 | 2,531.35 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 577.69 | 31.90 | 0.00 | 0.00 | 609.59 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | -503.00 | 0.00 | 0.00 | 0.00 | -503.00 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 67.00 | 0.00 | 0.00 | 0.00 | 67.00 |
| | | 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 | 67.00 | 0.00 | 0.00 | 0.00 | 67.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 390.07 | 0.00 | 0.00 | 0.00 | 390.07 |
| | | | E Totals: | 598.76 | 31.90 | 0.00 | 0.00 | 630.66 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Aldrich Activity Totals: | 49,021.18 | 499.18 | 2,177.32 | 0.00 | 47,343.04 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Aldrich Checking: | | | 499.18 | 2,177.32 | | |
| Aldrich Investment: | | | | | | |
| Aldrich Bank Balances: | 49,021.18 | | 499.18 | 2,177.32 | 0.00 | 47,343.04 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name / Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| BlackEl | Black Elk Elementary | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | 15,752.62 | 266.14 | 989.47 | 0.00 | 15,029.29 |
| | 1018 | School Pay Fees | 45.04 | 0.00 | 0.00 | 0.00 | 45.04 |
| | 1020 | Volunteers-General | 61,834.43 | 0.00 | 6,744.88 | 0.00 | 55,089.55 |
| | 1022 | Volunteers - Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1105 | Laptop Insurance | 1,875.00 | 0.00 | 0.00 | 0.00 | 1,875.00 |
| | 1106 | Laptop Loss/Damage | 98.00 | 70.00 | 0.00 | 0.00 | 168.00 |
| | | A Totals: | 79,605.09 | 336.14 | 7,734.35 | 0.00 | 72,206.88 |
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4040 | Art | 10,505.46 | 0.00 | 0.00 | 0.00 | 10,505.46 |
| | 4070 | Birthday Book | 5,176.97 | 106.00 | 0.00 | 0.00 | 5,282.97 |
| | 4140 | Choir | 293.26 | 0.00 | 0.00 | 0.00 | 293.26 |
| | 4270 | Field Day | 2,981.82 | 0.00 | 50.05 | 0.00 | 2,931.77 |
| | 4500 | Music Club | -458.51 | 0.00 | 0.00 | 0.00 | -458.51 |
| | 4530 | Orchestra | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4540 | Other Clubs | -19.25 | 0.00 | 0.00 | 0.00 | -19.25 |
| | 4580 | Reading | 50.65 | 0.00 | 0.00 | 0.00 | 50.65 |
| | 4710 | Student Council | 4,565.89 | 518.60 | 740.07 | 0.00 | 4,344.42 |
| | | D Totals: | 23,096.29 | 624.60 | 790.12 | 0.00 | 22,930.77 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5065 | Hospitality-VIP | 2,473.64 | 0.00 | 0.00 | 0.00 | 2,473.64 |
| | 5080 | Media | 5,499.89 | 44.22 | 163.61 | 0.00 | 5,380.50 |
| | 5100 | Other Adm Custodial | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5121 | KG Field Trips-Curriculum Related | 6.50 | 0.00 | 0.00 | 0.00 | 6.50 |
| | 5122 | 1st Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5123 | 2nd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5124 | 3rd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5126 | 5th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5140 | PayBac | 952.62 | 0.00 | 0.00 | 0.00 | 952.62 |
| | | E Totals: | 8,932.65 | 44.22 | 163.61 | 0.00 | 8,813.26 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 1,525.00 | 0.00 | 0.00 | 0.00 | 1,525.00 |
| | | Q Totals: | 1,525.00 | 0.00 | 0.00 | 0.00 | 1,525.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | BlackElk Activity Totals: | 113,159.03 | 1,004.96 | 8,688.08 | 0.00 | 105,475.91 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| BlackElk Checking: | | | 1,004.96 | 8,688.08 | | |
| BlackElk Investment: | | | | | | |
| BlackElk Bank Balances: | 113,159.03 | | 1,004.96 | 8,688.08 | 0.00 | 105,475.91 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Bryan | Bryan Elementary School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 2,782.39 | 25.41 | 644.70 | 0.00 | 2,163.10 |
| | | 1018 | School Pay Fees | 47.95 | 0.00 | 0.00 | 0.00 | 47.95 |
| | | 1030 | Staff Vending | 491.46 | 0.00 | 0.00 | 0.00 | 491.46 |
| | | 1040 | Donations | 204.80 | 0.00 | 0.00 | 0.00 | 204.80 |
| | | 1105 | Laptop Insurance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | 3,526.60 | 25.41 | 644.70 | 0.00 | 2,907.31 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 394.60 | 0.00 | 0.00 | 0.00 | 394.60 |
| | | 4220 | Drama Club | 122.07 | 0.00 | 0.00 | 0.00 | 122.07 |
| | | 4500 | Music Club | 111.51 | 0.00 | 0.00 | 0.00 | 111.51 |
| | | 4710 | Student Council | 1,344.38 | 0.00 | 0.00 | 0.00 | 1,344.38 |
| | | | D Totals: | 1,972.56 | 0.00 | 0.00 | 0.00 | 1,972.56 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5015 | Circle of Friends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5040 | Fundraising-General | 23,633.18 | 1,081.49 | 2,643.71 | 0.00 | 22,070.96 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5080 | Media | 6,570.80 | 105.00 | 0.00 | 0.00 | 6,675.80 |
| | | 5100 | Other Adm Custodial | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5110 | Other Student Activities | 690.54 | 0.00 | 1,487.50 | 0.00 | -796.96 |
| | | 5121 | KG Field Trips-Curriculum Related | -564.20 | 0.00 | 0.00 | 0.00 | -564.20 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | -330.00 | 0.00 | 0.00 | 0.00 | -330.00 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | -304.00 | 0.00 | 0.00 | 0.00 | -304.00 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 25.36 | 0.00 | 0.00 | 0.00 | 25.36 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | -548.04 | 0.00 | 0.00 | 0.00 | -548.04 |
| | | 5180 | Teacher Fund/Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5181 | Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 29,173.64 | 1,186.49 | 4,131.21 | 0.00 | 26,228.92 |
| 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 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name
Activity ID Activity Name

| | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|
| Bryan Activity Totals: | 34,672.80 | 1,211.90 | 4,775.91 | 0.00 | 31,108.79 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Bryan Checking: | | | 1,211.90 | 4,775.91 | | |
| Bryan Investment: | | | | | | |
| Bryan Bank Balances: | 34,672.80 | | 1,211.90 | 4,775.91 | 0.00 | 31,108.79 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Cather | Cather Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 7,706.39 | 11,865.94 | 333.95 | 0.00 | 19,238.38 |
| | | 1018 | School Pay Fees | -30.05 | 0.00 | 0.00 | 0.00 | -30.05 |
| | | 1023 | Booster Club | -203.77 | 0.00 | 0.00 | 0.00 | -203.77 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1040 | Donations | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |
| | | 1105 | Laptop Insurance | 2,352.46 | 0.00 | 0.00 | 0.00 | 2,352.46 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | 10,225.03 | 11,865.94 | 333.95 | 0.00 | 21,757.02 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4038 | PE Archery | 180.00 | 0.00 | 0.00 | 0.00 | 180.00 |
| | | 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 |
| | | 4231 | Ecology Club | 378.28 | 0.00 | 0.00 | 0.00 | 378.28 |
| | | 4500 | Music Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4600 | Robotics & Engineering Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4610 | SAFE/DARE/Drug Free | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4660 | Spanish Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 1,686.99 | 77.00 | 0.00 | 0.00 | 1,763.99 |
| | | | D Totals: | 2,245.27 | 77.00 | 0.00 | 0.00 | 2,322.27 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | -7.96 | 0.00 | 0.00 | 0.00 | -7.96 |
| | | 5060 | Hospitality | -2.54 | 0.00 | 0.00 | 0.00 | -2.54 |
| | | 5070 | Library | 6,191.77 | 0.00 | 0.00 | 0.00 | 6,191.77 |
| | | 5110 | Other Student Activities | -2,839.50 | 0.00 | 0.00 | 0.00 | -2,839.50 |
| | | 5120 | P.E. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 171.68 | 0.00 | 0.00 | 0.00 | 171.68 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 848.47 | 0.00 | 0.00 | 0.00 | 848.47 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 236.93 | 0.00 | 0.00 | 0.00 | 236.93 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 588.19 | 0.00 | 0.00 | 0.00 | 588.19 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 258.00 | 0.00 | 0.00 | 0.00 | 258.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 687.10 | 0.00 | 0.00 | 0.00 | 687.10 |
| | | 5140 | PayBac | 1,707.03 | 0.00 | 0.00 | 0.00 | 1,707.03 |
| | | 5169 | Cather Scholarshop | 0.00 | 482.20 | 0.00 | 0.00 | 482.20 |
| | | 5181 | Grants | 397.51 | 0.00 | 0.00 | 0.00 | 397.51 |
| | | 5183 | SEL Grant | 384.74 | 0.00 | 0.00 | 0.00 | 384.74 |
| | | 5250 | Instrument Rental | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 8,621.42 | 482.20 | 0.00 | 0.00 | 9,103.62 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| Q | STUDENT FEE FUND | | | | | |
| 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Cather Activity Totals: | 21,091.72 | 12,425.14 | 333.95 | 0.00 | 33,182.91 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Cather Checking: | | | 12,425.14 | 333.95 | | |
| Cather Investment: | | | | | | |
| Cather Bank Balances: | 21,091.72 | | 12,425.14 | 333.95 | 0.00 | 33,182.91 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Cody | Cody Elementary School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 4,850.13 | 245.76 | 1,011.30 | 0.00 | 4,084.59 |
| | | 1018 | School Pay Fees | -1.08 | 0.00 | 0.00 | 0.00 | -1.08 |
| | | 1030 | Staff Vending | 135.58 | 0.00 | 0.00 | 0.00 | 135.58 |
| | | 1043 | Playground | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1050 | Projects/Support | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 75.00 | 0.00 | 0.00 | 0.00 | 75.00 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | 5,059.63 | 245.76 | 1,011.30 | 0.00 | 4,294.09 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4100 | Builders Club | 702.53 | 0.00 | 0.00 | 0.00 | 702.53 |
| | | 4140 | Choir | 40.33 | 0.00 | 0.00 | 0.00 | 40.33 |
| | | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 1,395.96 | 0.00 | 181.93 | 0.00 | 1,214.03 |
| | | 4728 | Unified Club | 1,247.32 | 0.00 | 0.00 | 0.00 | 1,247.32 |
| | | | D Totals: | 3,386.14 | 0.00 | 181.93 | 0.00 | 3,204.21 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5080 | Media | 4,577.25 | 5.00 | 0.00 | 0.00 | 4,582.25 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5165 | Logo Sales | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5170 | Student Notebooks | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 4,577.25 | 5.00 | 0.00 | 0.00 | 4,582.25 |
| 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 |
| | | 7901 | Student Transportation | 250.00 | 0.00 | 0.00 | 0.00 | 250.00 |
| | | | Q Totals: | 250.00 | 0.00 | 0.00 | 0.00 | 250.00 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Cody Activity Totals: | 13,273.02 | 250.76 | 1,193.23 | 0.00 | 12,330.55 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Cody Checking: | | | 250.76 | 1,193.23 | | |
| Cody Investment: | | | | | | |
| Cody Bank Balances: | 13,273.02 | | 250.76 | 1,193.23 | 0.00 | 12,330.55 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Cottonw | Cottonwood Elementary School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 2,634.01 | 26.51 | 0.00 | 0.00 | 2,660.52 |
| | | 1018 | School Pay Fees | -9.90 | 0.00 | 0.00 | 0.00 | -9.90 |
| | | 1030 | Staff Vending | 177.33 | 0.00 | 0.00 | 0.00 | 177.33 |
| | | 1040 | Donations | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 75.00 | 0.00 | 0.00 | 0.00 | 75.00 |
| | | 1106 | Laptop Loss/Damage | 35.00 | 0.00 | 0.00 | 0.00 | 35.00 |
| | | | A Totals: | 2,911.44 | 26.51 | 0.00 | 0.00 | 2,937.95 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 11.76 | 0.00 | 0.00 | 0.00 | 11.76 |
| | | 4580 | Reading | -99.00 | 0.00 | 0.00 | 0.00 | -99.00 |
| | | 4610 | SAFE/DARE/Drug Free | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 2,297.57 | 0.00 | 0.00 | 0.00 | 2,297.57 |
| | | 4750 | Volunteer Club | 26,544.58 | 614.68 | 300.00 | 0.00 | 26,859.26 |
| | | | D Totals: | 28,754.91 | 614.68 | 300.00 | 0.00 | 29,069.59 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5025 | Fines - Library Book | 94.25 | 0.00 | 0.00 | 0.00 | 94.25 |
| | | 5040 | Fundraising-General | 96.00 | 0.00 | 0.00 | 0.00 | 96.00 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 1,339.57 | 44.57 | 0.00 | 0.00 | 1,384.14 |
| | | 5110 | Other Student Activities | -831.18 | 0.00 | 0.00 | 0.00 | -831.18 |
| | | 5121 | KG Field Trips-Curriculum Related | 28.07 | 0.00 | 0.00 | 0.00 | 28.07 |
| | | 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 | 456.32 | 0.00 | 0.00 | 0.00 | 456.32 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5142 | Preschool | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5180 | Teacher Fund/Grants | -1.37 | 0.00 | 0.00 | 0.00 | -1.37 |
| | | | E Totals: | 1,181.66 | 44.57 | 0.00 | 0.00 | 1,226.23 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| S | ATHLETIC | | | | | | | |
| | | 9055 | Athletics - Projects | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | S Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Cottonwood Activity Totals: | 32,848.01 | 685.76 | 300.00 | 0.00 | 33,233.77 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Cottonwood Checking: | | | 685.76 | 300.00 | | |
| Cottonwood Investment: | | | | | | |
| Cottonwood Bank Balances: | 32,848.01 | | 685.76 | 300.00 | 0.00 | 33,233.77 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Disney | Disney Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 4,567.06 | 21.06 | 663.16 | 0.00 | 3,924.96 |
| | | 1015 | Counseling | 8.15 | 0.00 | 0.00 | 0.00 | 8.15 |
| | | 1018 | School Pay Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1040 | Donations | 4,475.93 | 0.00 | 0.00 | 0.00 | 4,475.93 |
| | | 1043 | Playground | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1046 | Birthday Board | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 30.00 | 0.00 | 0.00 | 0.00 | 30.00 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | 9,081.14 | 21.06 | 663.16 | 0.00 | 8,439.04 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4570 | Play Production | 4,391.11 | 404.00 | 972.18 | 0.00 | 3,822.93 |
| | | 4710 | Student Council | 676.85 | 0.00 | 0.00 | 0.00 | 676.85 |
| | | 4726 | Unified Sports | 1,408.22 | 0.00 | 0.00 | 0.00 | 1,408.22 |
| | | | D Totals: | 6,476.18 | 404.00 | 972.18 | 0.00 | 5,908.00 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 4,930.08 | 201.77 | 14.96 | 0.00 | 5,116.89 |
| | | 5070 | Library | 619.99 | 75.00 | 0.00 | 0.00 | 694.99 |
| | | 5115 | Field Trips-Curriculum Related | 2,183.77 | 0.00 | 0.00 | 0.00 | 2,183.77 |
| | | 5120 | P.E. | 3,479.03 | 0.00 | 0.00 | 0.00 | 3,479.03 |
| | | 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 |
| | | 5181 | Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5186 | MPS Foundation Grant | 1,000.00 | 0.00 | 0.00 | 0.00 | 1,000.00 |
| | | | E Totals: | 12,212.87 | 276.77 | 14.96 | 0.00 | 12,474.68 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Disney Activity Totals: | 27,770.19 | 701.83 | 1,650.30 | 0.00 | 26,821.72 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Disney Checking: | | | 701.83 | 1,650.30 | | |
| Disney Investment: | | | | | | |
| Disney Bank Balances: | 27,770.19 | | 701.83 | 1,650.30 | 0.00 | 26,821.72 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Ezra | Ezra Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 7,121.03 | 24.62 | 1,493.50 | 0.00 | 5,652.15 |
| | | 1018 | School Pay Fees | -9.05 | 0.00 | 0.00 | 0.00 | -9.05 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | -569.46 | 0.00 | 0.00 | 0.00 | -569.46 |
| | | 1106 | Laptop Loss/Damage | 606.06 | 59.00 | 0.00 | 0.00 | 665.06 |
| | | | A Totals: | 7,148.58 | 83.62 | 1,493.50 | 0.00 | 5,738.70 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4010 | 40 Assets | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4090 | Bowling Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4500 | Music Club | 4,265.34 | 0.00 | 164.94 | 0.00 | 4,100.40 |
| | | | D Totals: | 4,265.34 | 0.00 | 164.94 | 0.00 | 4,100.40 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5025 | Fines - Library Book | 256.81 | 0.00 | 0.00 | 0.00 | 256.81 |
| | | 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 | 10,148.40 | 0.00 | 335.89 | 0.00 | 9,812.51 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 20.87 | 0.00 | 0.00 | 0.00 | 20.87 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 26.09 | 0.00 | 0.00 | 0.00 | 26.09 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 333.00 | 0.00 | 0.00 | 0.00 | 333.00 |
| | | 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 | 1,440.62 | 535.50 | 0.00 | 0.00 | 1,976.12 |
| | | 5165 | Logo Sales | 5.46 | 0.00 | 0.00 | 0.00 | 5.46 |
| | | 5170 | Student Notebooks | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 12,231.25 | 535.50 | 335.89 | 0.00 | 12,430.86 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Ezra Activity Totals: | 23,645.17 | 619.12 | 1,994.33 | 0.00 | 22,269.96 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Ezra Checking: | | | 619.12 | 1,994.33 | | |
| Ezra Investment: | | | | | | |
| Ezra Bank Balances: | 23,645.17 | | 619.12 | 1,994.33 | 0.00 | 22,269.96 |

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| HarveyO | Harvey Oaks Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 47,083.70 | 648.23 | 519.95 | 0.00 | 47,211.98 |
| | | 1018 | School Pay Fees | -450.44 | 0.00 | 0.00 | 0.00 | -450.44 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 3,776.33 | 0.00 | 0.00 | 0.00 | 3,776.33 |
| | | 1106 | Laptop Loss/Damage | 378.06 | 0.00 | 0.00 | 0.00 | 378.06 |
| | | 1170 | Wellness | 347.73 | 0.00 | 0.00 | 0.00 | 347.73 |
| | | | A Totals: | 51,135.38 | 648.23 | 519.95 | 0.00 | 51,263.66 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4140 | Choir | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4620 | Safety Patrol | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 1,046.72 | 0.00 | 110.69 | 0.00 | 936.03 |
| | | 4728 | Unified Club | 349.21 | 250.00 | 0.00 | 0.00 | 599.21 |
| | | | D Totals: | 1,395.93 | 250.00 | 110.69 | 0.00 | 1,535.24 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 2,903.95 | 0.00 | 0.00 | 0.00 | 2,903.95 |
| | | 5050 | HAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 2,280.46 | 8.95 | 0.00 | 0.00 | 2,289.41 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 394.96 | 0.00 | 0.00 | 0.00 | 394.96 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | -237.67 | 0.00 | 0.00 | 0.00 | -237.67 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | -58.70 | 0.00 | 0.00 | 0.00 | -58.70 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 174.69 | 0.00 | 0.00 | 0.00 | 174.69 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 436.00 | 0.00 | 0.00 | 0.00 | 436.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | -156.04 | 0.00 | 0.00 | 0.00 | -156.04 |
| | | 5142 | Preschool | 113.00 | 0.00 | 0.00 | 0.00 | 113.00 |
| | | 5180 | Teacher Fund/Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 5,850.65 | 8.95 | 0.00 | 0.00 | 5,859.60 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | HarveyOaks Activity Totals: | 58,381.96 | 907.18 | 630.64 | 0.00 | 58,658.50 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| HarveyOaks Checking: | | | 907.18 | 630.64 | | |
| HarveyOaks Investment: | | | | | | |
| HarveyOaks Bank Balances: | 58,381.96 | | 907.18 | 630.64 | 0.00 | 58,658.50 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| 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 | 12,798.35 | 2,033.11 | 442.09 | 0.00 | 14,389.37 |
| | | 1018 | School Pay Fees | 2.63 | 0.00 | 0.00 | 0.00 | 2.63 |
| | | 1030 | Staff Vending | 287.31 | 0.00 | 0.00 | 0.00 | 287.31 |
| | | 1063 | VIP Committees | 10,490.26 | 0.00 | 638.80 | 0.00 | 9,851.46 |
| | | 1105 | Laptop Insurance | 390.00 | 0.00 | 0.00 | 0.00 | 390.00 |
| | | 1106 | Laptop Loss/Damage | 70.00 | 0.00 | 0.00 | 0.00 | 70.00 |
| | | | A Totals: | 24,038.55 | 2,033.11 | 1,080.89 | 0.00 | 24,990.77 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 44.63 | 0.00 | 0.00 | 0.00 | 44.63 |
| | | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4580 | Reading | 731.39 | 0.00 | 0.00 | 0.00 | 731.39 |
| | | 4710 | Student Council | 128.57 | 0.00 | 0.00 | 0.00 | 128.57 |
| | | | D Totals: | 904.59 | 0.00 | 0.00 | 0.00 | 904.59 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 6,011.27 | 173.07 | 216.63 | 0.00 | 5,967.71 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 8.70 | 0.00 | 0.00 | 0.00 | 8.70 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | -7.74 | 0.00 | 0.00 | 0.00 | -7.74 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 51.97 | 0.00 | 0.00 | 0.00 | 51.97 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 200.92 | 0.00 | 0.00 | 0.00 | 200.92 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 165.02 | 0.00 | 0.00 | 0.00 | 165.02 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 373.62 | 0.00 | 0.00 | 0.00 | 373.62 |
| | | 5165 | Logo Sales | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5179 | STEM | 1,013.54 | 0.00 | 0.00 | 0.00 | 1,013.54 |
| | | | E Totals: | 7,817.30 | 173.07 | 216.63 | 0.00 | 7,773.74 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 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 |
| | | 7901 | Student Transportation | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |
| | | | Q Totals: | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Hitchcock Activity Totals: | 33,160.44 | 2,206.18 | 1,297.52 | 0.00 | 34,069.10 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Hitchcock Checking: | | | 2,206.18 | 1,297.52 | | |
| Hitchcock Investment: | | | | | | |
| Hitchcock Bank Balances: | 33,160.44 | | 2,206.18 | 1,297.52 | 0.00 | 34,069.10 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| HollingH | Holling Heights Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 6,433.37 | 14.30 | 2,373.16 | 0.00 | 4,074.51 |
| | | 1018 | School Pay Fees | 5.12 | 0.00 | 0.00 | 0.00 | 5.12 |
| | | 1024 | Community Club | 737.35 | 0.00 | 0.00 | 0.00 | 737.35 |
| | | 1030 | Staff Vending | 90.52 | 0.00 | 0.00 | 0.00 | 90.52 |
| | | 1040 | Donations | 642.84 | 0.00 | 1,743.34 | 0.00 | -1,100.50 |
| | | 1049 | Food Pantry | 132.31 | 0.00 | 0.00 | 0.00 | 132.31 |
| | | 1057 | Cares | 2,023.26 | 0.00 | 464.49 | 0.00 | 1,558.77 |
| | | 1105 | Laptop Insurance | 300.00 | 0.00 | 0.00 | 0.00 | 300.00 |
| | | 1106 | Laptop Loss/Damage | -55.00 | 0.00 | 0.00 | 0.00 | -55.00 |
| | | | A Totals: | 10,309.77 | 14.30 | 4,580.99 | 0.00 | 5,743.08 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4710 | Student Council | 312.99 | 0.00 | 0.00 | 0.00 | 312.99 |
| | | 4728 | Unified Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D Totals: | 312.99 | 0.00 | 0.00 | 0.00 | 312.99 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5016 | Family Events | 1,337.84 | 0.00 | 0.00 | 0.00 | 1,337.84 |
| | | 5040 | Fundraising-General | -371.85 | 0.00 | 0.00 | 0.00 | -371.85 |
| | | 5070 | Library | 5,197.98 | 0.00 | 0.00 | 0.00 | 5,197.98 |
| | | 5113 | SBS Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | -533.34 | 0.00 | 0.00 | 0.00 | -533.34 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 139.77 | 0.00 | 0.00 | 0.00 | 139.77 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | -288.11 | 0.00 | 0.00 | 0.00 | -288.11 |
| | | 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 | -375.72 | 0.00 | 0.00 | 0.00 | -375.72 |
| | | 5140 | PayBac | 641.59 | 0.00 | 0.00 | 0.00 | 641.59 |
| | | 5180 | Teacher Fund/Grants | 500.00 | 0.00 | 0.00 | 0.00 | 500.00 |
| | | 5181 | Grants | 653.91 | 0.00 | 0.00 | 0.00 | 653.91 |
| | | 5182 | Behavior Skills Grant | 1,500.00 | 0.00 | 0.00 | 0.00 | 1,500.00 |
| | | | E Totals: | 8,402.07 | 0.00 | 0.00 | 0.00 | 8,402.07 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | -96.96 | 0.00 | 0.00 | 0.00 | -96.96 |
| | | | Q Totals: | -96.96 | 0.00 | 0.00 | 0.00 | -96.96 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | HollingHts Activity Totals: | 18,927.87 | 14.30 | 4,580.99 | 0.00 | 14,361.18 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| HollingHts Checking: | | | 14.30 | 4,580.99 | | |
| HollingHts Investment: | | | | | | |
| HollingHts Bank Balances: | 18,927.87 | | 14.30 | 4,580.99 | 0.00 | 14,361.18 |

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| **Montclai** | **Montclair Elementary** | | | | | |
| A | ACTIVITY GENERAL | | | | | |
| 1010 | General Admin | 10,212.66 | 30.86 | 350.01 | 0.00 | 9,893.51 |
| 1018 | School Pay Fees | 277.98 | 0.00 | 0.00 | 0.00 | 277.98 |
| 1030 | Staff Vending | 709.95 | 1,000.00 | 0.00 | 0.00 | 1,709.95 |
| 1105 | Laptop Insurance | 840.00 | 0.00 | 0.00 | 0.00 | 840.00 |
| 1106 | Laptop Loss/Damage | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| | A Totals: | 12,140.59 | 1,030.86 | 350.01 | 0.00 | 12,821.44 |
| D | CLUBS AND ORGANIZATIONS | | | | | |
| 4040 | Art | 868.59 | 0.00 | 0.00 | 0.00 | 868.59 |
| 4500 | Music Club | 660.19 | 0.00 | 0.00 | 0.00 | 660.19 |
| 4570 | Play Production | 159.24 | 0.00 | 0.00 | 0.00 | 159.24 |
| 4580 | Reading | 3,227.53 | 0.00 | 0.00 | 0.00 | 3,227.53 |
| 4610 | SAFE/DARE/Drug Free | 751.84 | 0.00 | 0.00 | 0.00 | 751.84 |
| 4645 | Show Choir | 535.25 | 0.00 | 126.72 | 0.00 | 408.53 |
| 4710 | Student Council | 1,495.23 | 0.00 | 0.00 | 0.00 | 1,495.23 |
| 4770 | Yearbook | 898.00 | 0.00 | 0.00 | 0.00 | 898.00 |
| | D Totals: | 8,595.87 | 0.00 | 126.72 | 0.00 | 8,469.15 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | |
| 5012 | Creative Cafe | 233.83 | 0.00 | 0.00 | 0.00 | 233.83 |
| 5040 | Fundraising-General | 60.96 | 0.00 | 0.00 | 0.00 | 60.96 |
| 5060 | Hospitality | 36.37 | 0.00 | 0.00 | 0.00 | 36.37 |
| 5070 | Library | 10,239.60 | 96.00 | 1,431.12 | 0.00 | 8,904.48 |
| 5110 | Other Student Activities | 101.00 | 0.00 | 0.00 | 0.00 | 101.00 |
| 5116 | Montessori KG | 155.44 | 236.50 | 344.78 | 0.00 | 47.16 |
| 5117 | Montessori 1-3 | 2,272.93 | 1,199.00 | 3,246.63 | 0.00 | 225.30 |
| 5118 | Montessori 4-5 | 1,900.31 | 0.00 | 200.00 | 0.00 | 1,700.31 |
| 5120 | P.E. | 236.83 | 0.00 | 0.00 | 0.00 | 236.83 |
| 5121 | KG Field Trips-Curriculum Related | -101.58 | 0.00 | 0.00 | 0.00 | -101.58 |
| 5122 | 1st Grade Field Trips-Curriculum Related | -204.80 | 0.00 | 0.00 | 0.00 | -204.80 |
| 5123 | 2nd Grade Field Trips-Curriculum Related | 36.00 | 0.00 | 0.00 | 0.00 | 36.00 |
| 5124 | 3rd Grade Field Trips-Curriculum Related | -233.32 | 0.00 | 0.00 | 0.00 | -233.32 |
| 5125 | 4th Grade Field Trips-Curriculum Related | 126.63 | 0.00 | 0.00 | 0.00 | 126.63 |
| 5126 | 5th Grade Field Trips-Curriculum Related | 85.56 | 0.00 | 0.00 | 0.00 | 85.56 |
| 5181 | Grants | 3,256.79 | 0.00 | 0.00 | 0.00 | 3,256.79 |
| | E Totals: | 18,202.55 | 1,531.50 | 5,222.53 | 0.00 | 14,511.52 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| Q | STUDENT FEE FUND | | | | | | |
| | 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7110 | Montessori PreK | 310.06 | 486.00 | 610.94 | 0.00 | 185.12 |
| | 7140 | Mini-Classes | 869.29 | 0.00 | 0.00 | 0.00 | 869.29 |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 1,179.35 | 486.00 | 610.94 | 0.00 | 1,054.41 |
| | | Montclair Activity Totals: | 40,118.36 | 3,048.36 | 6,310.20 | 0.00 | 36,856.52 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Montclair Checking: | | | 3,048.36 | 6,310.20 | | |
| Montclair Investment: | | | | | | |
| Montclair Bank Balances: | 40,118.36 | | 3,048.36 | 6,310.20 | 0.00 | 36,856.52 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Morton | Morton Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 798.41 | 18.52 | 84.96 | 0.00 | 731.97 |
| | | 1018 | School Pay Fees | -904.85 | 0.00 | 0.00 | 0.00 | -904.85 |
| | | 1019 | Due to Other Schools | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | -106.44 | 18.52 | 84.96 | 0.00 | -172.88 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4230 | Environmental Club | 881.57 | 0.00 | 0.00 | 0.00 | 881.57 |
| | | 4580 | Reading | 82.96 | 0.00 | 0.00 | 0.00 | 82.96 |
| | | 4610 | SAFE/DARE/Drug Free | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4620 | Safety Patrol | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 223.58 | 200.00 | 0.00 | 0.00 | 423.58 |
| | | 4726 | Unified Sports | 1,850.00 | 0.00 | 0.00 | 0.00 | 1,850.00 |
| | | | D Totals: | 3,038.11 | 200.00 | 0.00 | 0.00 | 3,238.11 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5015 | Circle of Friends | 37.59 | 0.00 | 0.00 | 0.00 | 37.59 |
| | | 5040 | Fundraising-General | 1,151.27 | 0.00 | 0.00 | 0.00 | 1,151.27 |
| | | 5060 | Hospitality | 362.02 | 15.00 | 19.17 | 0.00 | 357.85 |
| | | 5070 | Library | 11,288.57 | 0.00 | 0.00 | 0.00 | 11,288.57 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 244.79 | 0.00 | 0.00 | 0.00 | 244.79 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | -196.19 | 0.00 | 0.00 | 0.00 | -196.19 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 618.07 | 0.00 | 0.00 | 0.00 | 618.07 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 296.19 | 0.00 | 0.00 | 0.00 | 296.19 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | -399.67 | 0.00 | 0.00 | 0.00 | -399.67 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | -59.59 | 0.00 | 0.00 | 0.00 | -59.59 |
| | | 5140 | PayBac | 6,283.82 | 0.00 | 481.02 | 0.00 | 5,802.80 |
| | | | E Totals: | 19,626.87 | 15.00 | 500.19 | 0.00 | 19,141.68 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7900 | Field Trips-Other | -199.02 | 0.00 | 0.00 | 0.00 | -199.02 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | -199.02 | 0.00 | 0.00 | 0.00 | -199.02 |
| | | | Morton Activity Totals: | 22,359.52 | 233.52 | 585.15 | 0.00 | 22,007.89 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Morton Checking: | | | 233.52 | 585.15 | | |
| Morton Investment: | | | | | | |
| Morton Bank Balances: | 22,359.52 | | 233.52 | 585.15 | 0.00 | 22,007.89 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Neihardt | Neihardt Elementary School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 16,455.15 | 368.54 | 2,680.00 | 0.00 | 14,143.69 |
| | | 1018 | School Pay Fees | -11.59 | 2.53 | 0.00 | 0.00 | -9.06 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1041 | Donations Students | 2,604.83 | 0.00 | 1,246.41 | 0.00 | 1,358.42 |
| | | 1105 | Laptop Insurance | 30.00 | 0.00 | 30.00 | 0.00 | 0.00 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 70.00 | 0.00 | 0.00 | 70.00 |
| | | | A Totals: | 19,078.39 | 441.07 | 3,956.41 | 0.00 | 15,563.05 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 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 | 1,766.50 | 389.90 | 130.72 | 0.00 | 2,025.68 |
| | | 4770 | Yearbook | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D Totals: | 1,766.50 | 389.90 | 130.72 | 0.00 | 2,025.68 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5015 | Circle of Friends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5035 | Fuel Up to Play 60 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 5,412.35 | 0.00 | 1,259.89 | 0.00 | 4,152.46 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 219.52 | 0.00 | 517.26 | 0.00 | -297.74 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | -258.98 | 0.00 | 0.00 | 0.00 | -258.98 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 432.83 | 0.00 | 0.00 | 0.00 | 432.83 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 155.00 | 0.00 | 0.00 | 0.00 | 155.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 250.48 | 0.00 | -250.48 |
| | | 5140 | PayBac | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 5,960.72 | 0.00 | 2,027.63 | 0.00 | 3,933.09 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |
| | | | Q Totals: | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |
| | | | Neihardt Activity Totals: | 27,205.61 | 830.97 | 6,114.76 | 0.00 | 21,921.82 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Neihardt Checking: | | | 830.97 | 6,114.76 | | |
| Neihardt Investment: | | | | | | |
| Neihardt Bank Balances: | 27,205.61 | | 830.97 | 6,114.76 | 0.00 | 21,921.82 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Norris | Norris Elementary School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 14,977.95 | 323.63 | 167.48 | 0.00 | 15,134.10 |
| | | 1018 | School Pay Fees | 3.12 | 0.36 | 0.00 | 0.00 | 3.48 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1043 | Playground | 36,406.86 | 0.00 | 0.00 | 0.00 | 36,406.86 |
| | | 1045 | Gym Teachers Activity Account | 8.32 | 0.00 | 0.00 | 0.00 | 8.32 |
| | | 1050 | Projects/Support | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1055 | After School Tutoring Programs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 30.00 | 0.00 | 0.00 | 0.00 | 30.00 |
| | | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | 51,426.25 | 323.99 | 167.48 | 0.00 | 51,582.76 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4010 | 40 Assets | 7.16 | 0.00 | -21.40 | 0.00 | 28.56 |
| | | 4040 | Art | 186.34 | 0.00 | 0.00 | 0.00 | 186.34 |
| | | 4500 | Music Club | 677.65 | 12.00 | 17.47 | 0.00 | 672.18 |
| | | 4580 | Reading | 96.19 | 0.00 | 0.00 | 0.00 | 96.19 |
| | | 4620 | Safety Patrol | 18.31 | 0.00 | 0.00 | 0.00 | 18.31 |
| | | 4710 | Student Council | 286.89 | 39.00 | 0.00 | 0.00 | 325.89 |
| | | 4770 | Yearbook | 3,619.37 | 10.00 | 0.00 | 0.00 | 3,629.37 |
| | | | D Totals: | 4,891.91 | 61.00 | -3.93 | 0.00 | 4,956.84 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5060 | Hospitality | 1,814.44 | 0.00 | 206.60 | 0.00 | 1,607.84 |
| | | 5080 | Media | 2,880.69 | 69.00 | 0.00 | 0.00 | 2,949.69 |
| | | 5090 | Montessori | 499.10 | 0.00 | 0.00 | 0.00 | 499.10 |
| | | 5116 | Montessori KG | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5117 | Montessori 1-3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5118 | Montessori 4-5 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5141 | Field Trips-paybac | 1,900.00 | 341.00 | 125.24 | 0.00 | 2,115.76 |
| | | 5180 | Teacher Fund/Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5181 | Grants | 2,274.63 | 0.00 | 223.28 | 0.00 | 2,051.35 |
| | | | E Totals: | 9,368.86 | 410.00 | 555.12 | 0.00 | 9,223.74 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7110 | Montessori PreK | 676.57 | 0.00 | 0.00 | 0.00 | 676.57 |
| | | 7120 | Montessori 1-3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7130 | Montessori 4th & 5th | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7150 | Jumpstart | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 676.57 | 0.00 | 0.00 | 0.00 | 676.57 |
| | | | Norris Activity Totals: | 66,363.59 | 794.99 | 718.67 | 0.00 | 66,439.91 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Norris Checking: | | | 794.99 | 718.67 | | |
| Norris Investment: | | | | | | |
| Norris Bank Balances: | 66,363.59 | | 794.99 | 718.67 | 0.00 | 66,439.91 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Reagan | Reagan Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 23,067.44 | 202.58 | 168.00 | 0.00 | 23,102.02 |
| | | 1018 | School Pay Fees | -85.53 | 0.00 | 0.00 | 0.00 | -85.53 |
| | | 1020 | Volunteers-General | 3,964.68 | 0.00 | 0.00 | 0.00 | 3,964.68 |
| | | 1022 | Volunteers - Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1030 | Staff Vending | 151.61 | 0.00 | 0.00 | 0.00 | 151.61 |
| | | 1045 | Gym Teachers Activity Account | 374.60 | 0.00 | 0.00 | 0.00 | 374.60 |
| | | 1105 | Laptop Insurance | 1,530.00 | 0.00 | 0.00 | 0.00 | 1,530.00 |
| | | 1106 | Laptop Loss/Damage | 118.00 | 0.00 | 0.00 | 0.00 | 118.00 |
| | | | A Totals: | 29,120.80 | 202.58 | 168.00 | 0.00 | 29,155.38 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4540 | Other Clubs | 2,183.30 | 0.00 | 0.00 | 0.00 | 2,183.30 |
| | | 4710 | Student Council | 1,296.92 | 176.49 | 0.00 | 0.00 | 1,473.41 |
| | | | D Totals: | 3,480.22 | 176.49 | 0.00 | 0.00 | 3,656.71 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 4,312.59 | 0.00 | 0.00 | 0.00 | 4,312.59 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5115 | Field Trips-Curriculum Related | -25.72 | 0.00 | 0.00 | 0.00 | -25.72 |
| | | 5121 | KG Field Trips-Curriculum Related | 15.60 | 0.00 | 0.00 | 0.00 | 15.60 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 726.00 | 0.00 | 0.00 | 0.00 | 726.00 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | -52.85 | 0.00 | 0.00 | 0.00 | -52.85 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 1,104.00 | 0.00 | 0.00 | 0.00 | 1,104.00 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | -374.20 | 0.00 | 0.00 | 0.00 | -374.20 |
| | | 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 |
| | | 5142 | Preschool | 108.94 | 0.00 | 0.00 | 0.00 | 108.94 |
| | | | E Totals: | 5,814.36 | 0.00 | 0.00 | 0.00 | 5,814.36 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 1,487.50 | 0.00 | 0.00 | 0.00 | 1,487.50 |
| | | | Q Totals: | 1,487.50 | 0.00 | 0.00 | 0.00 | 1,487.50 |
| | | | Reagan Activity Totals: | 39,902.88 | 379.07 | 168.00 | 0.00 | 40,113.95 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Reagan Checking: | | | 379.07 | 168.00 | | |
| Reagan Investment: | | | | | | |
| Reagan Bank Balances: | 39,902.88 | | 379.07 | 168.00 | 0.00 | 40,113.95 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Reeder | Reeder Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 4,072.30 | 14.16 | 0.00 | 0.00 | 4,086.46 |
| | | 1018 | School Pay Fees | -149.14 | 0.00 | 0.00 | 0.00 | -149.14 |
| | | 1030 | Staff Vending | -105.21 | 0.00 | 0.00 | 0.00 | -105.21 |
| | | 1105 | Laptop Insurance | 1,065.60 | 0.00 | 0.00 | 0.00 | 1,065.60 |
| | | 1106 | Laptop Loss/Damage | 23.00 | 0.00 | 0.00 | 0.00 | 23.00 |
| | | | A Totals: | 4,906.55 | 14.16 | 0.00 | 0.00 | 4,920.71 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4500 | Music Club | 25.36 | 0.00 | 0.00 | 0.00 | 25.36 |
| | | 4580 | Reading | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 318.38 | 0.00 | 0.00 | 0.00 | 318.38 |
| | | | D Totals: | 343.74 | 0.00 | 0.00 | 0.00 | 343.74 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 56.91 | 0.00 | 0.00 | 0.00 | 56.91 |
| | | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5070 | Library | 6,408.49 | 0.00 | 0.00 | 0.00 | 6,408.49 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5120 | P.E. | 1,020.22 | 0.00 | 0.00 | 0.00 | 1,020.22 |
| | | 5121 | KG Field Trips-Curriculum Related | 75.76 | 0.00 | 0.00 | 0.00 | 75.76 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 215.07 | 0.00 | 0.00 | 0.00 | 215.07 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 87.84 | 0.00 | 0.00 | 0.00 | 87.84 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | -55.23 | 0.00 | 0.00 | 0.00 | -55.23 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 51.53 | 0.00 | 0.00 | 0.00 | 51.53 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | 234.52 | 250.48 | 250.48 | 0.00 | 234.52 |
| | | 5140 | PayBac | 3,465.97 | 86.70 | 0.00 | 0.00 | 3,552.67 |
| | | 5180 | Teacher Fund/Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 11,561.08 | 337.18 | 250.48 | 0.00 | 11,647.78 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 7901 | Student Transportation | 1,488.06 | 0.00 | 0.00 | 0.00 | 1,488.06 |
| | | | Q Totals: | 1,488.06 | 0.00 | 0.00 | 0.00 | 1,488.06 |
| | | | Reeder Activity Totals: | 18,299.43 | 351.34 | 250.48 | 0.00 | 18,400.29 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Reeder Checking: | | | 351.34 | 250.48 | | |
| Reeder Investment: | | | | | | |
| Reeder Bank Balances: | 18,299.43 | | 351.34 | 250.48 | 0.00 | 18,400.29 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| RMS | Russell Middle School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 11,634.69 | 330.71 | 1,694.32 | -154.52 | 10,116.56 |
| | | 1018 | School Pay Fees | -652.49 | 996.26 | 0.00 | 0.00 | 343.77 |
| | | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1035 | Student Vending | 234.43 | 0.00 | 0.00 | 0.00 | 234.43 |
| | | 1039 | Donations-Special Projects | -112.73 | 0.00 | 0.00 | 0.00 | -112.73 |
| | | 1040 | Donations | 428.46 | 0.00 | 0.00 | 0.00 | 428.46 |
| | | 1041 | Donations Students | 110.00 | 0.00 | 0.00 | 0.00 | 110.00 |
| | | 1044 | Athletics Donations | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1048 | Parent Involvement Activities | 0.00 | 0.00 | 637.50 | 0.00 | -637.50 |
| | | 1049 | Food Pantry | 1,000.00 | 0.00 | 0.00 | 0.00 | 1,000.00 |
| | | 1070 | Start Up Cash | -150.00 | 150.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 80.00 | 40.00 | 0.00 | 0.00 | 120.00 |
| | | 1106 | Laptop Loss/Damage | 621.00 | 65.00 | 0.00 | 0.00 | 686.00 |
| | | 1170 | Wellness | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | A Totals: | 13,193.36 | 1,581.97 | 2,331.82 | -154.52 | 12,288.99 |
| B | Athletics-Girls | | | | | | | |
| | | 2013 | Misc. Expenditures - Girls | 6,892.73 | 0.00 | 1,330.00 | 1,000.00 | 6,562.73 |
| | | | B Totals: | 6,892.73 | 0.00 | 1,330.00 | 1,000.00 | 6,562.73 |
| C | Athletics-Boys | | | | | | | |
| | | 3013 | Misc. Expenditures - Boys | 5,450.95 | 0.00 | 815.13 | 1,300.00 | 5,935.82 |
| | | | C Totals: | 5,450.95 | 0.00 | 815.13 | 1,300.00 | 5,935.82 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4040 | Art | 1,343.08 | 0.00 | 0.00 | 0.00 | 1,343.08 |
| | 4045 | Art Projects | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4046 | Crafts | 2,629.22 | 0.00 | 0.00 | 0.00 | 2,629.22 |
| | 4059 | Band Camp | 0.00 | 465.00 | 0.00 | 0.00 | 465.00 |
| | 4060 | Band | 6,223.55 | 0.00 | 70.00 | 0.00 | 6,153.55 |
| | 4170 | Cross Country Club | 2,486.30 | 0.00 | 0.00 | 0.00 | 2,486.30 |
| | 4180 | Culinary | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4190 | Dance | 514.85 | 0.00 | 24.99 | 0.00 | 489.86 |
| | 4224 | Computer Club | 134.58 | 0.00 | 0.00 | 0.00 | 134.58 |
| | 4260 | FCS Club | 7,237.43 | 0.00 | 1,028.93 | 0.00 | 6,208.50 |
| | 4261 | FCS Camp | 900.00 | 0.00 | 0.00 | 0.00 | 900.00 |
| | 4324 | Esports | 4,618.30 | 1,408.00 | 34.95 | 0.00 | 5,991.35 |
| | 4370 | Industrial Arts | 3,672.49 | 81.00 | 0.00 | 0.00 | 3,753.49 |
| | 4500 | Music Club | -936.00 | 0.00 | 0.00 | 936.00 | 0.00 |
| | 4503 | Music-Musicals | 2,757.13 | 0.00 | 0.00 | 5,242.87 | 8,000.00 |
| | 4530 | Orchestra | 4,835.80 | 0.00 | 1,042.49 | 0.00 | 3,793.31 |
| | 4532 | Summer Camps | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4533 | Orchestra Camp | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4600 | Robotics & Engineering Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4641 | School Spirit Leaders Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4645 | Show Choir | 39,127.63 | 3,172.50 | 39,776.27 | 10,259.67 | 12,783.53 |
| | 4647 | Show Choir Camp | 16,388.54 | 29,000.00 | 0.00 | -16,388.54 | 29,000.00 |
| | 4648 | Show Choir Reserve | 1,660.00 | 0.00 | 0.00 | 0.00 | 1,660.00 |
| | 4710 | Student Council | 2,472.47 | 0.00 | 205.75 | 0.00 | 2,266.72 |
| | 4750 | Volunteer Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4770 | Yearbook | 2,685.02 | 0.00 | 516.07 | 0.00 | 2,168.95 |
| | | D Totals: | 98,750.39 | 34,126.50 | 42,699.45 | 50.00 | 90,227.44 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5008 | Surplus Sales | 256.65 | 0.00 | 0.00 | 0.00 | 256.65 |
| | 5027 | Fines-Textbooks | 370.07 | 0.00 | 0.00 | 0.00 | 370.07 |
| | 5030 | Counseling Center | 306.16 | 0.00 | 0.00 | 0.00 | 306.16 |
| | 5040 | Fundraising-General | 2,590.66 | 0.00 | 80.27 | 0.00 | 2,510.39 |
| | 5041 | Color Run | 55,483.74 | 0.00 | 4,358.48 | -4,501.82 | 46,623.44 |
| | 5042 | Color Run-Admin Custodial | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5043 | Color Run-Events | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5044 | Color Run-Recognition | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5050 | HAL | -11.98 | 0.00 | 0.00 | 0.00 | -11.98 |
| | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5070 | Library | 919.80 | 0.00 | 0.00 | 0.00 | 919.80 |
| | 5095 | Montessori Fundraising | 7,572.22 | 830.00 | 324.80 | 0.00 | 8,077.42 |
| | 5099 | Music Events | 1,368.64 | 0.00 | 0.00 | 0.00 | 1,368.64 |
| | 5100 | Other Adm Custodial | 1,900.00 | 0.00 | 0.00 | 0.00 | 1,900.00 |
| | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5112 | Montessori Field Trips | 5,000.00 | 4,000.00 | 0.00 | -5,600.00 | 3,400.00 |
| | 5114 | Montessori 6th | -1,010.28 | 0.00 | 114.81 | 1,647.00 | 521.91 |
| | 5115 | Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5119 | Montessori 7-8 | 15,468.29 | 0.00 | 229.61 | 8,609.34 | 23,848.02 |
| | 5120 | P.E. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5127 | 6th Grade Field Trips-Curriculum Related | 168.56 | 5.00 | 0.00 | 0.00 | 173.56 |
| | 5128 | 7th Grade Field Trips-Curriculum Related | 2,242.83 | 335.00 | 0.00 | 0.00 | 2,577.83 |
| | 5129 | 8th Grade Field Trips-Curriculum Related | 765.24 | 0.00 | 0.00 | 0.00 | 765.24 |
| | 5165 | Logo Sales | 1,498.10 | 0.00 | 0.00 | 0.00 | 1,498.10 |
| | 5171 | Literacy | 50.04 | 0.00 | 0.00 | 0.00 | 50.04 |
| | 5179 | STEM | 0.00 | 0.00 | 125.24 | 0.00 | -125.24 |
| | | E Totals: | 94,938.74 | 5,170.00 | 5,233.21 | 154.52 | 95,030.05 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7060 | 6th Grade Field Trips | 1,034.91 | 0.00 | 91.94 | 0.00 | 942.97 |
| | 7070 | 7th Grade Field Trips | 1,936.10 | 0.00 | 0.00 | 0.00 | 1,936.10 |
| | 7080 | 8th Grade Field Trips | 1,563.63 | 0.00 | 41.49 | 0.00 | 1,522.14 |
| | 7100 | After School Program | 19,871.08 | 3,105.00 | 3,510.04 | 0.00 | 19,466.04 |
| | 7150 | Jumpstart | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7160 | Participation Fees - Athletics | 2,150.00 | 400.00 | 0.00 | -2,300.00 | 250.00 |
| | 7170 | Participation Fees - Clubs & Orgs | 50.00 | 4,000.00 | 0.00 | -50.00 | 4,000.00 |
| | 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 | 100.00 | 200.00 | 100.00 | 0.00 | 200.00 |
| | 7902 | Student Transportation owed to District | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 26,705.72 | 7,705.00 | 3,743.47 | -2,350.00 | 28,317.25 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| 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 | 3,930.08 | 0.00 | 0.00 | 0.00 | 3,930.08 |
| | | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | S Totals: | 3,930.08 | 0.00 | 0.00 | 0.00 | 3,930.08 |
| | | | RMS Activity Totals: | 249,861.97 | 48,583.47 | 56,153.08 | 0.00 | 242,292.36 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| RMS Checking: | | | 48,583.47 | 56,153.08 | | |
| RMS Investment: | | | | | | |
| RMS Bank Balances: | 249,861.97 | | 48,583.47 | 56,153.08 | 0.00 | 242,292.36 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **Rockwel Rockwell Elementary** | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | 2,162.93 | 19.27 | 89.21 | 0.00 | 2,092.99 |
| | 1018 | School Pay Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1030 | Staff Vending | 8.27 | 0.00 | 0.00 | 0.00 | 8.27 |
| | 1040 | Donations | 5,334.34 | 46.03 | 2,361.56 | 0.00 | 3,018.81 |
| | 1048 | Parent Involvement Activities | 584.63 | 0.00 | 0.00 | 0.00 | 584.63 |
| | 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: | 8,090.17 | 65.30 | 2,450.77 | 0.00 | 5,704.70 |
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4230 | Environmental Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4540 | Other Clubs | 452.89 | 0.00 | 54.07 | 0.00 | 398.82 |
| | 4610 | SAFE/DARE/Drug Free | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4710 | Student Council | 849.28 | 0.00 | 0.00 | 0.00 | 849.28 |
| | 4728 | Unified Club | 2,572.41 | 250.00 | 150.46 | 0.00 | 2,671.95 |
| | 4770 | Yearbook | 528.00 | 0.00 | 0.00 | 0.00 | 528.00 |
| | | D Totals: | 4,402.58 | 250.00 | 204.53 | 0.00 | 4,448.05 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5040 | Fundraising-General | 2,298.68 | 0.00 | 13.89 | 0.00 | 2,284.79 |
| | 5070 | Library | 4,556.43 | 0.00 | 27.42 | 0.00 | 4,529.01 |
| | 5110 | Other Student Activities | 846.39 | 0.00 | 0.00 | 0.00 | 846.39 |
| | 5121 | KG Field Trips-Curriculum Related | 544.01 | 0.00 | 0.00 | 0.00 | 544.01 |
| | 5122 | 1st Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5123 | 2nd Grade Field Trips-Curriculum Related | 143.75 | 0.00 | 0.00 | 0.00 | 143.75 |
| | 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5140 | PayBac | 3,587.48 | 141.06 | 251.33 | 0.00 | 3,477.21 |
| | | E Totals: | 11,976.74 | 141.06 | 292.64 | 0.00 | 11,825.16 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7020 | 2nd Grade Field Trips | 36.50 | 0.00 | 0.00 | 0.00 | 36.50 |
| | 7030 | 3rd Grade Field Trips | 3.00 | 0.00 | 0.00 | 0.00 | 3.00 |
| | 7040 | 4th Grade Field Trips | 6.50 | 0.00 | 0.00 | 0.00 | 6.50 |
| | 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 1.06 | 0.00 | 0.00 | 0.00 | 1.06 |
| | | Q Totals: | 47.06 | 0.00 | 0.00 | 0.00 | 47.06 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Rockwell Activity Totals: | 24,516.55 | 456.36 | 2,947.94 | 0.00 | 22,024.97 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Rockwell Checking: | | | 456.36 | 2,947.94 | | |
| Rockwell Investment: | | | | | | |
| Rockwell Bank Balances: | 24,516.55 | | 456.36 | 2,947.94 | 0.00 | 22,024.97 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **Rohwer** | **Rohwer Elementary** | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | 3,615.65 | 38.86 | 0.00 | 0.00 | 3,654.51 |
| | 1018 | School Pay Fees | 5.20 | 0.00 | 0.00 | 0.00 | 5.20 |
| | 1030 | Staff Vending | 500.39 | 0.00 | 0.00 | 0.00 | 500.39 |
| | 1040 | Donations | 16.75 | 0.00 | 0.00 | 0.00 | 16.75 |
| | 1105 | Laptop Insurance | 2,025.00 | 0.00 | 0.00 | 0.00 | 2,025.00 |
| | 1106 | Laptop Loss/Damage | 350.33 | 0.00 | 0.00 | 0.00 | 350.33 |
| | | A Totals: | 6,513.32 | 38.86 | 0.00 | 0.00 | 6,552.18 |
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4051 | Allies in Action | 1,544.04 | 0.00 | 0.00 | 0.00 | 1,544.04 |
| | 4070 | Birthday Book | 11,096.98 | 0.00 | 0.00 | 0.00 | 11,096.98 |
| | 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 | 52.52 | 0.00 | 0.00 | 0.00 | 52.52 |
| | | D Totals: | 12,693.54 | 0.00 | 0.00 | 0.00 | 12,693.54 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5040 | Fundraising-General | 1,896.51 | 0.00 | 0.00 | 0.00 | 1,896.51 |
| | 5060 | Hospitality | 643.10 | 0.00 | 0.00 | 0.00 | 643.10 |
| | 5080 | Media | 10,066.18 | 0.00 | 841.06 | 0.00 | 9,225.12 |
| | 5100 | Other Adm Custodial | 5,648.54 | 0.00 | 0.00 | 0.00 | 5,648.54 |
| | 5110 | Other Student Activities | 2,322.69 | 0.00 | 0.00 | 0.00 | 2,322.69 |
| | 5121 | KG Field Trips-Curriculum Related | -242.59 | 0.00 | 0.00 | 0.00 | -242.59 |
| | 5122 | 1st Grade Field Trips-Curriculum Related | 1,062.32 | 0.00 | 0.00 | 0.00 | 1,062.32 |
| | 5123 | 2nd Grade Field Trips-Curriculum Related | -215.88 | 0.00 | 0.00 | 0.00 | -215.88 |
| | 5124 | 3rd Grade Field Trips-Curriculum Related | 23.95 | 0.00 | 0.00 | 0.00 | 23.95 |
| | 5125 | 4th Grade Field Trips-Curriculum Related | 947.51 | 0.00 | 0.00 | 0.00 | 947.51 |
| | 5126 | 5th Grade Field Trips-Curriculum Related | 567.43 | 0.00 | 0.00 | 0.00 | 567.43 |
| | 5140 | PayBac | 5,941.86 | 0.00 | 0.00 | 0.00 | 5,941.86 |
| | 5180 | Teacher Fund/Grants | 2,278.24 | 0.00 | 0.00 | 0.00 | 2,278.24 |
| | | E Totals: | 30,939.86 | 0.00 | 841.06 | 0.00 | 30,098.80 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 662.50 | 0.00 | 0.00 | 0.00 | 662.50 |
| | | Q Totals: | 662.50 | 0.00 | 0.00 | 0.00 | 662.50 |
| | | Rohwer Activity Totals: | 50,809.22 | 38.86 | 841.06 | 0.00 | 50,007.02 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Rohwer Checking: | | | 38.86 | 841.06 | | |
| Rohwer Investment: | | | | | | |
| Rohwer Bank Balances: | 50,809.22 | | 38.86 | 841.06 | 0.00 | 50,007.02 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **Sandoz** | | **Sandoz Elementary** | | | | | |
| A | | ACTIVITY GENERAL | | | | | |
| | 1010 | General Admin | 19,416.41 | 255.93 | 1,276.01 | 0.00 | 18,396.33 |
| | 1018 | School Pay Fees | 43.61 | 0.00 | 0.00 | 0.00 | 43.61 |
| | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1054 | Social Committee | 723.65 | 0.00 | 0.00 | 0.00 | 723.65 |
| | 1105 | Laptop Insurance | 1,514.99 | 0.00 | 0.00 | 0.00 | 1,514.99 |
| | 1106 | Laptop Loss/Damage | 23.00 | 0.00 | 0.00 | 0.00 | 23.00 |
| | | A Totals: | 21,721.66 | 255.93 | 1,276.01 | 0.00 | 20,701.58 |
| D | | CLUBS AND ORGANIZATIONS | | | | | |
| | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4710 | Student Council | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | D Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| E | | ADMINISTRATIVE CUSTODIAL | | | | | |
| | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5070 | Library | 6,716.95 | 0.00 | 0.00 | 0.00 | 6,716.95 |
| | 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 | 86.00 | 0.00 | 0.00 | 0.00 | 86.00 |
| | 5122 | 1st Grade Field Trips-Curriculum Related | 188.00 | 0.00 | 0.00 | 0.00 | 188.00 |
| | 5123 | 2nd Grade Field Trips-Curriculum Related | 139.00 | 0.00 | 0.00 | 0.00 | 139.00 |
| | 5124 | 3rd Grade Field Trips-Curriculum Related | 99.00 | 0.00 | 0.00 | 0.00 | 99.00 |
| | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5126 | 5th Grade Field Trips-Curriculum Related | 45.00 | 0.00 | 0.00 | 0.00 | 45.00 |
| | | E Totals: | 7,273.95 | 0.00 | 0.00 | 0.00 | 7,273.95 |
| Q | | STUDENT FEE FUND | | | | | |
| | 7000 | KG Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7010 | 1st Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7020 | 2nd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7030 | 3rd Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7040 | 4th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7050 | 5th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |
| | | Q Totals: | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Sandoz Activity Totals: | 29,395.61 | 255.93 | 1,276.01 | 0.00 | 28,375.53 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Sandoz Checking: | | | 255.93 | 1,276.01 | | |
| Sandoz Investment: | | | | | | |
| Sandoz Bank Balances: | 29,395.61 | | 255.93 | 1,276.01 | 0.00 | 28,375.53 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Upchurc | Upchurch Elementary | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | -1,288.09 | 148.46 | 3,467.91 | 7,129.33 | 2,521.79 |
| | | 1018 | School Pay Fees | -43.96 | 0.00 | 0.00 | 0.00 | -43.96 |
| | | 1030 | Staff Vending | 450.34 | 0.00 | 0.00 | -350.34 | 100.00 |
| | | 1040 | Donations | 250.00 | 0.00 | 0.00 | -150.00 | 100.00 |
| | | 1047 | Box Tops Program | 1,302.85 | 0.00 | 0.00 | -1,202.85 | 100.00 |
| | | 1061 | PTA Building Projects | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1062 | Educational Development Funds | 499.00 | 0.00 | 0.00 | -399.00 | 100.00 |
| | | 1105 | Laptop Insurance | 30.00 | 0.00 | 0.00 | 0.00 | 30.00 |
| | | 1106 | Laptop Loss/Damage | 98.00 | 0.00 | 0.00 | 0.00 | 98.00 |
| | | | A Totals: | 1,298.14 | 148.46 | 3,467.91 | 5,027.14 | 3,005.83 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4130 | Chess Club | -26.19 | 0.00 | 0.00 | 0.00 | -26.19 |
| | | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | -536.61 | 0.00 | 0.00 | 0.00 | -536.61 |
| | | | D Totals: | -562.80 | 0.00 | 0.00 | 0.00 | -562.80 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5040 | Fundraising-General | 6,055.41 | 0.00 | 2,084.24 | 0.00 | 3,971.17 |
| | | 5070 | Library | 5,850.83 | 1,565.09 | 0.00 | -4,750.00 | 2,665.92 |
| | | 5110 | Other Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5121 | KG Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5122 | 1st Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5123 | 2nd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5124 | 3rd Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5125 | 4th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5126 | 5th Grade Field Trips-Curriculum Related | -31.00 | 0.00 | 0.00 | 0.00 | -31.00 |
| | | 5181 | Grants | 3,500.00 | 0.00 | 2,140.00 | 0.00 | 1,360.00 |
| | | 5184 | Woodhouse Grant | 71.62 | 0.00 | 0.00 | -71.62 | 0.00 |
| | | | E Totals: | 15,446.86 | 1,565.09 | 4,224.24 | -4,821.62 | 7,966.09 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7900 | Field Trips-Other | 205.52 | 0.00 | 0.00 | -205.52 | 0.00 |
| | | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 205.52 | 0.00 | 0.00 | -205.52 | 0.00 |
| S | ATHLETIC | | | | | | | |
| | | 9020 | Cash Reserve | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 9130 | Booster Contributions-Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | S Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Upchurch Activity Totals: | 16,387.72 | 1,713.55 | 7,692.15 | 0.00 | 10,409.12 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Upchurch Checking: | | | 1,713.55 | 7,692.15 | | |
| Upchurch Investment: | | | | | | |
| Upchurch Bank Balances: | 16,387.72 | | 1,713.55 | 7,692.15 | 0.00 | 10,409.12 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **Wheeler** | **Wheeler Elementary** | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | 7,532.02 | 1,085.37 | 910.22 | 0.00 | 7,707.17 |
| | 1018 | School Pay Fees | -1.90 | 2.53 | 0.00 | 0.00 | 0.63 |
| | 1030 | Staff Vending | 62.21 | 0.00 | 0.00 | 0.00 | 62.21 |
| | 1040 | Donations | 8.45 | 0.00 | 0.00 | 0.00 | 8.45 |
| | 1051 | Building Projects-PTA | 8.21 | 0.00 | 0.00 | 0.00 | 8.21 |
| | 1053 | Book Fair Scholarship | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1105 | Laptop Insurance | 1,010.00 | 0.00 | 0.00 | 0.00 | 1,010.00 |
| | 1106 | Laptop Loss/Damage | 14.00 | 70.00 | 0.00 | 0.00 | 84.00 |
| | | A Totals: | 8,632.99 | 1,157.90 | 910.22 | 0.00 | 8,880.67 |
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4070 | Birthday Book | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4080 | Book Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4221 | Educators Rising | 16.04 | 0.00 | 0.00 | 0.00 | 16.04 |
| | 4224 | Computer Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4422 | Kindness Club | 173.81 | 0.00 | 0.00 | 0.00 | 173.81 |
| | 4500 | Music Club | 1,515.11 | 703.25 | 1,044.87 | 0.00 | 1,173.49 |
| | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4710 | Student Council | 531.00 | 0.00 | 0.00 | 0.00 | 531.00 |
| | 4726 | Unified Sports | 1,090.91 | 0.00 | 0.00 | 0.00 | 1,090.91 |
| | | D Totals: | 3,326.87 | 703.25 | 1,044.87 | 0.00 | 2,985.25 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5040 | Fundraising-General | 30,421.58 | 0.00 | 0.00 | 0.00 | 30,421.58 |
| | 5050 | HAL | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| | 5060 | Hospitality | 30.00 | 0.00 | 0.00 | 0.00 | 30.00 |
| | 5080 | Media | 5,279.96 | 0.00 | 0.00 | 0.00 | 5,279.96 |
| | 5100 | Other Adm Custodial | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5101 | Destination Imagination | 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 | 799.37 | 0.00 | 0.00 | 0.00 | 799.37 |
| | 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 |
| | 5181 | Grants | 7,016.24 | 0.00 | 0.00 | 0.00 | 7,016.24 |
| | 5186 | MPS Foundation Grant | 1,850.49 | 0.00 | 0.00 | 0.00 | 1,850.49 |
| | | E Totals: | 45,497.64 | 0.00 | 0.00 | 0.00 | 45,497.64 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| Q | STUDENT FEE FUND | | | | | |
| 7195 | HAL Field Trips | 9.54 | 0.00 | 0.00 | 0.00 | 9.54 |
| 7600 | Garden Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Q Totals: | 9.54 | 0.00 | 0.00 | 0.00 | 9.54 |
| | Wheeler Activity Totals: | 57,467.04 | 1,861.15 | 1,955.09 | 0.00 | 57,373.10 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Wheeler Checking: | | | 1,861.15 | 1,955.09 | | |
| Wheeler Investment: | | | | | | |
| Wheeler Bank Balances: | 57,467.04 | | 1,861.15 | 1,955.09 | 0.00 | 57,373.10 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **Willowd** | | **Willowdale Elementary** | | | | | |
| A | | ACTIVITY GENERAL | | | | | |
| | 1010 | General Admin | 8,728.94 | 19.46 | 2,452.58 | 0.00 | 6,295.82 |
| | 1018 | School Pay Fees | 26.46 | 0.00 | 0.00 | 0.00 | 26.46 |
| | 1030 | Staff Vending | 28.22 | 0.00 | 0.00 | 0.00 | 28.22 |
| | 1040 | Donations | 221.87 | 0.00 | 0.00 | 0.00 | 221.87 |
| | 1043 | Playground | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1105 | Laptop Insurance | 443.19 | 0.00 | 0.00 | 0.00 | 443.19 |
| | 1106 | Laptop Loss/Damage | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | A Totals: | 9,448.68 | 19.46 | 2,452.58 | 0.00 | 7,015.56 |
| D | | CLUBS AND ORGANIZATIONS | | | | | |
| | 4040 | Art | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4140 | Choir | -44.50 | 0.00 | 0.00 | 0.00 | -44.50 |
| | 4230 | Environmental Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4500 | Music Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4710 | Student Council | 3,007.49 | 0.00 | 0.00 | 0.00 | 3,007.49 |
| | | D Totals: | 2,962.99 | 0.00 | 0.00 | 0.00 | 2,962.99 |
| E | | ADMINISTRATIVE CUSTODIAL | | | | | |
| | 5040 | Fundraising-General | 61.63 | 0.00 | 0.00 | 0.00 | 61.63 |
| | 5050 | HAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5080 | Media | 9,709.81 | 413.86 | 0.00 | 0.00 | 10,123.67 |
| | 5100 | Other Adm Custodial | 240.33 | 0.00 | 0.00 | 0.00 | 240.33 |
| | 5110 | Other Student Activities | 500.00 | 0.00 | 0.00 | 0.00 | 500.00 |
| | 5120 | P.E. | 352.78 | 0.00 | 0.00 | 0.00 | 352.78 |
| | 5121 | KG Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5122 | 1st Grade Field Trips-Curriculum Related | -18.74 | 0.00 | 0.00 | 0.00 | -18.74 |
| | 5123 | 2nd Grade Field Trips-Curriculum Related | 21.61 | 0.00 | 0.00 | 0.00 | 21.61 |
| | 5124 | 3rd Grade Field Trips-Curriculum Related | 370.08 | 0.00 | 0.00 | 0.00 | 370.08 |
| | 5125 | 4th Grade Field Trips-Curriculum Related | 6.87 | 0.00 | 0.00 | 0.00 | 6.87 |
| | 5126 | 5th Grade Field Trips-Curriculum Related | 246.27 | 0.00 | 0.00 | 0.00 | 246.27 |
| | 5180 | Teacher Fund/Grants | 212.37 | 0.00 | 0.00 | 0.00 | 212.37 |
| | 5200 | Outdoor Learning Environment | 31.89 | 0.00 | 0.00 | 0.00 | 31.89 |
| | | E Totals: | 11,734.90 | 413.86 | 0.00 | 0.00 | 12,148.76 |
| Q | | STUDENT FEE FUND | | | | | |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| S | | ATHLETIC | | | | | |
| | 9055 | Athletics - Projects | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | S Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | Willowdale Activity Totals: | 24,146.57 | 433.32 | 2,452.58 | 0.00 | 22,127.31 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Willowdale Checking: | | | 433.32 | 2,452.58 | | |
| Willowdale Investment: | | | | | | |
| Willowdale Bank Balances: | 24,146.57 | | 433.32 | 2,452.58 | 0.00 | 22,127.31 |

| | | | | | |
|---|---|---|---|---|---|
| Report Activity Totals: | 5,177,975.17 | 662,551.05 | 549,554.01 | 0.00 | 5,290,972.21 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **AMS** | **Andersen Middle School** | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | 14,291.50 | 15.00 | 73.88 | 0.00 | 14,232.62 |
| | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1018 | School Pay Fees | -158.39 | -54.06 | 0.00 | 0.00 | -212.45 |
| | 1025 | Savings | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1035 | Student Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1056 | Wolverine Den | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1105 | Laptop Insurance | 80.00 | 100.00 | 0.00 | 0.00 | 180.00 |
| | 1106 | Laptop Loss/Damage | 466.00 | 540.00 | 0.00 | 0.00 | 1,006.00 |
| | 1170 | Wellness | 949.11 | 0.00 | 122.90 | 0.00 | 826.21 |
| | | A Totals: | 15,628.22 | 600.94 | 196.78 | 0.00 | 16,032.38 |
| B | Athletics-Girls | | | | | | |
| | 2013 | Misc. Expenditures - Girls | 1,068.74 | 0.00 | 1,452.68 | 632.00 | 248.06 |
| | | B Totals: | 1,068.74 | 0.00 | 1,452.68 | 632.00 | 248.06 |
| C | Athletics-Boys | | | | | | |
| | 3003 | Entry Fees - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3013 | Misc. Expenditures - Boys | 2,951.92 | 0.00 | 1,636.15 | 750.00 | 2,065.77 |
| | | C Totals: | 2,951.92 | 0.00 | 1,636.15 | 750.00 | 2,065.77 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4040 | Art | 1,126.91 | 0.00 | 472.65 | 0.00 | 654.26 |
| | 4060 | Band | 13,905.28 | 0.00 | 0.00 | 0.00 | 13,905.28 |
| | 4080 | Book Club | 213.17 | 0.00 | 0.00 | 0.00 | 213.17 |
| | 4100 | Builders Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4170 | Cross Country Club | 2,475.00 | 0.00 | 0.00 | 0.00 | 2,475.00 |
| | 4215 | Diversity | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4220 | Drama Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4260 | FCS Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4324 | Esports | 1,598.90 | 0.00 | 0.00 | 0.00 | 1,598.90 |
| | 4370 | Industrial Arts | 14,941.24 | 152.00 | 0.00 | 0.00 | 15,093.24 |
| | 4440 | Leadership Club | -12.72 | 0.00 | 18.58 | 0.00 | -31.30 |
| | 4500 | Music Club | 22,589.93 | 0.00 | 3,893.81 | 0.00 | 18,696.12 |
| | 4530 | Orchestra | 70.00 | 0.00 | 0.00 | 0.00 | 70.00 |
| | 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4560 | Photography Club | 79.58 | 0.00 | 0.00 | 0.00 | 79.58 |
| | 4600 | Robotics & Engineering Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4647 | Show Choir Camp | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4710 | Student Council | 3,183.64 | 0.00 | 650.00 | 0.00 | 2,533.64 |
| | 4726 | Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4727 | Unplugged Club | 16.12 | 0.00 | 0.00 | 0.00 | 16.12 |
| | 4729 | Unified Classroom | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4760 | World Language | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4761 | Wolverine Wilds | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4770 | Yearbook | 2,891.68 | 0.00 | 19.90 | 0.00 | 2,871.78 |
| | 4780 | Youth to Youth | 626.93 | 0.00 | 0.00 | 0.00 | 626.93 |
| | | D Totals: | 63,705.66 | 152.00 | 5,054.94 | 0.00 | 58,802.72 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5008 | Surplus Sales | 16,644.93 | 0.00 | 16.14 | 0.00 | 16,628.79 |
| | 5020 | Fines | 1,029.69 | 0.00 | 0.00 | 0.00 | 1,029.69 |
| | 5030 | Counseling Center | 517.22 | 0.00 | 0.00 | 18.00 | 535.22 |
| | 5040 | Fundraising-General | 1,248.71 | 904.31 | 449.65 | 0.00 | 1,703.37 |
| | 5050 | HAL | 1,392.13 | 0.00 | 330.83 | 0.00 | 1,061.30 |
| | 5060 | Hospitality | 14.98 | 0.00 | 0.00 | 0.00 | 14.98 |
| | 5070 | Library | 1,603.81 | 15.00 | 17.99 | 0.00 | 1,600.82 |
| | 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 |
| | 5120 | P.E. | 711.61 | 0.00 | 0.00 | 0.00 | 711.61 |
| | 5127 | 6th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5128 | 7th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5129 | 8th Grade Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5165 | Logo Sales | 147.55 | 0.00 | 0.00 | 0.00 | 147.55 |
| | 5181 | Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5215 | Special Events | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | E Totals: | 23,310.63 | 919.31 | 814.61 | 18.00 | 23,433.33 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7060 | 6th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7070 | 7th Grade Field Trips | 230.00 | 0.00 | 0.00 | 0.00 | 230.00 |
| | 7080 | 8th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7100 | After School Program | 22,437.15 | 670.00 | 1,393.11 | 0.00 | 21,714.04 |
| | 7150 | Jumpstart | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7160 | Participation Fees - Athletics | 1,800.00 | 100.00 | 0.00 | -1,400.00 | 500.00 |
| | 7170 | Participation Fees - Clubs & Orgs | -175.00 | 50.00 | 0.00 | 0.00 | -125.00 |
| | 7190 | Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7195 | HAL Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 800.00 | 200.00 | 0.00 | 0.00 | 1,000.00 |
| | 7902 | Student Transportation owed to District | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 25,092.15 | 1,020.00 | 1,393.11 | -1,400.00 | 23,319.04 |
| S | ATHLETIC | | | | | | |
| | 9050 | Athletic-General | 2,845.57 | 2,500.00 | 1,371.87 | 0.00 | 3,973.70 |
| | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | S Totals: | 2,845.57 | 2,500.00 | 1,371.87 | 0.00 | 3,973.70 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| | AMS Activity Totals: | 134,602.89 | 5,192.25 | 11,920.14 | 0.00 | 127,875.00 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| AMS Checking: | | | 5,192.25 | 11,920.14 | | |
| AMS Investment: | | | | | | |
| AMS Bank Balances: | 134,602.89 | | 5,192.25 | 11,920.14 | 0.00 | 127,875.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| BMS | Beadle Middle School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 12,935.70 | 4,625.55 | 219.75 | 0.00 | 17,341.50 |
| | | 1016 | Rev Trak Fees | 143.96 | 0.00 | 0.00 | 0.00 | 143.96 |
| | | 1017 | Returned Checks | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1018 | School Pay Fees | 4,262.62 | 55.27 | 171.84 | 0.00 | 4,146.05 |
| | | 1025 | Savings | 3,504.73 | 0.00 | 0.00 | 0.00 | 3,504.73 |
| | | 1030 | Staff Vending | 1,254.06 | 0.00 | 134.77 | 0.00 | 1,119.29 |
| | | 1035 | Student Vending | 70.22 | 0.00 | 0.00 | 0.00 | 70.22 |
| | | 1040 | Donations | 943.68 | 375.00 | 75.00 | 0.00 | 1,243.68 |
| | | 1049 | Food Pantry | 291.59 | 0.00 | 0.00 | 0.00 | 291.59 |
| | | 1052 | Service Learning | 132.55 | 0.00 | 0.00 | 0.00 | 132.55 |
| | | 1070 | Start Up Cash | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1080 | Next Year Monies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 2,485.00 | 20.00 | 2,485.00 | 0.00 | 20.00 |
| | | 1106 | Laptop Loss/Damage | 1,995.00 | 257.00 | 2,025.00 | 0.00 | 227.00 |
| | | 1170 | Wellness | 3.50 | 0.00 | 0.00 | 0.00 | 3.50 |
| | | | A Totals: | 28,022.61 | 5,332.82 | 5,111.36 | 0.00 | 28,244.07 |
| B | Athletics-Girls | | | | | | | |
| | | 2013 | Misc. Expenditures - Girls | 63.23 | 0.00 | 0.00 | 0.00 | 63.23 |
| | | | B Totals: | 63.23 | 0.00 | 0.00 | 0.00 | 63.23 |
| C | Athletics-Boys | | | | | | | |
| | | 3004 | Equipment - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3013 | Misc. Expenditures - Boys | 2,097.77 | 0.00 | 0.00 | 0.00 | 2,097.77 |
| | | | C Totals: | 2,097.77 | 0.00 | 0.00 | 0.00 | 2,097.77 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| D | CLUBS AND ORGANIZATIONS | | | | | | |
| | 4040 | Art | 94.68 | 155.67 | 0.00 | 0.00 | 250.35 |
| | 4060 | Band | 245.03 | 0.00 | 0.00 | 0.00 | 245.03 |
| | 4170 | Cross Country Club | 1,085.80 | 0.00 | 0.00 | 0.00 | 1,085.80 |
| | 4181 | Coffee Cart | 2,380.00 | 48.00 | 0.00 | 0.00 | 2,428.00 |
| | 4190 | Dance | 3.71 | 0.00 | 0.00 | 0.00 | 3.71 |
| | 4200 | Debate Team | -6.59 | 0.00 | 0.00 | 0.00 | -6.59 |
| | 4214 | Unified Activities | 2,815.09 | 1,378.48 | 822.36 | 0.00 | 3,371.21 |
| | 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 | 318.20 | 0.00 | 53.76 | 0.00 | 264.44 |
| | 4320 | Educators Rising | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4324 | Esports | 1,657.93 | 0.00 | 0.00 | 0.00 | 1,657.93 |
| | 4345 | Craft Club | 106.56 | 0.00 | 0.00 | 0.00 | 106.56 |
| | 4370 | Industrial Arts | 7,458.47 | 230.00 | 1,074.25 | 0.00 | 6,614.22 |
| | 4500 | Music Club | 872.49 | 745.00 | 0.00 | 0.00 | 1,617.49 |
| | 4540 | Other Clubs | 488.90 | 0.00 | 0.00 | 0.00 | 488.90 |
| | 4570 | Play Production | 15,393.82 | 0.00 | 0.00 | 0.00 | 15,393.82 |
| | 4630 | Science Club | 149.30 | 0.00 | 0.00 | 0.00 | 149.30 |
| | 4631 | Science Olympiad | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4645 | Show Choir | 10,796.31 | 2,508.08 | 171.94 | 0.00 | 13,132.45 |
| | 4647 | Show Choir Camp | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4690 | Spirit Shop | 2,970.58 | 0.00 | 0.00 | 0.00 | 2,970.58 |
| | 4710 | Student Council | 2,236.05 | 338.50 | 41.63 | 0.00 | 2,532.92 |
| | 4770 | Yearbook | 6,869.56 | 0.00 | 0.00 | 0.00 | 6,869.56 |
| | 4780 | Youth to Youth | 286.86 | 101.00 | 0.00 | 0.00 | 387.86 |
| | | D Totals: | 56,512.87 | 5,504.73 | 2,163.94 | 0.00 | 59,853.66 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5020 | Fines | 874.77 | 0.00 | 0.00 | 0.00 | 874.77 |
| | 5025 | Fines - Library Book | 3,094.24 | 0.00 | 0.00 | 0.00 | 3,094.24 |
| | 5027 | Fines-Textbooks | 442.92 | 0.00 | 0.00 | 0.00 | 442.92 |
| | 5030 | Counseling Center | 686.76 | 0.00 | 0.00 | 0.00 | 686.76 |
| | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5050 | HAL | 31.74 | 0.00 | 0.00 | 0.00 | 31.74 |
| | 5060 | Hospitality | 383.95 | 0.00 | 0.00 | 0.00 | 383.95 |
| | 5070 | Library | 1,746.36 | 0.00 | 0.00 | 0.00 | 1,746.36 |
| | 5115 | Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5120 | P.E. | 1,718.75 | 0.00 | 0.00 | 0.00 | 1,718.75 |
| | 5127 | 6th Grade Field Trips-Curriculum Related | 20.70 | 0.00 | 0.00 | 0.00 | 20.70 |
| | 5128 | 7th Grade Field Trips-Curriculum Related | 107.16 | 0.00 | 0.00 | 0.00 | 107.16 |
| | 5129 | 8th Grade Field Trips-Curriculum Related | 150.15 | 0.00 | 0.00 | 0.00 | 150.15 |
| | 5166 | SpEd | 653.90 | 0.00 | 0.00 | 0.00 | 653.90 |
| | 5180 | Teacher Fund/Grants | 103.20 | 0.00 | 0.00 | 0.00 | 103.20 |
| | 5215 | Special Events | 0.17 | 0.00 | 0.00 | 0.00 | 0.17 |
| | 5220 | Site Improvements | 475.83 | 0.00 | 0.00 | 0.00 | 475.83 |
| | | E Totals: | 10,490.60 | 0.00 | 0.00 | 0.00 | 10,490.60 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7060 | 6th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7100 | After School Program | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7150 | Jumpstart | -673.75 | 0.00 | 0.00 | 0.00 | -673.75 |
| | 7160 | Participation Fees - Athletics | 19,045.04 | 2,405.00 | 2,248.78 | 0.00 | 19,201.26 |
| | 7170 | Participation Fees - Clubs & Orgs | 2,014.52 | 0.00 | 0.00 | 0.00 | 2,014.52 |
| | 7190 | Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7195 | HAL Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 12,550.00 | 0.00 | 12,550.00 | 0.00 | 0.00 |
| | 7902 | Student Transportation owed to District | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 32,935.81 | 2,405.00 | 14,798.78 | 0.00 | 20,542.03 |
| S | ATHLETIC | | | | | | |
| | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | S Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | BMS Activity Totals: | 130,122.89 | 13,242.55 | 22,074.08 | 0.00 | 121,291.36 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| BMS Checking: | | | 13,242.55 | 22,074.08 | | |
| BMS Investment: | | | | | | |
| BMS Bank Balances: | 130,122.89 | | 13,242.55 | 22,074.08 | 0.00 | 121,291.36 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| CMS | Central Middle School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 27,109.25 | 2,759.67 | 20.00 | 0.00 | 29,848.92 |
| | | 1016 | Rev Trak Fees | 9.26 | 0.00 | 0.00 | 0.00 | 9.26 |
| | | 1018 | School Pay Fees | -1,312.08 | 92.93 | 0.00 | 0.00 | -1,219.15 |
| | | 1025 | Savings | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1030 | Staff Vending | 435.39 | 9.80 | 0.00 | 0.00 | 445.19 |
| | | 1035 | Student Vending | 394.50 | 0.00 | 0.00 | 0.00 | 394.50 |
| | | 1040 | Donations | 1,622.77 | 0.00 | 0.00 | 0.00 | 1,622.77 |
| | | 1049 | Food Pantry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1050 | Projects/Support | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1066 | Teammates | 145.68 | 0.00 | 0.00 | 0.00 | 145.68 |
| | | 1080 | Next Year Monies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 60.00 | 0.00 | 60.00 | 0.00 | 0.00 |
| | | 1106 | Laptop Loss/Damage | 121.00 | 81.00 | 121.00 | 0.00 | 81.00 |
| | | 1107 | Laptop Insurance-YAP/Project Search | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1108 | Laptop Loss-Damage YAP/Project Search | 8.29 | 0.00 | 0.00 | 0.00 | 8.29 |
| | | | A Totals: | 28,594.06 | 2,943.40 | 201.00 | 0.00 | 31,336.46 |
| B | Athletics-Girls | | | | | | | |
| | | 2013 | Misc. Expenditures - Girls | -7,477.49 | 0.00 | 1,597.44 | 4,183.00 | -4,891.93 |
| | | | B Totals: | -7,477.49 | 0.00 | 1,597.44 | 4,183.00 | -4,891.93 |
| C | Athletics-Boys | | | | | | | |
| | | 3003 | Entry Fees - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3013 | Misc. Expenditures - Boys | -2,770.68 | 0.00 | 1,275.78 | 6,200.00 | 2,153.54 |
| | | | C Totals: | -2,770.68 | 0.00 | 1,275.78 | 6,200.00 | 2,153.54 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | 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 |
| | 4040 | Art | 53.17 | 0.00 | 0.00 | 0.00 | 53.17 |
| | 4059 | Band Camp | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4060 | Band | 91.62 | 0.00 | 0.00 | 0.00 | 91.62 |
| | 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 | 6,325.09 | 0.00 | 0.00 | 0.00 | 6,325.09 |
| | 4170 | Cross Country Club | 458.28 | 0.00 | 0.00 | 600.00 | 1,058.28 |
| | 4220 | Drama Club | 3,369.16 | 0.00 | 387.33 | 0.00 | 2,981.83 |
| | 4260 | FCS Club | 199.70 | 0.00 | 0.00 | 213.00 | 412.70 |
| | 4370 | Industrial Arts | 5,773.36 | 0.00 | 0.00 | 0.00 | 5,773.36 |
| | 4500 | Music Club | 1,442.27 | 0.00 | 0.00 | 0.00 | 1,442.27 |
| | 4530 | Orchestra | 14,152.51 | 6.00 | 0.00 | 0.00 | 14,158.51 |
| | 4540 | Other Clubs | 2,714.65 | 0.00 | 0.00 | 135.00 | 2,849.65 |
| | 4670 | SPARKS | 264.90 | 0.00 | 0.00 | 140.00 | 404.90 |
| | 4710 | Student Council | 759.36 | 766.00 | 275.00 | 720.00 | 1,970.36 |
| | 4760 | World Language | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4770 | Yearbook | 8,561.40 | 120.00 | 0.00 | 0.00 | 8,681.40 |
| | | D Totals: | 44,316.41 | 892.00 | 662.33 | 1,808.00 | 46,354.08 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5015 | Circle of Friends | -90.06 | 0.00 | 0.00 | 0.00 | -90.06 |
| | 5020 | Fines | 407.55 | 0.00 | 0.00 | 0.00 | 407.55 |
| | 5027 | Fines-Textbooks | 185.60 | 0.00 | 0.00 | 0.00 | 185.60 |
| | 5040 | Fundraising-General | 28,031.39 | 600.00 | 311.53 | 0.00 | 28,319.86 |
| | 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 | 5,455.37 | 35.14 | 0.00 | 0.00 | 5,490.51 |
| | 5075 | Mentoring | 135.88 | 0.00 | 0.00 | 0.00 | 135.88 |
| | 5085 | MSAP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5090 | Montessori | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5093 | Montessori 7/8 Sales | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5095 | Montessori Fundraising | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5100 | Other Adm Custodial | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5110 | Other Student Activities | 1,128.52 | 0.00 | 0.00 | 0.00 | 1,128.52 |
| | 5115 | Field Trips-Curriculum Related | 198.70 | 0.00 | 0.00 | 0.00 | 198.70 |
| | 5119 | Montessori 7-8 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5120 | P.E. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5127 | 6th Grade Field Trips-Curriculum Related | 385.67 | 0.00 | 0.00 | 0.00 | 385.67 |
| | 5128 | 7th Grade Field Trips-Curriculum Related | 1,274.84 | 0.00 | 0.00 | 0.00 | 1,274.84 |
| | 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5172 | Special Olympics | 702.45 | 315.00 | 32.48 | 0.00 | 984.97 |
| | 5180 | Teacher Fund/Grants | 3,959.61 | 0.00 | 0.00 | 0.00 | 3,959.61 |
| | 5185 | Technology | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5210 | Zone | 904.76 | 0.00 | 0.00 | 0.00 | 904.76 |
| | | E Totals: | 42,696.76 | 950.14 | 344.01 | 0.00 | 43,302.89 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7060 | 6th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7070 | 7th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7080 | 8th Grade Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7135 | Montessori 6-8 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7150 | Jumpstart | 313.69 | 0.00 | 0.00 | 0.00 | 313.69 |
| | 7160 | Participation Fees - Athletics | 10,683.00 | 50.00 | 0.00 | -10,383.00 | 350.00 |
| | 7170 | Participation Fees - Clubs & Orgs | 2,108.00 | 0.00 | 0.00 | -1,808.00 | 300.00 |
| | 7195 | HAL Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7200 | Outdoor Ed | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7900 | Field Trips-Other | 9.00 | 0.00 | 0.00 | 0.00 | 9.00 |
| | 7901 | Student Transportation | 450.00 | 0.00 | 450.00 | 0.00 | 0.00 |
| | 7902 | Student Transportation owed to District | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 13,563.69 | 50.00 | 450.00 | -12,191.00 | 972.69 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| S | ATHLETIC | | | | | | | |
| | | 9030 | Concessions | 6,800.43 | 0.00 | 0.00 | 0.00 | 6,800.43 |
| | | 9050 | Athletic-General | 676.70 | 0.00 | 0.00 | 0.00 | 676.70 |
| | | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 25.00 | 0.00 | -25.00 |
| | | 9080 | Fundraising-Athletic | 3,806.50 | 0.00 | 0.00 | 0.00 | 3,806.50 |
| | | | S Totals: | 11,283.63 | 0.00 | 25.00 | 0.00 | 11,258.63 |
| | | | CMS Activity Totals: | 130,206.38 | 4,835.54 | 4,555.56 | 0.00 | 130,486.36 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| CMS Checking: | | | 4,835.54 | 4,555.56 | | |
| CMS Investment: | | | | | | |
| CMS Bank Balances: | 130,206.38 | | 4,835.54 | 4,555.56 | 0.00 | 130,486.36 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| KMS | Kiewit Middle School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 6,703.36 | 134.03 | 0.00 | 0.00 | 6,837.39 |
| | | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1018 | School Pay Fees | 43.90 | 267.51 | 353.01 | 0.00 | -41.60 |
| | | 1025 | Savings | 34,898.72 | 0.00 | 0.00 | 0.00 | 34,898.72 |
| | | 1030 | Staff Vending | 1,195.48 | 0.00 | 29.36 | 0.00 | 1,166.12 |
| | | 1035 | Student Vending | 4,023.76 | 61.25 | 1,050.79 | 0.00 | 3,034.22 |
| | | 1049 | Food Pantry | 340.00 | 0.00 | 0.00 | 0.00 | 340.00 |
| | | 1050 | Projects/Support | 12,695.93 | 0.00 | 0.00 | 0.00 | 12,695.93 |
| | | 1105 | Laptop Insurance | 29.00 | 0.00 | 0.00 | -29.00 | 0.00 |
| | | 1106 | Laptop Loss/Damage | 511.00 | 186.00 | 568.00 | 29.00 | 158.00 |
| | | | A Totals: | 60,441.15 | 648.79 | 2,001.16 | 0.00 | 59,088.78 |
| B | Athletics-Girls | | | | | | | |
| | | 2013 | Misc. Expenditures - Girls | -1,341.74 | 0.00 | 915.72 | 1,772.22 | -485.24 |
| | | | B Totals: | -1,341.74 | 0.00 | 915.72 | 1,772.22 | -485.24 |
| C | Athletics-Boys | | | | | | | |
| | | 3003 | Entry Fees - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3013 | Misc. Expenditures - Boys | -214.12 | 0.00 | 558.76 | 419.36 | -353.52 |
| | | 3052 | Camps - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | C Totals: | -214.12 | 0.00 | 558.76 | 419.36 | -353.52 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4040 | Art | 1,255.98 | 120.00 | 0.00 | 0.00 | 1,375.98 |
| | | 4060 | Band | 3,739.47 | 0.00 | 251.64 | 0.00 | 3,487.83 |
| | | 4130 | Chess Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4220 | Drama Club | 2,440.56 | 75.00 | 0.00 | 0.00 | 2,515.56 |
| | | 4260 | FCS Club | 851.83 | 50.00 | 0.00 | 0.00 | 901.83 |
| | | 4324 | Esports | 1,047.39 | 210.00 | 0.00 | 0.00 | 1,257.39 |
| | | 4370 | Industrial Arts | 4,368.11 | 378.00 | 238.57 | 0.00 | 4,507.54 |
| | | 4380 | International Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4500 | Music Club | -5,236.55 | 4,675.00 | 1,398.07 | 0.00 | -1,959.62 |
| | | 4502 | Music-Donations | 822.45 | 0.00 | 0.00 | 0.00 | 822.45 |
| | | 4530 | Orchestra | 480.00 | 89.10 | 0.00 | 0.00 | 569.10 |
| | | 4540 | Other Clubs | 1.80 | 0.00 | 0.00 | 0.00 | 1.80 |
| | | 4630 | Science Club | 373.29 | 0.00 | 0.00 | 0.00 | 373.29 |
| | | 4680 | Speech Club | 140.23 | 0.00 | 0.00 | 0.00 | 140.23 |
| | | 4710 | Student Council | 2,436.02 | 0.00 | 0.00 | 0.00 | 2,436.02 |
| | | 4750 | Volunteer Club | 1,608.75 | 0.00 | 0.00 | 0.00 | 1,608.75 |
| | | 4770 | Yearbook | 8,318.09 | 555.00 | 0.00 | 0.00 | 8,873.09 |
| | | 4780 | Youth to Youth | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4781 | Yoga | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D Totals: | 22,647.42 | 6,152.10 | 1,888.28 | 0.00 | 26,911.24 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5027 | Fines-Textbooks | 27.50 | 0.00 | 0.00 | 0.00 | 27.50 |
| | 5040 | Fundraising-General | 284.19 | 0.00 | 0.00 | 0.00 | 284.19 |
| | 5050 | HAL | 395.91 | 0.00 | 0.00 | 0.00 | 395.91 |
| | 5060 | Hospitality | 1,330.64 | 34.00 | 0.00 | 0.00 | 1,364.64 |
| | 5070 | Library | 7,079.53 | 0.00 | 283.75 | 0.00 | 6,795.78 |
| | 5100 | Other Adm Custodial | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5115 | Field Trips-Curriculum Related | 3,355.21 | 0.00 | 0.00 | 0.00 | 3,355.21 |
| | 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 | 3,415.99 | 0.00 | 0.00 | 0.00 | 3,415.99 |
| | 5165 | Logo Sales | 2,326.80 | 0.00 | 0.00 | 0.00 | 2,326.80 |
| | 5175 | Student Scholarships | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5180 | Teacher Fund/Grants | 863.01 | 0.00 | 0.00 | 0.00 | 863.01 |
| | 5181 | Grants | 1,414.83 | 0.00 | 0.00 | 0.00 | 1,414.83 |
| | 5185 | Technology | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5186 | MPS Foundation Grant | 181.31 | 0.00 | 0.00 | 0.00 | 181.31 |
| | 5191 | 6th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5192 | 7th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5193 | 8th Grade | 22.00 | 0.00 | 0.00 | 0.00 | 22.00 |
| | | E Totals: | 21,625.72 | 34.00 | 283.75 | 0.00 | 21,375.97 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7060 | 6th Grade Field Trips | 270.00 | 0.00 | 0.00 | 0.00 | 270.00 |
| | 7070 | 7th Grade Field Trips | 471.78 | 0.00 | 0.00 | 0.00 | 471.78 |
| | 7080 | 8th Grade Field Trips | 1,242.18 | 0.00 | 0.00 | 0.00 | 1,242.18 |
| | 7100 | After School Program | 21,076.64 | 39,322.00 | 9,155.11 | 8.00 | 51,251.53 |
| | 7140 | Mini-Classes | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7150 | Jumpstart | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7160 | Participation Fees - Athletics | 9,790.99 | 3,975.00 | 679.14 | -2,191.58 | 10,895.27 |
| | 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 | 308.00 | 0.00 | 300.00 | -8.00 | 0.00 |
| | 7902 | Student Transportation owed to District | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 33,159.59 | 43,297.00 | 10,134.25 | -2,191.58 | 64,130.76 |
| S | ATHLETIC | | | | | | |
| | 9050 | Athletic-General | 5,949.50 | 0.00 | 0.00 | 0.00 | 5,949.50 |
| | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | S Totals: | 5,949.50 | 0.00 | 0.00 | 0.00 | 5,949.50 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name
Activity ID Activity Name

| | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|
| KMS Activity Totals: | 142,267.52 | 50,131.89 | 15,781.92 | 0.00 | 176,617.49 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| KMS Checking: | | | 50,131.89 | 15,781.92 | | |
| KMS Investment: | | | | | | |
| KMS Bank Balances: | 142,267.52 | | 50,131.89 | 15,781.92 | 0.00 | 176,617.49 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name / Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| NMS | North Middle School | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | 36,681.83 | 2,753.01 | 447.39 | 0.00 | 38,987.45 |
| | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1018 | School Pay Fees | 501.57 | 152.42 | 320.57 | 0.00 | 333.42 |
| | 1030 | Staff Vending | 12.68 | 0.00 | 0.00 | 0.00 | 12.68 |
| | 1035 | Student Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1036 | NMS Spiritwear | 4,984.97 | 0.00 | 0.00 | 0.00 | 4,984.97 |
| | 1037 | Mustang Express-O | 2,691.19 | 0.00 | 0.00 | 0.00 | 2,691.19 |
| | 1040 | Donations | 28,550.37 | 525.00 | 327.05 | 0.00 | 28,748.32 |
| | 1052 | Service Learning | 32.00 | 0.00 | 0.00 | 0.00 | 32.00 |
| | 1105 | Laptop Insurance | 80.00 | 0.00 | 80.00 | 0.00 | 0.00 |
| | 1106 | Laptop Loss/Damage | 733.00 | 136.00 | 772.00 | 0.00 | 97.00 |
| | 1170 | Wellness | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | A Totals: | 74,267.61 | 3,566.43 | 1,947.01 | 0.00 | 75,887.03 |
| B | Athletics-Girls | | | | | | |
| | 2003 | Entry Fees - Girls | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2013 | Misc. Expenditures - Girls | -3,848.54 | 0.00 | 1,440.69 | 0.00 | -5,289.23 |
| | 2063 | Misc. Expenditures - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | B Totals: | -3,848.54 | 0.00 | 1,440.69 | 0.00 | -5,289.23 |
| C | Athletics-Boys | | | | | | |
| | 3003 | Entry Fees - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3013 | Misc. Expenditures - Boys | -4,937.70 | 0.00 | 1,050.48 | 0.00 | -5,988.18 |
| | 3515 | Misc. Expenditures - Boys Football | -188.00 | 0.00 | 0.00 | 0.00 | -188.00 |
| | | C Totals: | -5,125.70 | 0.00 | 1,050.48 | 0.00 | -6,176.18 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| D | CLUBS AND ORGANIZATIONS | | | | | |
| 4040 | Art | 44.50 | 0.00 | 0.00 | 0.00 | 44.50 |
| 4045 | Art Projects | 142.07 | 0.00 | 0.00 | 0.00 | 142.07 |
| 4059 | Band Camp | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4060 | Band | -1,373.33 | 50.00 | 0.00 | 0.00 | -1,323.33 |
| 4130 | Chess Club | 641.52 | 0.00 | 0.00 | 80.00 | 721.52 |
| 4140 | Choir | -513.74 | 0.00 | 0.00 | 0.00 | -513.74 |
| 4170 | Cross Country Club | 823.15 | 0.00 | 0.00 | 0.00 | 823.15 |
| 4220 | Drama Club | 18,539.77 | 0.00 | 563.80 | 1,385.00 | 19,360.97 |
| 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 | 710.64 | 0.00 | 0.00 | 0.00 | 710.64 |
| 4324 | Esports | 1,307.68 | 0.00 | 0.00 | 0.00 | 1,307.68 |
| 4370 | Industrial Arts | 3,381.65 | 4.00 | 0.00 | 0.00 | 3,385.65 |
| 4380 | International Club | 218.12 | 0.00 | 0.00 | 0.00 | 218.12 |
| 4530 | Orchestra | 1,529.16 | 0.00 | 250.48 | 0.00 | 1,278.68 |
| 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4600 | Robotics & Engineering Club | 1,133.08 | 0.00 | 498.51 | 0.00 | 634.57 |
| 4645 | Show Choir | 46,335.80 | 534.43 | 1,369.01 | 0.00 | 45,501.22 |
| 4710 | Student Council | 6,536.84 | 1,295.00 | 608.98 | 0.00 | 7,222.86 |
| 4726 | Unified Sports | 294.54 | 250.00 | 0.00 | 0.00 | 544.54 |
| 4729 | Unified Classroom | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4741 | 6th Grade Sports Club | -247.72 | 0.00 | 0.00 | 0.00 | -247.72 |
| 4750 | Volunteer Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4770 | Yearbook | 17,543.63 | 735.00 | 0.00 | 0.00 | 18,278.63 |
| 4780 | Youth to Youth | 211.53 | 0.00 | 0.00 | 0.00 | 211.53 |
| | D Totals: | 97,258.89 | 2,868.43 | 3,290.78 | 1,465.00 | 98,301.54 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name / Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5020 | Fines | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5027 | Fines-Textbooks | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5040 | Fundraising-General | 20,089.08 | 0.00 | 0.00 | 0.00 | 20,089.08 |
| | 5050 | HAL | 81.20 | 0.00 | 10.71 | 0.00 | 70.49 |
| | 5060 | Hospitality | 325.50 | 1,932.45 | 725.88 | 0.00 | 1,532.07 |
| | 5070 | Library | 6,461.33 | 0.00 | 0.00 | 0.00 | 6,461.33 |
| | 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 | 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 |
| | 5175 | Student Scholarships | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5200 | Outdoor Learning Environment | -226.21 | 0.00 | 0.00 | 0.00 | -226.21 |
| | 5215 | Special Events | 7,418.43 | 0.00 | 0.00 | 0.00 | 7,418.43 |
| | 5220 | Site Improvements | 1,860.58 | 0.00 | 0.00 | 0.00 | 1,860.58 |
| | | E Totals: | 36,009.91 | 1,932.45 | 736.59 | 0.00 | 37,205.77 |
| 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 | 72,056.85 | 7,020.00 | 414.65 | 0.00 | 78,662.20 |
| | 7150 | Jumpstart | 846.29 | 0.00 | 846.29 | 0.00 | 0.00 |
| | 7160 | Participation Fees - Athletics | 8,900.00 | 250.00 | 0.00 | 0.00 | 9,150.00 |
| | 7170 | Participation Fees - Clubs & Orgs | 1,705.00 | 185.00 | 0.00 | -1,465.00 | 425.00 |
| | 7195 | HAL Field Trips | -1,076.14 | 0.00 | 0.00 | 0.00 | -1,076.14 |
| | 7200 | Outdoor Ed | 370.00 | 0.00 | 0.00 | 0.00 | 370.00 |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7901 | Student Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7902 | Student Transportation owed to District | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 82,802.00 | 7,455.00 | 1,260.94 | -1,465.00 | 87,531.06 |
| S | ATHLETIC | | | | | | |
| | 9030 | Concessions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 9050 | Athletic-General | 6,529.61 | 300.00 | 890.00 | 0.00 | 5,939.61 |
| | 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: | 6,529.61 | 300.00 | 890.00 | 0.00 | 5,939.61 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name
Activity ID Activity Name

| | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|
| NMS Activity Totals: | 287,893.78 | 16,122.31 | 10,616.49 | 0.00 | 293,399.60 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| NMS Checking: | | | 16,122.31 | 10,616.49 | | |
| NMS Investment: | | | | | | |
| NMS Bank Balances: | 287,893.78 | | 16,122.31 | 10,616.49 | 0.00 | 293,399.60 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| Horizon | Keith Lutz Horizon High School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 7,702.14 | 1,209.44 | 233.64 | 0.00 | 8,677.94 |
| | | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1018 | School Pay Fees | -135.49 | 0.18 | 0.00 | 0.00 | -135.31 |
| | | 1019 | Due to Other Schools | 124.13 | 0.00 | 0.00 | 0.00 | 124.13 |
| | | 1030 | Staff Vending | 522.34 | 13.15 | 0.00 | 0.00 | 535.49 |
| | | 1105 | Laptop Insurance | 820.00 | 0.00 | 820.00 | 0.00 | 0.00 |
| | | 1106 | Laptop Loss/Damage | 249.00 | 0.00 | 249.00 | 0.00 | 0.00 |
| | | | A Totals: | 9,282.12 | 1,222.77 | 1,302.64 | 0.00 | 9,202.25 |
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4365 | HOSA | 1,702.57 | 0.00 | 0.00 | 0.00 | 1,702.57 |
| | | 4650 | Skills USA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4710 | Student Council | 405.34 | 0.00 | 0.00 | 0.00 | 405.34 |
| | | 4770 | Yearbook | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4790 | Business Logistics Academy | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | D Totals: | 2,107.91 | 0.00 | 0.00 | 0.00 | 2,107.91 |
| E | ADMINISTRATIVE CUSTODIAL | | | | | | | |
| | | 5018 | Prom | 1,352.92 | 0.00 | 30.92 | 0.00 | 1,322.00 |
| | | 5025 | Fines - Library Book | 486.26 | 0.00 | 0.00 | 0.00 | 486.26 |
| | | 5027 | Fines-Textbooks | 43.28 | 0.00 | 0.00 | 0.00 | 43.28 |
| | | 5040 | Fundraising-General | 518.05 | 0.00 | 0.00 | 0.00 | 518.05 |
| | | 5115 | Field Trips-Curriculum Related | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 2,400.51 | 0.00 | 30.92 | 0.00 | 2,369.59 |
| S | ATHLETIC | | | | | | | |
| | | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | S Totals: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Horizon Activity Totals: | 13,790.54 | 1,222.77 | 1,333.56 | 0.00 | 13,679.75 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Horizon Checking: | | | 1,222.77 | 1,333.56 | | |
| Horizon Investment: | | | | | | |
| Horizon Bank Balances: | 13,790.54 | | 1,222.77 | 1,333.56 | 0.00 | 13,679.75 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| NHS | Millard North High School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | 8,864.39 | 1,427.67 | 636.79 | 0.00 | 9,655.27 |
| | | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1017 | Returned Checks | -130.00 | 0.00 | 0.00 | 0.00 | -130.00 |
| | | 1018 | School Pay Fees | 133.88 | 293.74 | 0.00 | 0.00 | 427.62 |
| | | 1025 | Savings | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1030 | Staff Vending | 858.67 | 0.00 | 0.00 | 0.00 | 858.67 |
| | | 1035 | Student Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1040 | Donations | 1,531.94 | 4,000.00 | 0.00 | 0.00 | 5,531.94 |
| | | 1050 | Projects/Support | 496.78 | 0.00 | 0.00 | 0.00 | 496.78 |
| | | 1066 | Teammates | 420.51 | 0.00 | 0.00 | 0.00 | 420.51 |
| | | 1070 | Start Up Cash | -4,507.30 | 0.50 | 0.00 | 0.00 | -4,506.80 |
| | | 1090 | Other Revenue | 8,046.50 | 0.00 | 0.00 | 0.00 | 8,046.50 |
| | | 1105 | Laptop Insurance | 80.00 | 20.00 | 80.00 | 0.00 | 20.00 |
| | | 1106 | Laptop Loss/Damage | 83.00 | 58.00 | 83.00 | 0.00 | 58.00 |
| | | 1110 | Extracurr Transportation | 22,260.61 | 47,500.00 | 3,896.49 | 0.00 | 65,864.12 |
| | | | A Totals: | 38,138.98 | 53,299.91 | 4,696.28 | 0.00 | 86,742.61 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| B | Athletics-Girls | | | | | | | |
| | | 2001 | Awards - Girls | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2002 | Camps - Girls | 9,223.60 | 900.00 | 0.00 | 0.00 | 10,123.60 |
| | | 2003 | Entry Fees - Girls | 5,820.00 | 800.00 | 0.00 | 0.00 | 6,620.00 |
| | | 2004 | Equipment - Girls | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2005 | Lodging - Girls | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2006 | Meals - Girls | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2007 | Officials - Girls | -190.00 | 0.00 | 0.00 | 0.00 | -190.00 |
| | | 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 | 3,388.33 | 1,318.04 | 900.00 | 0.00 | 3,806.37 |
| | | 2053 | Entry Fees - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2054 | Equipment - Girls Basketball | -1,252.27 | 7,300.00 | 14,600.00 | 0.00 | -8,552.27 |
| | | 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 | -4,156.00 | 0.00 | 1,360.00 | 0.00 | -5,516.00 |
| | | 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 | -825.00 | 0.00 | 300.00 | 0.00 | -1,125.00 |
| | | 2061 | Transportation - Girls Basketball | -1,440.26 | 0.00 | 626.20 | 0.00 | -2,066.46 |
| | | 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2102 | Camps - Girls Cross Country | 9,351.94 | 80.00 | 0.00 | 0.00 | 9,431.94 |
| | | 2103 | Entry Fees - Girls Cross Country | -689.00 | 0.00 | 0.00 | 0.00 | -689.00 |
| | | 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 | -114.00 | 0.00 | 0.00 | 0.00 | -114.00 |
| | | 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 | -1,815.94 | 0.00 | 0.00 | 0.00 | -1,815.94 |
| | | 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 | -102.50 | 0.00 | 0.00 | 0.00 | -102.50 |
| | | 2152 | Camps - Girls Golf | -10.46 | 0.00 | 0.00 | 0.00 | -10.46 |
| | | 2153 | Entry Fees - Girls Golf | -5,420.00 | 0.00 | 0.00 | 0.00 | -5,420.00 |
| | | 2154 | Equipment - Girls Golf | -4,800.20 | 0.00 | 0.00 | 0.00 | -4,800.20 |
| | | 2155 | Lodging - Girls Golf | -4,066.40 | 0.00 | 0.00 | 0.00 | -4,066.40 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2156 | Meals - Girls Golf | -388.91 | 0.00 | 0.00 | 0.00 | -388.91 |
| 2157 | Officials - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2158 | Prof. Development - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2159 | Scouting - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2160 | Security - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2161 | Transportation - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2162 | Uniforms/Apparel - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2163 | Misc. Expenditures - Girls Golf | -325.50 | 0.00 | 0.00 | 0.00 | -325.50 |
| 2201 | Awards - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2202 | Camps - Girls Soccer | 5,447.49 | 279.37 | 299.00 | 0.00 | 5,427.86 |
| 2203 | Entry Fees - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2204 | Equipment - Girls Soccer | -2,846.11 | 0.00 | 0.00 | 0.00 | -2,846.11 |
| 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 | -765.44 | 0.00 | 0.00 | 0.00 | -765.44 |
| 2213 | Misc. Expenditures - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2251 | Awards - Girls Swimming | -310.00 | 0.00 | 0.00 | 0.00 | -310.00 |
| 2252 | Camps - Girls Swimming | 1,724.76 | 390.50 | 327.21 | 0.00 | 1,788.05 |
| 2253 | Entry Fees - Girls Swimming | -400.00 | 0.00 | 0.00 | 0.00 | -400.00 |
| 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 | -902.90 | 0.00 | 277.36 | 0.00 | -1,180.26 |
| 2257 | Officials - Girls Swimming | -1,186.00 | 0.00 | 0.00 | 0.00 | -1,186.00 |
| 2258 | Prof. Development - Girls Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2259 | Scouting - Girls Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2260 | Security - Girls Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2261 | Transportation - Girls Swimming | -289.62 | 0.00 | 62.62 | 0.00 | -352.24 |
| 2262 | Uniforms/Apparel - Girls Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2263 | Misc. Expenditures - Girls Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2301 | Awards - Girls Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2302 | Camps - Girls Tennis | 1,983.28 | 0.00 | 0.00 | 0.00 | 1,983.28 |
| 2303 | Entry Fees - Girls Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2304 | Equipment - Girls Tennis | 0.00 | 0.00 | 1,366.00 | 0.00 | -1,366.00 |
| 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 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2312 | Uniforms/Apparel - Girls Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2313 | Misc. Expenditures - Girls Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2351 | Awards - Girls Track | -313.96 | 0.00 | 0.00 | 0.00 | -313.96 |
| 2352 | Camps - Girls Track | 4,239.51 | 0.00 | 0.00 | 0.00 | 4,239.51 |
| 2353 | Entry Fees - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2354 | Equipment - Girls Track | -67.50 | 0.00 | 0.00 | 0.00 | -67.50 |
| 2355 | Lodging - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2356 | Meals - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2357 | Officials - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2358 | Prof. Development - Girls Track | -450.20 | 0.00 | 0.00 | 0.00 | -450.20 |
| 2359 | Scouting - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2360 | Security - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2361 | Transportation - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2362 | Uniforms/Apparel - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2363 | Misc. Expenditures - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2401 | Awards - Girls Volleyball | -107.00 | 0.00 | 0.00 | 0.00 | -107.00 |
| 2402 | Camps - Girls Volleyball | 8,547.19 | 1,130.00 | 885.00 | 0.00 | 8,792.19 |
| 2403 | Entry Fees - Girls Volleyball | -1,145.00 | 0.00 | 0.00 | 0.00 | -1,145.00 |
| 2404 | Equipment - Girls Volleyball | -1,132.40 | 0.00 | 0.00 | 0.00 | -1,132.40 |
| 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 | -5,443.96 | 0.00 | 0.00 | 0.00 | -5,443.96 |
| 2408 | Prof. Development - Girls Volleyball | -800.00 | 0.00 | 0.00 | 0.00 | -800.00 |
| 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 | -2,254.32 | 0.00 | 0.00 | 0.00 | -2,254.32 |
| 2412 | Uniforms/Apparel - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2413 | Misc. Expenditures - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2451 | Awards - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2452 | Camps - Girls Softball | 27,421.91 | 850.00 | 197.66 | -300.00 | 27,774.25 |
| 2453 | Entry Fees - Girls Softball | -950.00 | 0.00 | 0.00 | 0.00 | -950.00 |
| 2454 | Equipment - Girls Softball | -659.22 | 0.00 | 0.00 | 0.00 | -659.22 |
| 2455 | Lodging - Girls Softball | -8,778.00 | 0.00 | 0.00 | 0.00 | -8,778.00 |
| 2456 | Meals - Girls Softball | -1,106.00 | 0.00 | 0.00 | 0.00 | -1,106.00 |
| 2457 | Officials - Girls Softball | -3,638.00 | 0.00 | 0.00 | 0.00 | -3,638.00 |
| 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 | -5,360.89 | 0.00 | 0.00 | 0.00 | -5,360.89 |
| 2462 | Uniforms/Apparel - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2463 | Misc. Expenditures - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2501 | Awards-Girls Bowling | -243.80 | 0.00 | 0.00 | 0.00 | -243.80 |
| 2502 | Camps-Girls Bowling | -2,509.89 | 590.00 | 0.00 | 0.00 | -1,919.89 |
| 2503 | Entry Fees-Girls Bowling | -420.00 | 0.00 | 0.00 | 0.00 | -420.00 |
| 2504 | Equipment-Girls Bowling | -3,240.00 | 0.00 | 0.00 | 0.00 | -3,240.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2505 | Lodging-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2506 | Meals-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2507 | Officials-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2508 | Professional Development-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2509 | Scouting-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2510 | Security-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2511 | Transportation-Girls Bowling | -1,001.92 | 0.00 | 33.94 | 0.00 | -1,035.86 |
| 2512 | Uniforms/Apparel-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2513 | Misc. Expenditures-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2551 | Awards-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2552 | Camps-Girls Wrestling | 4,423.78 | 0.00 | 0.00 | 0.00 | 4,423.78 |
| 2553 | Entry Fees-Girls Wrestling | -1,175.00 | 0.00 | 125.00 | 0.00 | -1,300.00 |
| 2554 | Equipment-Girls Wrestling | -1,672.68 | 0.00 | 0.00 | 0.00 | -1,672.68 |
| 2555 | Lodging-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2556 | Meals-Girls Wrestling | 0.00 | 0.00 | 117.00 | 0.00 | -117.00 |
| 2557 | Officials-Girls Wrestling | -250.00 | 0.00 | 0.00 | 0.00 | -250.00 |
| 2558 | Prof. Development-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2559 | Scouting-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2560 | Security-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2561 | Transportation-Girls Wrestling | -1,283.71 | 0.00 | 1,745.98 | 0.00 | -3,029.69 |
| 2562 | Uniforms/Apparel-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2563 | Misc Expenditures-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2601 | Awards-Girls Unified Sports | -156.96 | 0.00 | 0.00 | 0.00 | -156.96 |
| 2602 | Camps-Girls Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2613 | Misc. Expenditures-Girls Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | B Totals: | 5,114.87 | 13,637.91 | 23,222.97 | -300.00 | -4,770.19 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| 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 | 3,405.00 | 1,050.00 | 0.00 | 0.00 | 4,455.00 |
| | | 3004 | Equipment - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3005 | Lodging - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3006 | Meals - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3007 | Officials - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3008 | Prof. Development - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3009 | Scouting - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3010 | Security - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3012 | Uniforms/Apparel - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3013 | Misc. Expenditures - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3051 | Awards - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3052 | Camps - Boys Basketball | 8,728.88 | 815.00 | 1,576.75 | 0.00 | 7,967.13 |
| | | 3053 | Entry Fees - Boys Basketball | -250.00 | 0.00 | 365.00 | 0.00 | -615.00 |
| | | 3054 | Equipment - Boys Basketball | -3,549.02 | 0.00 | 0.00 | 0.00 | -3,549.02 |
| | | 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 | -4,378.00 | 0.00 | 3,190.00 | 0.00 | -7,568.00 |
| | | 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 | -750.00 | 0.00 | 525.00 | 0.00 | -1,275.00 |
| | | 3061 | Transportation - Boys Basketball | -2,849.21 | 0.00 | 1,158.48 | 0.00 | -4,007.69 |
| | | 3062 | Uniforms/Apparel - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3063 | Misc. Expenditures - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3101 | Awards - Boys Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3102 | Camps - Boys Cross Country | 3,307.31 | 0.00 | 0.00 | 0.00 | 3,307.31 |
| | | 3103 | Entry Fees - Boys Cross Country | -645.00 | 0.00 | 0.00 | 0.00 | -645.00 |
| | | 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 | -114.00 | 0.00 | 0.00 | 0.00 | -114.00 |
| | | 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 | -1,815.91 | 0.00 | 0.00 | 0.00 | -1,815.91 |
| | | 3112 | Uniforms/Apparel - Boys Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3113 | Misc. Expenditures - Boys Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3151 | Awards - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3152 | Camps - Boys Golf | 1,724.81 | 0.00 | 0.00 | 0.00 | 1,724.81 |
| | | 3153 | Entry Fees - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3154 | Equipment - Boys Golf | 0.00 | 0.00 | 2,620.80 | 0.00 | -2,620.80 |
| | | 3155 | Lodging - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3156 | Meals - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3157 | Officials - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3158 | Prof. Development - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3159 | Scouting - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3160 | Security - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3161 | Transportation - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3162 | Uniforms/Apparel - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3163 | Misc. Expenditures - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3201 | Awards - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3202 | Camps - Boys Soccer | 4,945.29 | 0.00 | 0.00 | 0.00 | 4,945.29 |
| 3203 | Entry Fees - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3204 | Equipment - Boys Soccer | -470.10 | 0.00 | 241.49 | 0.00 | -711.59 |
| 3205 | Lodging - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3206 | Meals - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3207 | Officials - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3208 | Prof. Development - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3209 | Scouting - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3210 | Security - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3211 | Transportation - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3212 | Uniforms/Apparel - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3213 | Misc. Expenditures - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3251 | Awards - Boys Swimming | -310.00 | 0.00 | 0.00 | 0.00 | -310.00 |
| 3252 | Camps - Boys Swimming | 5,947.03 | 690.50 | 327.21 | 0.00 | 6,310.32 |
| 3253 | Entry Fees - Boys Swimming | -475.00 | 0.00 | 0.00 | 0.00 | -475.00 |
| 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 | -876.92 | 0.00 | 277.35 | 0.00 | -1,154.27 |
| 3257 | Officials - Boys Swimming | -896.00 | 0.00 | 70.00 | 0.00 | -966.00 |
| 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 | -289.62 | 0.00 | 62.62 | 0.00 | -352.24 |
| 3262 | Uniforms/Apparels - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3263 | Misc. Expenditures - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3301 | Awards - Boys Tennis | 269.15 | 0.00 | 0.00 | 0.00 | 269.15 |
| 3302 | Camps - Boys Tennis | 1,176.73 | 0.00 | 0.00 | 0.00 | 1,176.73 |
| 3303 | Entry Fees - Boys Tennis | -375.00 | 0.00 | 0.00 | 0.00 | -375.00 |
| 3304 | Equipment - Boys Tennis | -1,602.84 | 0.00 | 0.00 | 0.00 | -1,602.84 |
| 3305 | Lodging - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3306 | Meals - Boys Tennis | -76.00 | 0.00 | 0.00 | 0.00 | -76.00 |
| 3307 | Officials - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3308 | Prof. Development - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3309 | Scouting - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3310 | Security - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3311 | Transportation - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3312 | Uniforms/Apparel - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3313 | Misc. Expenditures - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3351 | Awards - Boys Track | -313.96 | 0.00 | 0.00 | 0.00 | -313.96 |
| 3352 | Camps - Boys Track | 2,400.05 | 0.00 | 1,373.14 | 575.66 | 1,602.57 |
| 3353 | Entry Fees - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3354 | Equipment - Boys Track | -67.50 | 0.00 | 0.00 | -575.66 | -643.16 |
| 3355 | Lodging - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3356 | Meals - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3357 | Officials - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3358 | Prof. Development - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3359 | Scouting - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3360 | Security - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3361 | Transportation - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3362 | Uniforms/Apparel - Boys Track | -4,762.05 | 0.00 | 0.00 | 0.00 | -4,762.05 |
| 3363 | Misc. Expenditures - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3401 | Awards-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3402 | Camps-Boys Bowling | 1,688.78 | 0.00 | 0.00 | 0.00 | 1,688.78 |
| 3403 | Entry Fees-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3404 | Equipment-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3405 | Lodging-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3406 | Meals-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3407 | Officials-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3408 | Prof. Development-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3409 | Scouting-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3410 | Security-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3411 | Transportation-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3412 | Uniforms-Apparel-Bowls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3413 | Misc. Expenditures-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3451 | Awards - Boys Baseball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3452 | Camps - Boys Baseball | 16,260.74 | 0.00 | 7,974.87 | 300.00 | 8,585.87 |
| 3453 | Entry Fees - Boys Baseball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3454 | Equipment - Boys Baseball | -3,485.76 | 0.00 | 0.00 | 0.00 | -3,485.76 |
| 3455 | Lodging - Boys Baseball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3456 | Meals - Boys Baseball | -426.00 | 0.00 | 0.00 | 0.00 | -426.00 |
| 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 | 24,796.20 | 0.00 | 10,376.65 | 0.00 | 14,419.55 |
| 3503 | Entry Fees - Boys Football | 0.00 | 1,540.00 | 0.00 | 0.00 | 1,540.00 |
| 3504 | Equipment - Boys Football | -19,495.23 | 0.00 | 6,564.15 | 0.00 | -26,059.38 |
| 3505 | Lodging - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3506 | Meals - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3507 | Officials - Boys Football | -7,505.00 | 0.00 | 0.00 | 0.00 | -7,505.00 |
| 3508 | Prof. Development - Boys Football | -529.00 | 0.00 | 0.00 | 0.00 | -529.00 |
| 3509 | Scouting - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3510 | Security - Boys Football | -2,200.00 | 0.00 | 0.00 | 0.00 | -2,200.00 |
| 3511 | Transportation - Boys Football | -5,163.42 | 0.00 | 0.00 | 0.00 | -5,163.42 |
| 3512 | Uniforms/Apparel - Boys Football | -1,780.80 | 0.00 | 0.00 | 0.00 | -1,780.80 |
| 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 | 5,626.64 | 0.00 | 676.53 | 504.58 | 5,454.69 |
| 3553 | Entry Fees - Boys Wrestling | -2,975.00 | 0.00 | 175.00 | 0.00 | -3,150.00 |
| 3554 | Equipment - Boys Wrestling | -655.08 | 0.00 | 0.00 | 0.00 | -655.08 |
| 3555 | Lodging - Boys Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3556 | Meals - Boys Wrestling | 0.00 | 0.00 | 480.00 | 0.00 | -480.00 |
| 3557 | Officials - Boys Wrestling | -525.00 | 0.00 | 200.00 | 0.00 | -725.00 |
| 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 | -2,935.51 | 0.00 | 2,395.23 | -504.58 | -5,835.32 |
| 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 | -156.97 | 0.00 | 0.00 | 0.00 | -156.97 |
| 3602 | Camps-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3603 | Entry Fees-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3604 | Equipment-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3605 | Lodging-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3606 | Meals-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3607 | Officials-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3608 | Prof. Development-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3609 | Scouting-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3610 | Security-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3611 | Transportation-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3612 | Uniforms/Apparel-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3613 | Misc. Expenditures-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | C Totals: | 7,577.71 | 4,095.50 | 40,630.27 | 300.00 | -28,657.06 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| D | CLUBS AND ORGANIZATIONS | | | | | |
| 4010 | 40 Assets | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4030 | Interact Club | 549.89 | 0.00 | 0.00 | 0.00 | 549.89 |
| 4040 | Art | 657.49 | 0.00 | 0.00 | 0.00 | 657.49 |
| 4050 | Astronomy Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4059 | Band Camp | 429.37 | 0.00 | 0.00 | 0.00 | 429.37 |
| 4060 | Band | 16,155.84 | 1,378.00 | 2,092.45 | 0.00 | 15,441.39 |
| 4062 | Band Trip | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4063 | Drums | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 |
| 4091 | Broadcasting Club | 380.25 | 0.00 | 0.00 | 0.00 | 380.25 |
| 4109 | Cheer Uniforms | 1,078.87 | 208.00 | 0.00 | 0.00 | 1,286.87 |
| 4110 | Cheerleading | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4115 | Uniforms-Cheer/Dance | -37,541.42 | 6,365.29 | 0.00 | 2,611.86 | -28,564.27 |
| 4120 | Chemistry Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4130 | Chess Club | 116.08 | 0.00 | 0.00 | 0.00 | 116.08 |
| 4140 | Choir | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4141 | Choir Trip | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4181 | Coffee Cart | -41.02 | 0.00 | 0.00 | 0.00 | -41.02 |
| 4185 | Cycling | 635.00 | 0.00 | 0.00 | 0.00 | 635.00 |
| 4190 | Dance | 5,541.17 | 0.00 | 793.83 | 0.00 | 4,747.34 |
| 4200 | Debate Team | 9,634.65 | 1,350.00 | 1,592.19 | 0.00 | 9,392.46 |
| 4210 | DECA | 4,868.65 | 40.00 | 21,030.56 | 14,900.00 | -1,221.91 |
| 4215 | Diversity | 206.69 | 0.00 | 0.00 | 0.00 | 206.69 |
| 4220 | Drama Club | 26,787.74 | 3,018.90 | 2,974.14 | 0.00 | 26,832.50 |
| 4224 | Computer Club | -247.61 | 0.00 | 0.00 | 0.00 | -247.61 |
| 4230 | Environmental Club | 1,017.30 | 0.00 | 0.00 | 0.00 | 1,017.30 |
| 4232 | Ethics Bowl | 3.35 | 0.00 | 0.00 | 0.00 | 3.35 |
| 4250 | FCCLA | 2,088.88 | 0.00 | 0.00 | 0.00 | 2,088.88 |
| 4260 | FCS Club | 2,695.43 | 0.00 | 0.00 | 0.00 | 2,695.43 |
| 4271 | Film Club | -134.62 | 0.00 | 0.00 | 0.00 | -134.62 |
| 4280 | Flag Group | 9,240.76 | 2,400.00 | 3,760.15 | 1,750.00 | 9,630.61 |
| 4290 | Forensics | 28,370.77 | 1,995.00 | 3,131.13 | -2,321.00 | 24,913.64 |
| 4310 | French Club | 1,027.74 | 0.00 | 0.00 | 0.00 | 1,027.74 |
| 4320 | Educators Rising | 5,666.79 | 0.00 | 234.83 | 0.00 | 5,431.96 |
| 4324 | Esports | 206.73 | 0.00 | 0.00 | 0.00 | 206.73 |
| 4330 | Garden Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4340 | German Club | 348.18 | 0.00 | 0.00 | 0.00 | 348.18 |
| 4355 | Habitat for Humanity | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4360 | History Club | 423.25 | 0.00 | 0.00 | 0.00 | 423.25 |
| 4365 | HOSA | 8,342.26 | 1,885.00 | 5,863.47 | 0.00 | 4,363.79 |
| 4370 | Industrial Arts | 34,761.48 | 0.00 | 0.00 | 260.00 | 35,021.48 |
| 4390 | Intramurals | 25.00 | 0.00 | 0.00 | 0.00 | 25.00 |
| 4400 | Japanese Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4410 | Junior Class | 34,525.92 | 0.00 | 2,060.70 | 0.00 | 32,465.22 |
| 4420 | Key Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 4425 | LaCrosse Boys | 686.43 | 0.00 | 0.00 | 0.00 | 686.43 |
| 4426 | LaCrosse Girls | 1,159.79 | 0.00 | 1,100.00 | 0.00 | 59.79 |
| 4430 | Latin Club | 258.56 | 0.00 | 0.00 | 0.00 | 258.56 |
| 4460 | Literary Magazine | 426.70 | 0.00 | 0.00 | 0.00 | 426.70 |
| 4480 | Mascot Team | 201.00 | 0.00 | 0.00 | 0.00 | 201.00 |
| 4485 | Math Club | 1,074.76 | 0.00 | 185.99 | 0.00 | 888.77 |
| 4490 | M-Club | 2,571.13 | 0.00 | 310.27 | 0.00 | 2,260.86 |
| 4500 | Music Club | 200.00 | 0.00 | 0.00 | 0.00 | 200.00 |
| 4503 | Music-Musicals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4510 | National Honor Society | 36.97 | 0.00 | 0.00 | 0.00 | 36.97 |
| 4520 | Newspaper | 629.24 | 0.00 | 0.00 | 0.00 | 629.24 |
| 4530 | Orchestra | 5,865.48 | 380.62 | 1,475.00 | -940.00 | 3,831.10 |
| 4531 | Orchestra Trip | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4540 | Other Clubs | 799.47 | 0.00 | 0.00 | 0.00 | 799.47 |
| 4560 | Photography Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4570 | Play Production | 1,642.32 | 0.00 | 0.00 | 0.00 | 1,642.32 |
| 4600 | Robotics & Engineering Club | 3,916.94 | 4,315.56 | 2,452.82 | 0.00 | 5,779.68 |
| 4630 | Science Club | 366.16 | 0.00 | 0.00 | 0.00 | 366.16 |
| 4631 | Science Olympiad | 834.65 | 105.00 | 730.52 | -105.00 | 104.13 |
| 4632 | Science Bowl | 567.86 | 0.00 | 0.00 | 0.00 | 567.86 |
| 4640 | Senior Class | 911.12 | 0.00 | 0.00 | 0.00 | 911.12 |
| 4645 | Show Choir | -101,878.31 | 3,264.75 | 3,467.08 | 0.00 | -102,080.64 |
| 4646 | Show Choir Competition | 10,153.17 | 5,948.81 | 495.00 | 0.00 | 15,606.98 |
| 4647 | Show Choir Camp | 0.00 | 9,680.00 | 0.00 | 0.00 | 9,680.00 |
| 4650 | Skills USA | 8,463.96 | 0.00 | 0.00 | 0.00 | 8,463.96 |
| 4660 | Spanish Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4661 | Spanish Honor Society | 1,931.41 | 0.00 | 230.45 | 0.00 | 1,700.96 |
| 4680 | Speech Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4690 | Spirit Shop | 10,109.39 | 996.05 | 3,518.74 | 3,846.00 | 11,432.70 |
| 4710 | Student Council | 36,746.26 | 0.00 | 0.00 | 0.00 | 36,746.26 |
| 4725 | Theater Workshop | 137.00 | 0.00 | 0.00 | 0.00 | 137.00 |
| 4728 | Unified Club | 2,742.10 | 0.00 | 339.94 | -480.00 | 1,922.16 |
| 4730 | VIA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4770 | Yearbook | 29,237.56 | 0.00 | 0.00 | 0.00 | 29,237.56 |
| 4790 | Business Logistics Academy | 3,257.96 | 0.00 | 0.00 | 0.00 | 3,257.96 |
| | D Totals: | 181,269.94 | 43,330.98 | 57,839.26 | 19,521.86 | 186,283.52 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| 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 | 751.06 | 0.00 | 0.00 | 0.00 | 751.06 |
| | | 5018 | Prom | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5020 | Fines | 1,109.99 | 0.00 | 0.00 | 0.00 | 1,109.99 |
| | | 5025 | Fines - Library Book | 738.06 | 38.48 | 0.00 | 0.00 | 776.54 |
| | | 5027 | Fines-Textbooks | 5,295.93 | 0.00 | 0.00 | 0.00 | 5,295.93 |
| | | 5055 | Hall of Fame | -6,814.92 | 0.00 | 401.60 | 0.00 | -7,216.52 |
| | | 5060 | Hospitality | 215.15 | 0.00 | 0.00 | 0.00 | 215.15 |
| | | 5070 | Library | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 5100 | Other Adm Custodial | 46.76 | 0.00 | 0.00 | 0.00 | 46.76 |
| | | 5115 | Field Trips-Curriculum Related | 263.00 | 0.00 | 0.00 | 0.00 | 263.00 |
| | | 5120 | P.E. | 1,744.15 | 21.00 | 788.00 | 0.00 | 977.15 |
| | | 5130 | Parking | 48,372.26 | 580.00 | 2,797.17 | 0.00 | 46,155.09 |
| | | 5140 | PayBac | 286.35 | 0.00 | 0.00 | 0.00 | 286.35 |
| | | 5150 | Pool Maintenance | 559.27 | 0.00 | 0.00 | 0.00 | 559.27 |
| | | 5160 | PSAT Exam | 6,297.76 | 50.00 | 0.00 | 0.00 | 6,347.76 |
| | | 5175 | Student Scholarships | 429.42 | 0.00 | 0.00 | 0.00 | 429.42 |
| | | 5180 | Teacher Fund/Grants | 863.68 | 0.00 | 0.00 | 0.00 | 863.68 |
| | | 5190 | Transcripts | 8,745.65 | 35.00 | 590.19 | 0.00 | 8,190.46 |
| | | 5220 | Site Improvements | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | E Totals: | 68,903.57 | 724.48 | 4,576.96 | 0.00 | 65,051.09 |
| Q | STUDENT FEE FUND | | | | | | | |
| | | 7160 | Participation Fees - Athletics | 90.00 | 30.00 | 0.00 | 0.00 | 120.00 |
| | | 7161 | Activity-Athletic Pass | 85,210.00 | 2,865.00 | 0.00 | 0.00 | 88,075.00 |
| | | 7170 | Participation Fees - Clubs & Orgs | 0.00 | 19,521.86 | 0.00 | -19,521.86 | 0.00 |
| | | 7190 | Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | Q Totals: | 85,300.00 | 22,416.86 | 0.00 | -19,521.86 | 88,195.00 |
| R | AP/IB EXAMS | | | | | | | |
| | | 8010 | AP Exams | 84,129.47 | 7,644.00 | 214.00 | 0.00 | 91,559.47 |
| | | 8020 | IB Exams | -671.17 | 861.00 | 0.00 | 0.00 | 189.83 |
| | | | R Totals: | 83,458.30 | 8,505.00 | 214.00 | 0.00 | 91,749.30 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name / Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| S | ATHLETIC | | | | | | |
| | 9010 | Gate Receipts | 124,346.55 | 17,319.25 | 4,497.26 | 0.00 | 137,168.54 |
| | 9020 | Cash Reserve | 310,922.85 | 0.00 | 0.00 | 0.00 | 310,922.85 |
| | 9030 | Concessions | 32,828.44 | 14,278.36 | 9,415.99 | 0.00 | 37,690.81 |
| | 9040 | Tickets | 3,960.00 | 0.00 | 0.00 | 0.00 | 3,960.00 |
| | 9050 | Athletic-General | -2,471.35 | 0.00 | 0.00 | 0.00 | -2,471.35 |
| | 9055 | Athletics - Projects | 2,764.78 | 0.00 | 0.00 | 0.00 | 2,764.78 |
| | 9060 | Athletic Director | 4,618.85 | 0.00 | 0.00 | 0.00 | 4,618.85 |
| | 9070 | Miscellaneous Receipts | 7,136.73 | 0.00 | 0.00 | 0.00 | 7,136.73 |
| | 9080 | Fundraising-Athletic | 8,621.69 | 76.46 | 0.00 | 0.00 | 8,698.15 |
| | 9090 | Strength & Conditioning | 1,550.45 | 0.00 | 0.00 | 0.00 | 1,550.45 |
| | 9100 | Athletic Training | 1,922.17 | 124.74 | 0.00 | 0.00 | 2,046.91 |
| | 9110 | Activities | -11,294.58 | 0.00 | 0.00 | 0.00 | -11,294.58 |
| | 9120 | Booster Contributions-Girls | 8.21 | 0.00 | 0.00 | 0.00 | 8.21 |
| | 9130 | Booster Contributions-Boys | 8.21 | 0.00 | 0.00 | 0.00 | 8.21 |
| | | S Totals: | 484,923.00 | 31,798.81 | 13,913.25 | 0.00 | 502,808.56 |
| | | NHS Activity Totals: | 954,686.37 | 177,809.45 | 145,092.99 | 0.00 | 987,402.83 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| NHS Checking: | | | 177,809.45 | 145,092.99 | | |
| NHS Investment: | | | | | | |
| NHS Bank Balances: | 954,686.37 | | 177,809.45 | 145,092.99 | 0.00 | 987,402.83 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| SHS | Millard South High School | | | | | | | |
| A | ACTIVITY GENERAL | | | | | | | |
| | | 1010 | General Admin | -7,341.44 | 0.00 | 427.21 | 0.00 | -7,768.65 |
| | | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1017 | Returned Checks | 702.42 | 0.00 | 0.00 | 0.00 | 702.42 |
| | | 1018 | School Pay Fees | -7,102.72 | 215.81 | 243.25 | 0.00 | -7,130.16 |
| | | 1025 | Savings | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1026 | Principal General | -4,319.30 | 0.00 | 3,296.36 | 0.00 | -7,615.66 |
| | | 1030 | Staff Vending | 903.54 | 0.00 | 0.00 | 0.00 | 903.54 |
| | | 1035 | Student Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1038 | Science | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1040 | Donations | 27,980.84 | 0.00 | 0.00 | 0.00 | 27,980.84 |
| | | 1041 | Donations Students | 770.41 | 0.00 | 0.00 | 0.00 | 770.41 |
| | | 1042 | Patriots Care Pantry | 14,571.12 | 16.00 | 0.00 | 0.00 | 14,587.12 |
| | | 1050 | Projects/Support | -93.79 | 0.00 | 0.00 | 0.00 | -93.79 |
| | | 1058 | Social Work Funds | 1,978.74 | 0.00 | 1,224.00 | 0.00 | 754.74 |
| | | 1060 | Public Relations | -720.00 | 0.00 | 0.00 | 0.00 | -720.00 |
| | | 1064 | Family Engagement Night | 505.37 | 0.00 | 0.00 | 0.00 | 505.37 |
| | | 1070 | Start Up Cash | -10,289.00 | 0.00 | 0.00 | 0.00 | -10,289.00 |
| | | 1090 | Other Revenue | 4,213.48 | -25.00 | 0.00 | 0.00 | 4,188.48 |
| | | 1100 | Damage & Loss Property | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1105 | Laptop Insurance | 30,630.00 | 0.00 | 0.00 | 0.00 | 30,630.00 |
| | | 1106 | Laptop Loss/Damage | 13,116.42 | 304.00 | 0.00 | 0.00 | 13,420.42 |
| | | 1110 | Extracurr Transportation | 2,461.72 | 47,500.00 | 3,845.12 | 0.00 | 46,116.60 |
| | | 1120 | Equipment Replacement/Repair | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1130 | Building Maintenance | -880.00 | 0.00 | 110.00 | 0.00 | -990.00 |
| | | 1140 | Student Recognitation Incentive | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1150 | Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1160 | Personnel Support | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 1170 | Wellness | 1,051.81 | 0.00 | 0.00 | 0.00 | 1,051.81 |
| | | | A Totals: | 68,139.62 | 48,010.81 | 9,145.94 | 0.00 | 107,004.49 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| B | Athletics-Girls | | | | | | | |
| | | 2051 | Awards - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2052 | Camps - Girls Basketball | 8,319.32 | 450.00 | 2,917.34 | 0.00 | 5,851.98 |
| | | 2053 | Entry Fees - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2054 | Equipment - Girls Basketball | -2,530.68 | 0.00 | 0.00 | 0.00 | -2,530.68 |
| | | 2055 | Lodging - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2056 | Meals - Girls Basketball | -892.21 | 0.00 | 0.00 | 0.00 | -892.21 |
| | | 2057 | Officials - Girls Basketball | -8,740.00 | 0.00 | 1,690.00 | 0.00 | -10,430.00 |
| | | 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 | -2,025.00 | 0.00 | 625.00 | 0.00 | -2,650.00 |
| | | 2061 | Transportation - Girls Basketball | -2,533.83 | 0.00 | 629.99 | 0.00 | -3,163.82 |
| | | 2062 | Uniforms/Apparel - Girls Basketball | 332.20 | 0.00 | 0.00 | 0.00 | 332.20 |
| | | 2063 | Misc. Expenditures - Girls Basketball | -53.00 | 0.00 | 0.00 | 0.00 | -53.00 |
| | | 2101 | Awards - Girls Cross Country | -18.98 | 0.00 | 0.00 | 0.00 | -18.98 |
| | | 2102 | Camps - Girls Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2103 | Entry Fees - Girls Cross Country | -1,535.00 | 0.00 | 0.00 | 0.00 | -1,535.00 |
| | | 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 | -200.51 | 0.00 | 0.00 | 0.00 | -200.51 |
| | | 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 | -1,252.07 | 0.00 | 0.00 | 0.00 | -1,252.07 |
| | | 2112 | Uniforms/Apparel - Girls Cross Country | -1,419.70 | 0.00 | 0.00 | 0.00 | -1,419.70 |
| | | 2113 | Misc. Expenditures - Girls Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2151 | Awards - Girls Golf | -26.45 | 0.00 | 0.00 | 0.00 | -26.45 |
| | | 2152 | Camps - Girls Golf | 1,301.34 | 0.00 | 0.00 | 0.00 | 1,301.34 |
| | | 2153 | Entry Fees - Girls Golf | -2,146.00 | 0.00 | 0.00 | 0.00 | -2,146.00 |
| | | 2154 | Equipment - Girls Golf | -581.00 | 0.00 | 0.00 | 0.00 | -581.00 |
| | | 2155 | Lodging - Girls Golf | -1,940.91 | 0.00 | 0.00 | 0.00 | -1,940.91 |
| | | 2156 | Meals - Girls Golf | -214.99 | 0.00 | 0.00 | 0.00 | -214.99 |
| | | 2157 | Officials - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2158 | Prof. Development - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2159 | Scouting - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2160 | Security - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2161 | Transportation - Girls Golf | -217.05 | 0.00 | 0.00 | 0.00 | -217.05 |
| | | 2162 | Uniforms/Apparel - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 2163 | Misc. Expenditures - Girls Golf | -1,185.87 | 0.00 | 0.00 | 0.00 | -1,185.87 |
| | | 2201 | Awards - Girls Soccer | -228.80 | 0.00 | 0.00 | 0.00 | -228.80 |
| | | 2202 | Camps - Girls Soccer | 4,902.08 | 2,764.26 | 792.97 | 0.00 | 6,873.37 |
| | | 2203 | Entry Fees - Girls Soccer | 25.00 | 0.00 | 0.00 | 0.00 | 25.00 |
| | | 2204 | Equipment - Girls Soccer | -4,673.49 | 0.00 | 1,550.92 | 0.00 | -6,224.41 |
| | | 2205 | Lodging - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2206 | Meals - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2207 | Officials - Girls Soccer | -3,078.00 | 0.00 | 0.00 | 0.00 | -3,078.00 |
| 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 | -2,793.97 | 0.00 | 0.00 | 0.00 | -2,793.97 |
| 2212 | Uniforms/Apparel - Girls Soccer | -1,820.06 | 0.00 | 0.00 | 0.00 | -1,820.06 |
| 2213 | Misc. Expenditures - Girls Soccer | -528.28 | 0.00 | 0.00 | 0.00 | -528.28 |
| 2251 | Awards - Girls Swimming | -667.86 | 0.00 | 0.00 | 0.00 | -667.86 |
| 2252 | Camps - Girls Swimming | 649.59 | 0.00 | 0.00 | 0.00 | 649.59 |
| 2253 | Entry Fees - Girls Swimming | 950.00 | 125.00 | 0.00 | 0.00 | 1,075.00 |
| 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 | -2,210.00 | 0.00 | 0.00 | 0.00 | -2,210.00 |
| 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 | -612.78 | 0.00 | 62.62 | 0.00 | -675.40 |
| 2262 | Uniforms/Apparel - Girls Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2263 | Misc. Expenditures - Girls Swimming | -2,784.91 | 0.00 | 628.25 | 0.00 | -3,413.16 |
| 2301 | Awards - Girls Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2302 | Camps - Girls Tennis | -933.22 | 0.00 | 0.00 | 0.00 | -933.22 |
| 2303 | Entry Fees - Girls Tennis | -675.00 | 0.00 | 0.00 | 0.00 | -675.00 |
| 2304 | Equipment - Girls Tennis | -632.00 | 0.00 | 0.00 | 0.00 | -632.00 |
| 2305 | Lodging - Girls Tennis | -361.02 | 0.00 | 0.00 | 0.00 | -361.02 |
| 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 | -378.58 | 0.00 | 0.00 | 0.00 | -378.58 |
| 2312 | Uniforms/Apparel - Girls Tennis | -690.00 | 0.00 | 2,280.00 | 0.00 | -2,970.00 |
| 2313 | Misc. Expenditures - Girls Tennis | -738.54 | 0.00 | 0.00 | 0.00 | -738.54 |
| 2351 | Awards - Girls Track | -2,926.87 | 0.00 | 0.00 | 0.00 | -2,926.87 |
| 2352 | Camps - Girls Track | -813.13 | 0.00 | 0.00 | 0.00 | -813.13 |
| 2353 | Entry Fees - Girls Track | 1,007.50 | 0.00 | 0.00 | 0.00 | 1,007.50 |
| 2354 | Equipment - Girls Track | -9,040.43 | 0.00 | 0.00 | 0.00 | -9,040.43 |
| 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 | -873.62 | 0.00 | 0.00 | 0.00 | -873.62 |
| 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 | -2,437.31 | 0.00 | 0.00 | 0.00 | -2,437.31 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2362 | Uniforms/Apparel - Girls Track | -3,260.19 | 0.00 | 0.00 | 0.00 | -3,260.19 |
| 2363 | Misc. Expenditures - Girls Track | -5,597.43 | 0.00 | 0.00 | 0.00 | -5,597.43 |
| 2401 | Awards - Girls Volleyball | -627.65 | 0.00 | 0.00 | 0.00 | -627.65 |
| 2402 | Camps - Girls Volleyball | 202.06 | 680.00 | 0.00 | 0.00 | 882.06 |
| 2403 | Entry Fees - Girls Volleyball | 573.83 | 0.00 | 0.00 | 0.00 | 573.83 |
| 2404 | Equipment - Girls Volleyball | -2,833.31 | 0.00 | 0.00 | 0.00 | -2,833.31 |
| 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 | -9,455.36 | 0.00 | 0.00 | 0.00 | -9,455.36 |
| 2408 | Prof. Development - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2409 | Scouting - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2410 | Security - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2411 | Transportation - Girls Volleyball | -1,314.21 | 0.00 | 0.00 | 0.00 | -1,314.21 |
| 2412 | Uniforms/Apparel - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2413 | Misc. Expenditures - Girls Volleyball | -2,360.90 | 0.00 | 0.00 | 0.00 | -2,360.90 |
| 2451 | Awards - Girls Softball | -49.50 | 0.00 | 0.00 | 0.00 | -49.50 |
| 2452 | Camps - Girls Softball | 29,128.31 | 370.00 | 0.00 | 0.00 | 29,498.31 |
| 2453 | Entry Fees - Girls Softball | -1,450.00 | 0.00 | 0.00 | 0.00 | -1,450.00 |
| 2454 | Equipment - Girls Softball | -2,530.90 | 0.00 | 0.00 | 0.00 | -2,530.90 |
| 2455 | Lodging - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2456 | Meals - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2457 | Officials - Girls Softball | -7,630.00 | 0.00 | 0.00 | 0.00 | -7,630.00 |
| 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 | -2,445.60 | 0.00 | 0.00 | 0.00 | -2,445.60 |
| 2462 | Uniforms/Apparel - Girls Softball | -1,314.40 | 0.00 | 0.00 | 0.00 | -1,314.40 |
| 2463 | Misc. Expenditures - Girls Softball | -4,659.42 | 0.00 | 0.00 | 0.00 | -4,659.42 |
| 2464 | Softball Advertising | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2501 | Awards-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2502 | Camps-Girls Bowling | 21.67 | 0.00 | 0.00 | 0.00 | 21.67 |
| 2503 | Entry Fees-Girls Bowling | -545.00 | 0.00 | 0.00 | -180.00 | -725.00 |
| 2504 | Equipment-Girls Bowling | -152.94 | 0.00 | 0.00 | 0.00 | -152.94 |
| 2505 | Lodging-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2506 | Meals-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2507 | Officials-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2508 | Professional Development-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2509 | Scouting-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2510 | Security-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2511 | Transportation-Girls Bowling | -249.00 | 0.00 | 0.00 | 0.00 | -249.00 |
| 2512 | Uniforms/Apparel-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2513 | Misc. Expenditures-Girls Bowling | -2,543.75 | 0.00 | 0.00 | 0.00 | -2,543.75 |
| 2551 | Awards-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2552 | Camps-Girls Wrestling | -4,548.32 | 0.00 | 0.00 | 180.00 | -4,368.32 |
| 2553 | Entry Fees-Girls Wrestling | -5,100.00 | 0.00 | 100.00 | 0.00 | -5,200.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2554 | Equipment-Girls Wrestling | -2,653.21 | 0.00 | 0.00 | 0.00 | -2,653.21 |
| 2555 | Lodging-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2556 | Meals-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2557 | Officials-Girls Wrestling | -1,614.44 | 0.00 | 0.00 | 0.00 | -1,614.44 |
| 2558 | Prof. Development-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2559 | Scouting-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2560 | Security-Girls Wrestling | -475.00 | 0.00 | 400.00 | 0.00 | -875.00 |
| 2561 | Transportation-Girls Wrestling | -9,985.56 | 0.00 | 735.31 | 0.00 | -10,720.87 |
| 2562 | Uniforms/Apparel-Girls Wrestling | -2,178.24 | 0.00 | 0.00 | 0.00 | -2,178.24 |
| 2563 | Misc Expenditures-Girls Wrestling | -8,703.81 | 0.00 | 0.00 | 0.00 | -8,703.81 |
| 2601 | Awards-Girls Unified Sports | -511.80 | 0.00 | 0.00 | 0.00 | -511.80 |
| 2602 | Camps-Girls Unified Sports | 985.61 | 0.00 | 0.00 | 0.00 | 985.61 |
| 2603 | Entry Fees-Girls Unified Sports | -62.50 | 0.00 | 0.00 | 0.00 | -62.50 |
| 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 | -30.86 | 0.00 | 0.00 | 0.00 | -30.86 |
| 2612 | Uniforms/Apparel-Girls Unified Sports | 13.00 | 0.00 | 0.00 | 0.00 | 13.00 |
| 2613 | Misc. Expenditures-Girls Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | B Totals: | -103,882.91 | 4,389.26 | 12,412.40 | 0.00 | -111,906.05 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| 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 | -70.00 | 0.00 | 0.00 | 0.00 | -70.00 |
| | | 3052 | Camps - Boys Basketball | 636.20 | 501.81 | 0.00 | 0.00 | 1,138.01 |
| | | 3053 | Entry Fees - Boys Basketball | -745.00 | 0.00 | 245.00 | 0.00 | -990.00 |
| | | 3054 | Equipment - Boys Basketball | -2,313.41 | 0.00 | 0.00 | 0.00 | -2,313.41 |
| | | 3055 | Lodging - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3056 | Meals - Boys Basketball | -207.13 | 0.00 | 0.00 | 0.00 | -207.13 |
| | | 3057 | Officials - Boys Basketball | -11,890.00 | 0.00 | 1,430.00 | 0.00 | -13,320.00 |
| | | 3058 | Prof. Development - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3059 | Scouting - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3060 | Security - Boys Basketball | -1,941.67 | 0.00 | 525.00 | 0.00 | -2,466.67 |
| | | 3061 | Transportation - Boys Basketball | -8,118.13 | 0.00 | 1,299.37 | 0.00 | -9,417.50 |
| | | 3062 | Uniforms/Apparel - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3063 | Misc. Expenditures - Boys Basketball | -1,516.76 | 0.00 | 0.00 | 0.00 | -1,516.76 |
| | | 3101 | Awards - Boys Cross Country | -18.97 | 0.00 | 0.00 | 0.00 | -18.97 |
| | | 3102 | Camps - Boys Cross Country | 4,430.99 | 30.00 | 0.00 | 0.00 | 4,460.99 |
| | | 3103 | Entry Fees - Boys Cross Country | -1,535.00 | 0.00 | 0.00 | 0.00 | -1,535.00 |
| | | 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 | -200.52 | 0.00 | 0.00 | 0.00 | -200.52 |
| | | 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 | -1,080.10 | 0.00 | 0.00 | 0.00 | -1,080.10 |
| | | 3112 | Uniforms/Apparel - Boys Cross Country | -1,419.69 | 0.00 | 0.00 | 0.00 | -1,419.69 |
| | | 3113 | Misc. Expenditures - Boys Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3151 | Awards - Boys Golf | -220.50 | 0.00 | 0.00 | 0.00 | -220.50 |
| | | 3152 | Camps - Boys Golf | 6,505.23 | 0.00 | 0.00 | 0.00 | 6,505.23 |
| | | 3153 | Entry Fees - Boys Golf | -2,475.80 | 0.00 | 0.00 | 0.00 | -2,475.80 |
| | | 3154 | Equipment - Boys Golf | -742.50 | 0.00 | 0.00 | 0.00 | -742.50 |
| | | 3155 | Lodging - Boys Golf | -1,671.00 | 0.00 | 0.00 | 0.00 | -1,671.00 |
| | | 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 | -39.91 | 0.00 | 0.00 | 0.00 | -39.91 |
| | | 3162 | Uniforms/Apparel - Boys Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 3163 | Misc. Expenditures - Boys Golf | -2,229.12 | 0.00 | 0.00 | 0.00 | -2,229.12 |
| | | 3201 | Awards - Boys Soccer | -64.70 | 0.00 | 0.00 | 0.00 | -64.70 |
| | | 3202 | Camps - Boys Soccer | 2,251.21 | 0.00 | 0.00 | 0.00 | 2,251.21 |
| | | 3203 | Entry Fees - Boys Soccer | -175.00 | 0.00 | 0.00 | 0.00 | -175.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3204 | Equipment - Boys Soccer | -4,521.75 | 0.00 | 1,848.00 | 0.00 | -6,369.75 |
| 3205 | Lodging - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3206 | Meals - Boys Soccer | -334.82 | 0.00 | 0.00 | 0.00 | -334.82 |
| 3207 | Officials - Boys Soccer | -3,180.00 | 0.00 | 0.00 | 0.00 | -3,180.00 |
| 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 | -2,412.01 | 0.00 | 0.00 | 0.00 | -2,412.01 |
| 3212 | Uniforms/Apparel - Boys Soccer | -371.15 | 0.00 | 0.00 | 0.00 | -371.15 |
| 3213 | Misc. Expenditures - Boys Soccer | -188.20 | 0.00 | 0.00 | 0.00 | -188.20 |
| 3251 | Awards - Boys Swimming | -667.85 | 0.00 | 0.00 | 0.00 | -667.85 |
| 3252 | Camps - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3253 | Entry Fees - Boys Swimming | 975.00 | 125.00 | 0.00 | 0.00 | 1,100.00 |
| 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 | -2,222.50 | 0.00 | 0.00 | 0.00 | -2,222.50 |
| 3258 | Prof. Development - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3259 | Scouting - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3260 | Security - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3261 | Transportation - Boys Swimming | -488.89 | 0.00 | 62.62 | 0.00 | -551.51 |
| 3262 | Uniforms/Apparels - Boys Swimming | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3263 | Misc. Expenditures - Boys Swimming | -2,251.91 | 0.00 | 628.25 | 0.00 | -2,880.16 |
| 3301 | Awards - Boys Tennis | -71.40 | 0.00 | 0.00 | 0.00 | -71.40 |
| 3302 | Camps - Boys Tennis | 3,579.19 | 280.00 | 0.00 | 0.00 | 3,859.19 |
| 3303 | Entry Fees - Boys Tennis | -435.00 | 0.00 | 0.00 | 0.00 | -435.00 |
| 3304 | Equipment - Boys Tennis | -872.00 | 0.00 | 0.00 | 0.00 | -872.00 |
| 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 | -200.00 | 0.00 | 0.00 | 0.00 | -200.00 |
| 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 | -854.27 | 0.00 | 0.00 | 0.00 | -854.27 |
| 3312 | Uniforms/Apparel - Boys Tennis | -375.00 | 0.00 | 0.00 | 0.00 | -375.00 |
| 3313 | Misc. Expenditures - Boys Tennis | -761.77 | 0.00 | 0.00 | 0.00 | -761.77 |
| 3351 | Awards - Boys Track | -2,926.88 | 0.00 | 0.00 | 0.00 | -2,926.88 |
| 3352 | Camps - Boys Track | 2,963.80 | 103.62 | 2,070.64 | 0.00 | 996.78 |
| 3353 | Entry Fees - Boys Track | 982.50 | 0.00 | 0.00 | 0.00 | 982.50 |
| 3354 | Equipment - Boys Track | -9,040.43 | 0.00 | 0.00 | 0.00 | -9,040.43 |
| 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 | -873.61 | 0.00 | 0.00 | 0.00 | -873.61 |
| 3358 | Prof. Development - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3359 | Scouting - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID 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 | -2,561.18 | 0.00 | 0.00 | 0.00 | -2,561.18 |
| 3362 | Uniforms/Apparel - Boys Track | -2,252.00 | 0.00 | 0.00 | 0.00 | -2,252.00 |
| 3363 | Misc. Expenditures - Boys Track | -6,130.42 | 0.00 | 0.00 | 0.00 | -6,130.42 |
| 3401 | Awards-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3402 | Camps-Boys Bowling | 3,120.34 | 1,167.50 | 470.47 | 0.00 | 3,817.37 |
| 3403 | Entry Fees-Boys Bowling | -405.00 | 0.00 | 0.00 | 0.00 | -405.00 |
| 3404 | Equipment-Boys Bowling | -152.93 | 0.00 | 0.00 | 0.00 | -152.93 |
| 3405 | Lodging-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3406 | Meals-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3407 | Officials-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3408 | Prof. Development-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3409 | Scouting-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3410 | Security-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3411 | Transportation-Boys Bowling | -1,562.35 | 0.00 | 0.00 | 0.00 | -1,562.35 |
| 3412 | Uniforms-Apparel-Bowls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3413 | Misc. Expenditures-Boys Bowling | -2,543.75 | 0.00 | 43.80 | 0.00 | -2,587.55 |
| 3451 | Awards - Boys Baseball | -163.45 | 0.00 | 0.00 | 0.00 | -163.45 |
| 3452 | Camps - Boys Baseball | 20,821.35 | 201.44 | 9,332.33 | 0.00 | 11,690.46 |
| 3453 | Entry Fees - Boys Baseball | 550.00 | 0.00 | 0.00 | 0.00 | 550.00 |
| 3454 | Equipment - Boys Baseball | -12,916.38 | 0.00 | 0.00 | 0.00 | -12,916.38 |
| 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 | -5,860.00 | 0.00 | 0.00 | 0.00 | -5,860.00 |
| 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 | -1,377.20 | 0.00 | 0.00 | 0.00 | -1,377.20 |
| 3462 | Uniforms/Apparel - Boys Baseball | -8,576.24 | 0.00 | 0.00 | 0.00 | -8,576.24 |
| 3463 | Misc. Expenditures - Boys Baseball | -7,123.00 | 0.00 | 0.00 | 0.00 | -7,123.00 |
| 3501 | Awards - Boys Football | -150.00 | 0.00 | 0.00 | 0.00 | -150.00 |
| 3502 | Camps - Boys Football | 15,669.29 | 975.00 | 965.00 | 0.00 | 15,679.29 |
| 3503 | Entry Fees - Boys Football | -140.00 | 0.00 | 0.00 | 0.00 | -140.00 |
| 3504 | Equipment - Boys Football | -34,752.54 | 0.00 | 0.00 | 0.00 | -34,752.54 |
| 3505 | Lodging - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3506 | Meals - Boys Football | -3,331.51 | 0.00 | 0.00 | 0.00 | -3,331.51 |
| 3507 | Officials - Boys Football | -19,715.63 | 0.00 | 0.00 | 0.00 | -19,715.63 |
| 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 | -8,659.86 | 0.00 | 0.00 | 0.00 | -8,659.86 |
| 3511 | Transportation - Boys Football | -10,786.38 | 0.00 | 0.00 | 0.00 | -10,786.38 |
| 3512 | Uniforms/Apparel - Boys Football | -20,232.19 | 0.00 | 0.00 | 0.00 | -20,232.19 |
| 3515 | Misc. Expenditures - Boys Football | -6,623.89 | 0.00 | 0.00 | 0.00 | -6,623.89 |
| 3551 | Awards - Boys Wrestling | -447.45 | 0.00 | 0.00 | 0.00 | -447.45 |
| 3552 | Camps - Boys Wrestling | 1,805.09 | 0.00 | 207.24 | 0.00 | 1,597.85 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3553 | Entry Fees - Boys Wrestling | -5,730.00 | 875.00 | 160.00 | 0.00 | -5,015.00 |
| 3554 | Equipment - Boys Wrestling | -1,190.21 | 0.00 | 0.00 | 0.00 | -1,190.21 |
| 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 | -4,775.00 | 0.00 | 1,000.00 | 0.00 | -5,775.00 |
| 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 | -500.00 | 0.00 | 0.00 | 0.00 | -500.00 |
| 3561 | Transportation - Boys Wrestling | -17,432.51 | 0.00 | 2,221.57 | 0.00 | -19,654.08 |
| 3562 | Uniforms/Apparel - Boys Wrestling | 60.00 | 0.00 | 0.00 | 0.00 | 60.00 |
| 3563 | Misc. Expenditures - Boys Wrestling | -8,543.79 | 0.00 | 0.00 | 0.00 | -8,543.79 |
| 3601 | Awards-Boys Unified Sports | -511.80 | 0.00 | 0.00 | 0.00 | -511.80 |
| 3602 | Camps-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3603 | Entry Fees-Boys Unified Sports | -62.50 | 0.00 | 0.00 | 0.00 | -62.50 |
| 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 | -62.52 | 0.00 | 0.00 | 0.00 | -62.52 |
| 3612 | Uniforms/Apparel-Boys Unified Sports | -13.00 | 0.00 | 0.00 | 0.00 | -13.00 |
| 3613 | Misc. Expenditures-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | C Totals: | -202,658.84 | 4,259.37 | 22,509.29 | 0.00 | -220,908.76 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| D | CLUBS AND ORGANIZATIONS | | | | | | | |
| | | 4010 | 40 Assets | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4011 | Patriot Way Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4020 | Academic Awards | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4040 | Art | 1,249.78 | 0.00 | 0.00 | 0.00 | 1,249.78 |
| | | 4050 | Astronomy Club | 830.56 | 0.00 | 0.00 | 0.00 | 830.56 |
| | | 4055 | Athletic Trainers Club | 1,344.11 | 0.00 | 0.00 | 0.00 | 1,344.11 |
| | | 4060 | Band | 22,250.68 | 1,136.67 | 94.99 | 0.00 | 23,292.36 |
| | | 4064 | Winter Guard | -14,436.03 | 608.00 | 1,090.00 | 0.00 | -14,918.03 |
| | | 4065 | NSBA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4091 | Broadcasting Club | 7,196.50 | 0.00 | 10.79 | 0.00 | 7,185.71 |
| | | 4109 | Cheer Uniforms | -57.30 | 0.00 | 0.00 | 0.00 | -57.30 |
| | | 4110 | Cheerleading | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4116 | Cheer New Year | -13,030.19 | 2,091.05 | 216.00 | 0.00 | -11,155.14 |
| | | 4130 | Chess Club | 39.10 | 0.00 | 0.00 | 0.00 | 39.10 |
| | | 4140 | Choir | 12,010.63 | 0.00 | 0.00 | 0.00 | 12,010.63 |
| | | 4160 | Construction | -198.02 | 1,060.00 | 2,113.20 | 0.00 | -1,251.22 |
| | | 4180 | Culinary | 968.52 | 0.00 | 0.00 | 0.00 | 968.52 |
| | | 4190 | Dance | -2,128.17 | 0.00 | 0.00 | 0.00 | -2,128.17 |
| | | 4192 | Dance New Year | -17,363.93 | 5,004.35 | 0.00 | 0.00 | -12,359.58 |
| | | 4200 | Debate Team | 3,650.30 | 1,584.50 | 0.00 | 0.00 | 5,234.80 |
| | | 4210 | DECA | -45,865.40 | 3,711.00 | 8,443.08 | 0.00 | -50,597.48 |
| | | 4215 | Diversity | 10.04 | 0.00 | 0.00 | 0.00 | 10.04 |
| | | 4216 | Patriot Pals | 30.61 | 0.00 | 0.00 | 0.00 | 30.61 |
| | | 4217 | Patriot Perk | 6,046.73 | 500.00 | 368.78 | 0.00 | 6,177.95 |
| | | 4230 | Environmental Club | 2,050.83 | 0.00 | 0.00 | 0.00 | 2,050.83 |
| | | 4240 | Fashion Merchandising | 5.08 | 0.00 | 0.00 | 0.00 | 5.08 |
| | | 4250 | FCCLA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4260 | FCS Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4290 | Forensics | 3,923.21 | 495.00 | 147.25 | 0.00 | 4,270.96 |
| | | 4300 | Foundation/PEMS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4310 | French Club | 220.90 | 0.00 | 0.00 | 0.00 | 220.90 |
| | | 4320 | Educators Rising | 1,385.84 | 0.00 | 0.00 | 0.00 | 1,385.84 |
| | | 4340 | German Club | 308.77 | 0.00 | 0.00 | 0.00 | 308.77 |
| | | 4350 | Graphics | -416.99 | 0.00 | 0.00 | 0.00 | -416.99 |
| | | 4360 | History Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4365 | HOSA | 2,437.64 | 0.00 | 0.00 | 0.00 | 2,437.64 |
| | | 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 | 7,083.84 | 0.00 | 30.00 | 0.00 | 7,053.84 |
| | | 4408 | AFJROTC Marksmenship | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 4410 | Junior Class | 1,969.97 | 153.00 | 0.00 | 0.00 | 2,122.97 |
| | | 4450 | LEO Club | 975.09 | 0.00 | 0.00 | 0.00 | 975.09 |
| | | 4460 | Literary Magazine | 54.82 | 0.00 | 0.00 | 0.00 | 54.82 |
| | | 4470 | Manufacturing | 6,348.44 | 0.00 | 0.00 | 0.00 | 6,348.44 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 4500 | Music Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4510 | National Honor Society | 3,905.94 | 187.00 | 500.00 | 0.00 | 3,592.94 |
| 4520 | Newspaper | 2,898.55 | 0.00 | 10.00 | 0.00 | 2,888.55 |
| 4530 | Orchestra | 8,692.84 | 0.00 | 0.00 | 0.00 | 8,692.84 |
| 4550 | Patriot Photo | 434.39 | 0.00 | 0.00 | 0.00 | 434.39 |
| 4570 | Play Production | 5,815.24 | 70.00 | 0.00 | 0.00 | 5,885.24 |
| 4600 | Robotics & Engineering Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4640 | Senior Class | 1,353.19 | 0.00 | 0.00 | 0.00 | 1,353.19 |
| 4645 | Show Choir | 69,557.22 | 13,758.00 | 5,500.00 | 0.00 | 77,815.22 |
| 4650 | Skills USA | 192.04 | 0.00 | 0.00 | 0.00 | 192.04 |
| 4660 | Spanish Club | 114.06 | 0.00 | 0.00 | 0.00 | 114.06 |
| 4690 | Spirit Shop | 107,008.86 | 8,764.70 | 7,033.35 | 0.00 | 108,740.21 |
| 4710 | Student Council | 27,624.46 | 0.00 | 6,650.00 | 0.00 | 20,974.46 |
| 4760 | World Language | 853.08 | 0.00 | 0.00 | 0.00 | 853.08 |
| 4770 | Yearbook | 38,923.27 | 0.00 | 0.00 | 0.00 | 38,923.27 |
| D Totals: | | 257,488.49 | 39,123.27 | 32,207.44 | 0.00 | 264,404.32 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5010 | After Prom | -540.07 | 0.00 | 0.00 | 0.00 | -540.07 |
| | 5020 | Fines | 10.00 | 0.00 | 0.00 | 0.00 | 10.00 |
| | 5021 | Art Fines | 43.60 | 0.00 | 0.00 | 0.00 | 43.60 |
| | 5025 | Fines - Library Book | 8,257.78 | 15.99 | 0.00 | 0.00 | 8,273.77 |
| | 5027 | Fines-Textbooks | 26,127.85 | 0.00 | 0.00 | 0.00 | 26,127.85 |
| | 5030 | Counseling Center | 8,512.47 | 0.00 | 0.00 | 0.00 | 8,512.47 |
| | 5039 | Fundraising Band | 2,575.00 | 0.00 | 0.00 | 0.00 | 2,575.00 |
| | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5055 | Hall of Fame | 2,644.73 | 0.00 | 0.00 | 0.00 | 2,644.73 |
| | 5060 | Hospitality | 2,733.80 | 0.00 | 0.00 | 0.00 | 2,733.80 |
| | 5070 | Library | 70.00 | 0.00 | 0.00 | 0.00 | 70.00 |
| | 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 |
| | 5120 | P.E. | 15.11 | 0.00 | 0.00 | 0.00 | 15.11 |
| | 5130 | Parking | 99,576.14 | 300.00 | 0.00 | 0.00 | 99,876.14 |
| | 5135 | Patriot Post | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5136 | Hope Squad | 986.42 | 0.00 | 0.00 | 0.00 | 986.42 |
| | 5140 | PayBac | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5150 | Pool Maintenance | 23,818.02 | 0.00 | 0.00 | 0.00 | 23,818.02 |
| | 5160 | PSAT Exam | 69.33 | 0.00 | 0.00 | 0.00 | 69.33 |
| | 5166 | SpEd | 487.34 | 0.00 | 0.00 | 0.00 | 487.34 |
| | 5167 | Student ID Card Fee | 1,683.32 | 0.00 | 0.00 | 0.00 | 1,683.32 |
| | 5170 | Student Notebooks | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5173 | Snack Cart | 143.11 | 0.00 | 0.00 | 0.00 | 143.11 |
| | 5180 | Teacher Fund/Grants | 1,859.05 | 0.00 | 0.00 | 0.00 | 1,859.05 |
| | 5185 | Technology | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5190 | Transcripts | 3,285.00 | 10.00 | 0.00 | 0.00 | 3,295.00 |
| | | E Totals: | 182,358.00 | 325.99 | 0.00 | 0.00 | 182,683.99 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7160 | Participation Fees - Athletics | 60.00 | 0.00 | 0.00 | 0.00 | 60.00 |
| | 7161 | Activity-Athletic Pass | 81,667.77 | 1,250.00 | 0.00 | 0.00 | 82,917.77 |
| | 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: | 81,727.77 | 1,250.00 | 0.00 | 0.00 | 82,977.77 |
| R | AP/IB EXAMS | | | | | | |
| | 8010 | AP Exams | 66,767.48 | 82.88 | 0.00 | 0.00 | 66,850.36 |
| | | R Totals: | 66,767.48 | 82.88 | 0.00 | 0.00 | 66,850.36 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Site Name / Group Name | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|---|
| S | ATHLETIC | | | | | | | |
| | | 9010 | Gate Receipts | 140,407.27 | 4,551.00 | 4,012.67 | 0.00 | 140,945.60 |
| | | 9020 | Cash Reserve | 134,631.00 | 0.00 | 0.00 | 0.00 | 134,631.00 |
| | | 9030 | Concessions | 17,429.20 | 5,024.50 | 3,747.05 | 0.00 | 18,706.65 |
| | | 9040 | Tickets | 10,120.00 | 0.00 | 0.00 | 0.00 | 10,120.00 |
| | | 9050 | Athletic-General | -56,593.93 | 0.00 | 3,788.80 | 0.00 | -60,382.73 |
| | | 9055 | Athletics - Projects | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 9060 | Athletic Director | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 9070 | Miscellaneous Receipts | 60.55 | 0.00 | 0.00 | 0.00 | 60.55 |
| | | 9080 | Fundraising-Athletic | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 9090 | Strength & Conditioning | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 9100 | Athletic Training | -8,462.10 | 0.00 | 0.00 | 0.00 | -8,462.10 |
| | | 9110 | Activities | -32,736.46 | 0.00 | 0.00 | 0.00 | -32,736.46 |
| | | 9120 | Booster Contributions-Girls | 30,000.00 | 0.00 | 0.00 | 0.00 | 30,000.00 |
| | | 9130 | Booster Contributions-Boys | 30,000.00 | 0.00 | 0.00 | 0.00 | 30,000.00 |
| | | 9131 | Unified Sports Donations | 6,695.26 | 0.00 | 230.00 | 0.00 | 6,465.26 |
| | | 9140 | Metro Tournament | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | S Totals: | 271,550.79 | 9,575.50 | 11,778.52 | 0.00 | 269,347.77 |
| | | | SHS Activity Totals: | 621,490.40 | 107,017.08 | 88,053.59 | 0.00 | 640,453.89 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| SHS Checking: | | | 107,017.08 | 88,053.59 | | |
| SHS Investment: | | | | | | |
| SHS Bank Balances: | 621,490.40 | | 107,017.08 | 88,053.59 | 0.00 | 640,453.89 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| **WHS** | **Millard West High School** | | | | | | |
| A | ACTIVITY GENERAL | | | | | | |
| | 1010 | General Admin | -4,286.53 | -110.97 | 295.65 | 0.00 | -4,693.15 |
| | 1016 | Rev Trak Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1017 | Returned Checks | 550.11 | 0.00 | 0.00 | 0.00 | 550.11 |
| | 1018 | School Pay Fees | -4,632.39 | -146.66 | 0.00 | 0.00 | -4,779.05 |
| | 1019 | Due to Other Schools | 125.00 | 0.00 | 0.00 | 0.00 | 125.00 |
| | 1025 | Savings | -6,587.11 | 0.00 | 311.31 | 0.00 | -6,898.42 |
| | 1030 | Staff Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1035 | Student Vending | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1040 | Donations | 12,250.00 | 0.00 | 0.00 | 0.00 | 12,250.00 |
| | 1050 | Projects/Support | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1070 | Start Up Cash | -7,295.00 | 0.00 | 0.00 | 0.00 | -7,295.00 |
| | 1090 | Other Revenue | 13,264.46 | 316.90 | 86.07 | 0.00 | 13,495.29 |
| | 1100 | Damage & Loss Property | 78.20 | 0.00 | 0.00 | 0.00 | 78.20 |
| | 1105 | Laptop Insurance | 120.00 | 20.00 | 120.00 | 0.00 | 20.00 |
| | 1106 | Laptop Loss/Damage | 975.00 | 408.00 | 975.00 | 0.00 | 408.00 |
| | 1110 | Extracurr Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1120 | Equipment Replacement/Repair | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1130 | Building Maintenance | 7.00 | 0.00 | 0.00 | 0.00 | 7.00 |
| | 1140 | Student Recognitation Incentive | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1150 | Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1170 | Wellness | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | A Totals: | 4,568.74 | 487.27 | 1,788.03 | 0.00 | 3,267.98 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| B | Athletics-Girls | | | | | | |
| | 2051 | Awards - Girls Basketball | -78.67 | 0.00 | 0.00 | 0.00 | -78.67 |
| | 2052 | Camps - Girls Basketball | 5,943.86 | 0.00 | 0.00 | -304.00 | 5,639.86 |
| | 2053 | Entry Fees - Girls Basketball | -150.00 | 0.00 | 0.00 | 0.00 | -150.00 |
| | 2054 | Equipment - Girls Basketball | -1,344.49 | 0.00 | 0.00 | 0.00 | -1,344.49 |
| | 2055 | Lodging - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2056 | Meals - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2057 | Officials - Girls Basketball | -2,830.00 | 0.00 | 1,880.00 | 0.00 | -4,710.00 |
| | 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 | -502.50 | 0.00 | 325.00 | 0.00 | -827.50 |
| | 2061 | Transportation - Girls Basketball | -2,022.47 | 0.00 | 876.68 | 0.00 | -2,899.15 |
| | 2062 | Uniforms/Apparel - Girls Basketball | -132.00 | 0.00 | 0.00 | 0.00 | -132.00 |
| | 2063 | Misc. Expenditures - Girls Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2101 | Awards - Girls Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2102 | Camps - Girls Cross Country | 880.14 | 0.00 | 82.92 | 0.00 | 797.22 |
| | 2103 | Entry Fees - Girls Cross Country | -1,478.90 | 0.00 | 0.00 | 0.00 | -1,478.90 |
| | 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 | -96.00 | 0.00 | 0.00 | 0.00 | -96.00 |
| | 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 | -4,175.51 | 0.00 | 0.00 | 0.00 | -4,175.51 |
| | 2112 | Uniforms/Apparel - Girls Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2113 | Misc. Expenditures - Girls Cross Country | -635.00 | 0.00 | 0.00 | 0.00 | -635.00 |
| | 2151 | Awards - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2152 | Camps - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2153 | Entry Fees - Girls Golf | -5,322.97 | 0.00 | 0.00 | 0.00 | -5,322.97 |
| | 2154 | Equipment - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2155 | Lodging - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2156 | Meals - Girls Golf | -192.00 | 0.00 | 0.00 | 0.00 | -192.00 |
| | 2157 | Officials - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2158 | Prof. Development - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2159 | Scouting - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2160 | Security - Girls Golf | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2161 | Transportation - Girls Golf | -1,925.37 | 0.00 | 0.00 | 0.00 | -1,925.37 |
| | 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 | 27,721.91 | 5.00 | 875.00 | 0.00 | 26,851.91 |
| | 2203 | Entry Fees - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2204 | Equipment - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 2205 | Lodging - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2206 | Meals - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2207 | Officials - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2208 | Prof. Development - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2209 | Scouting - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2210 | Security - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2211 | Transportation - Girls Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2212 | Uniforms/Apparel - Girls Soccer | 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 | -19.38 | 0.00 | 9.00 | 0.00 | -28.38 |
| 2252 | Camps - Girls Swimming | 14,979.25 | 0.00 | 524.45 | 0.00 | 14,454.80 |
| 2253 | Entry Fees - Girls Swimming | -250.00 | 360.00 | 0.00 | 0.00 | 110.00 |
| 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 | -310.00 | 0.00 | 95.00 | 0.00 | -405.00 |
| 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 | -500.95 | 0.00 | 0.00 | 0.00 | -500.95 |
| 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 | 8,895.54 | 0.00 | 0.00 | 0.00 | 8,895.54 |
| 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 | -389.67 | 0.00 | 0.00 | 0.00 | -389.67 |
| 2352 | Camps - Girls Track | 3,764.87 | 0.00 | 0.00 | 0.00 | 3,764.87 |
| 2353 | Entry Fees - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2354 | Equipment - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2355 | Lodging - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2356 | Meals - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2357 | Officials - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2358 | Prof. Development - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2359 | Scouting - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2360 | Security - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2361 | Transportation - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2362 | Uniforms/Apparel - Girls Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2363 | Misc. Expenditures - Girls Track | -88.68 | 0.00 | 0.00 | 0.00 | -88.68 |
| 2401 | Awards - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2402 | Camps - Girls Volleyball | 28,002.48 | 0.00 | 0.00 | 0.00 | 28,002.48 |
| 2403 | Entry Fees - Girls Volleyball | 655.00 | 0.00 | 0.00 | 0.00 | 655.00 |
| 2404 | Equipment - Girls Volleyball | -1,715.80 | 0.00 | 0.00 | 0.00 | -1,715.80 |
| 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 | -6,094.00 | 0.00 | 0.00 | 0.00 | -6,094.00 |
| 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 | -2,557.06 | 0.00 | 0.00 | 0.00 | -2,557.06 |
| 2412 | Uniforms/Apparel - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2413 | Misc. Expenditures - Girls Volleyball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2451 | Awards - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2452 | Camps - Girls Softball | 3,305.03 | 570.00 | 763.88 | 0.00 | 3,111.15 |
| 2453 | Entry Fees - Girls Softball | -1,150.00 | 0.00 | 0.00 | 0.00 | -1,150.00 |
| 2454 | Equipment - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2455 | Lodging - Girls Softball | -3,587.35 | 0.00 | 0.00 | 0.00 | -3,587.35 |
| 2456 | Meals - Girls Softball | -835.58 | 0.00 | 0.00 | 0.00 | -835.58 |
| 2457 | Officials - Girls Softball | -4,676.00 | 0.00 | 0.00 | 0.00 | -4,676.00 |
| 2458 | Prof. Development - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2459 | Scouting - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2460 | Security - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2461 | Transportation - Girls Softball | -3,676.68 | 0.00 | 0.00 | 0.00 | -3,676.68 |
| 2462 | Uniforms/Apparel - Girls Softball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2463 | Misc. Expenditures - Girls Softball | -5,892.50 | 0.00 | 0.00 | 0.00 | -5,892.50 |
| 2501 | Awards-Girls Bowling | 0.00 | 0.00 | 8.25 | 0.00 | -8.25 |
| 2502 | Camps-Girls Bowling | 2,855.29 | 0.00 | 117.30 | 0.00 | 2,737.99 |
| 2503 | Entry Fees-Girls Bowling | -265.00 | 0.00 | 2,849.00 | 0.00 | -3,114.00 |
| 2504 | Equipment-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2505 | Lodging-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2506 | Meals-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2507 | Officials-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2508 | Professional Development-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2509 | Scouting-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2510 | Security-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2511 | Transportation-Girls Bowling | -352.25 | 0.00 | 125.00 | 0.00 | -477.25 |
| 2512 | Uniforms/Apparel-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2513 | Misc. Expenditures-Girls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2551 | Awards-Girls Wrestling | -301.19 | 0.00 | 14.00 | 0.00 | -315.19 |
| 2552 | Camps-Girls Wrestling | 11,379.33 | 0.00 | 24.25 | 0.00 | 11,355.08 |
| 2553 | Entry Fees-Girls Wrestling | 2,750.00 | 200.00 | 0.00 | 0.00 | 2,950.00 |
| 2554 | Equipment-Girls Wrestling | 0.00 | 0.00 | 450.00 | 0.00 | -450.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 2555 | Lodging-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2556 | Meals-Girls Wrestling | -102.00 | 0.00 | 420.00 | 0.00 | -522.00 |
| 2557 | Officials-Girls Wrestling | -3,283.32 | 0.00 | 225.00 | 0.00 | -3,508.32 |
| 2558 | Prof. Development-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2559 | Scouting-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2560 | Security-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2561 | Transportation-Girls Wrestling | -164.60 | 0.00 | 173.01 | 0.00 | -337.61 |
| 2562 | Uniforms/Apparel-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2563 | Misc Expenditures-Girls Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2601 | Awards-Girls Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2602 | Camps-Girls Unified Sports | -3.69 | 0.00 | 0.00 | 0.00 | -3.69 |
| 2603 | Entry Fees-Girls Unified Sports | -50.00 | 0.00 | 0.00 | 0.00 | -50.00 |
| 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 | -312.49 | 0.00 | 0.00 | 0.00 | -312.49 |
| 2612 | Uniforms/Apparel-Girls Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2613 | Misc. Expenditures-Girls Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | B Totals: | 53,668.63 | 1,135.00 | 9,837.74 | -304.00 | 44,661.89 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| C | Athletics-Boys | | | | | | |
| | 3012 | Uniforms/Apparel - Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3051 | Awards - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3052 | Camps - Boys Basketball | 5,245.24 | 283.00 | 2,937.11 | 0.00 | 2,591.13 |
| | 3053 | Entry Fees - Boys Basketball | 0.00 | 0.00 | 125.00 | 0.00 | -125.00 |
| | 3054 | Equipment - Boys Basketball | -139.30 | 0.00 | 0.00 | 0.00 | -139.30 |
| | 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 | -6,500.00 | 0.00 | 4,200.00 | 0.00 | -10,700.00 |
| | 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 | -502.50 | 0.00 | 325.00 | 0.00 | -827.50 |
| | 3061 | Transportation - Boys Basketball | -1,377.64 | 0.00 | 1,033.23 | 0.00 | -2,410.87 |
| | 3062 | Uniforms/Apparel - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3063 | Misc. Expenditures - Boys Basketball | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3101 | Awards - Boys Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3102 | Camps - Boys Cross Country | 990.36 | 0.00 | 82.93 | 0.00 | 907.43 |
| | 3103 | Entry Fees - Boys Cross Country | -1,403.90 | 0.00 | 0.00 | 0.00 | -1,403.90 |
| | 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 | -96.00 | 0.00 | 0.00 | 0.00 | -96.00 |
| | 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 | -4,175.51 | 0.00 | 0.00 | 0.00 | -4,175.51 |
| | 3112 | Uniforms/Apparel - Boys Cross Country | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3113 | Misc. Expenditures - Boys Cross Country | -635.00 | 0.00 | 0.00 | 0.00 | -635.00 |
| | 3151 | Awards - Boys Golf | -31.89 | 0.00 | 0.00 | 0.00 | -31.89 |
| | 3152 | Camps - Boys Golf | 9,543.14 | 0.00 | 0.00 | 0.00 | 9,543.14 |
| | 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 | 10,085.89 | 1,000.00 | 55.99 | 0.00 | 11,029.90 |
| | 3203 | Entry Fees - Boys Soccer | -150.00 | 0.00 | 0.00 | 0.00 | -150.00 |
| | 3204 | Equipment - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3205 | Lodging - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3206 | Meals - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3207 | Officials - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3208 | Prof. Development - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3209 | Scouting - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3210 | Security - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3211 | Transportation - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3212 | Uniforms/Apparel - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3213 | Misc. Expenditures - Boys Soccer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3251 | Awards - Boys Swimming | -19.39 | 0.00 | 9.00 | 0.00 | -28.39 |
| 3252 | Camps - Boys Swimming | 14,914.09 | 0.00 | 524.45 | 0.00 | 14,389.64 |
| 3253 | Entry Fees - Boys Swimming | -250.00 | 240.00 | 0.00 | 0.00 | -10.00 |
| 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 | -310.00 | 0.00 | 95.00 | 0.00 | -405.00 |
| 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 | -500.97 | 0.00 | 0.00 | 0.00 | -500.97 |
| 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3302 | Camps - Boys Tennis | 9,975.44 | 0.00 | 0.00 | 0.00 | 9,975.44 |
| 3303 | Entry Fees - Boys Tennis | -525.00 | 0.00 | 0.00 | 0.00 | -525.00 |
| 3304 | Equipment - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 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 | -800.86 | 0.00 | 0.00 | 0.00 | -800.86 |
| 3312 | Uniforms/Apparel - Boys Tennis | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3313 | Misc. Expenditures - Boys Tennis | -751.94 | 0.00 | 0.00 | 0.00 | -751.94 |
| 3351 | Awards - Boys Track | -389.67 | 0.00 | 0.00 | 0.00 | -389.67 |
| 3352 | Camps - Boys Track | -1,126.98 | 0.00 | 0.00 | 0.00 | -1,126.98 |
| 3353 | Entry Fees - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3354 | Equipment - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3355 | Lodging - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3356 | Meals - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3357 | Officials - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3358 | Prof. Development - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3359 | Scouting - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3360 | Security - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3361 | Transportation - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3362 | Uniforms/Apparel - Boys Track | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3363 | Misc. Expenditures - Boys Track | -88.69 | 0.00 | 0.00 | 0.00 | -88.69 |
| 3401 | Awards-Boys Bowling | 0.00 | 0.00 | 8.25 | 0.00 | -8.25 |
| 3402 | Camps-Boys Bowling | 2,767.24 | 0.00 | 0.00 | 0.00 | 2,767.24 |
| 3403 | Entry Fees-Boys Bowling | -265.00 | 0.00 | 2,849.00 | 0.00 | -3,114.00 |
| 3404 | Equipment-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3405 | Lodging-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3406 | Meals-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3407 | Officials-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3408 | Prof. Development-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3409 | Scouting-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3410 | Security-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3411 | Transportation-Boys Bowling | -352.24 | 0.00 | 125.00 | 0.00 | -477.24 |
| 3412 | Uniforms-Apparel-Bowls Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3413 | Misc. Expenditures-Boys Bowling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3451 | Awards - Boys Baseball | -111.42 | 0.00 | 0.00 | 0.00 | -111.42 |
| 3452 | Camps - Boys Baseball | -2,445.12 | 0.00 | 12,610.00 | 0.00 | -15,055.12 |
| 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 | 380.56 | 0.00 | 0.00 | 0.00 | 380.56 |
| 3501 | Awards - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3502 | Camps - Boys Football | 64,740.49 | 0.00 | 4,750.96 | 0.00 | 59,989.53 |
| 3503 | Entry Fees - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3504 | Equipment - Boys Football | -47,191.38 | 0.00 | 0.00 | 0.00 | -47,191.38 |
| 3505 | Lodging - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3506 | Meals - Boys Football | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3507 | Officials - Boys Football | -4,897.86 | 0.00 | 0.00 | 0.00 | -4,897.86 |
| 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 | -2,490.00 | 0.00 | 0.00 | 0.00 | -2,490.00 |
| 3511 | Transportation - Boys Football | -4,179.90 | 0.00 | 0.00 | 0.00 | -4,179.90 |
| 3512 | Uniforms/Apparel - Boys Football | -1,087.50 | 0.00 | 0.00 | 0.00 | -1,087.50 |
| 3513 | Misc Expenditures-Boys Football | -1,268.38 | 0.00 | 0.00 | 0.00 | -1,268.38 |
| 3551 | Awards - Boys Wrestling | -435.93 | 0.00 | 24.50 | 0.00 | -460.43 |
| 3552 | Camps - Boys Wrestling | 18,993.99 | 0.00 | 124.80 | 0.00 | 18,869.19 |
| 3553 | Entry Fees - Boys Wrestling | 100.00 | 200.00 | 150.00 | 0.00 | 150.00 |

# Current Cash Balance



Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 3554 | Equipment - Boys Wrestling | -1,144.50 | 0.00 | 900.00 | 0.00 | -2,044.50 |
| 3555 | Lodging - Boys Wrestling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3556 | Meals - Boys Wrestling | -1,357.50 | 0.00 | 720.00 | 0.00 | -2,077.50 |
| 3557 | Officials - Boys Wrestling | -5,316.68 | 0.00 | 250.00 | 0.00 | -5,566.68 |
| 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 | -3,641.33 | 0.00 | 3,314.75 | 0.00 | -6,956.08 |
| 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 |
| 3564 | Wrestling-Metro Coaches Association | 336.21 | 0.00 | 0.00 | 0.00 | 336.21 |
| 3601 | Awards-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3602 | Camps-Boys Unified Sports | -3.69 | 0.00 | 0.00 | 0.00 | -3.69 |
| 3603 | Entry Fees-Boys Unified Sports | -50.00 | 0.00 | 0.00 | 0.00 | -50.00 |
| 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 | -312.56 | 0.00 | 0.00 | 0.00 | -312.56 |
| 3612 | Uniforms/Apparel-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3613 | Misc. Expenditures-Boys Unified Sports | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | C Totals: | 41,746.42 | 1,723.00 | 35,214.97 | 0.00 | 8,254.45 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | 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 |
| | 4012 | Wildcat Service Club | 518.92 | 0.00 | 0.00 | 0.00 | 518.92 |
| | 4030 | Interact Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4040 | Art | 8,214.85 | 0.00 | 0.00 | 10.00 | 8,224.85 |
| | 4060 | Band | 18,133.69 | 745.00 | 9,183.62 | 25.00 | 9,720.07 |
| | 4061 | Band Uniforms | 2,310.26 | 0.00 | 129.42 | 49.00 | 2,229.84 |
| | 4062 | Band Trip | 5,078.32 | 50.00 | 0.00 | 455.00 | 5,583.32 |
| | 4110 | Cheerleading | -1,008.79 | 0.00 | 0.00 | 0.00 | -1,008.79 |
| | 4111 | Cheerleading-Varsity | 2,386.76 | 0.00 | 41.36 | 0.00 | 2,345.40 |
| | 4112 | Cheerleading-JV | 1,779.20 | 0.00 | 142.66 | 0.00 | 1,636.54 |
| | 4113 | Cheerleading-Freshman | 2,114.64 | 0.00 | 41.36 | 0.00 | 2,073.28 |
| | 4115 | Uniforms-Cheer/Dance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4140 | Choir | 10,706.59 | 0.00 | 135.00 | 0.00 | 10,571.59 |
| | 4141 | Choir Trip | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4160 | Construction | 2,409.79 | 80.00 | 0.00 | 60.00 | 2,549.79 |
| | 4180 | Culinary | 83.31 | 0.00 | 0.00 | 0.00 | 83.31 |
| | 4185 | Cycling | -140.03 | 0.00 | 0.00 | 0.00 | -140.03 |
| | 4190 | Dance | -17.50 | 0.00 | 0.00 | 0.00 | -17.50 |
| | 4200 | Debate Team | 6,994.71 | 0.00 | 534.83 | 340.00 | 6,799.88 |
| | 4210 | DECA | 240.00 | 0.00 | 0.00 | 0.00 | 240.00 |
| | 4214 | Unified Activities | 12,234.93 | 0.00 | 954.00 | 1,743.00 | 13,023.93 |
| | 4215 | Diversity | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4220 | Drama Club | 16,044.30 | 0.00 | 1,061.44 | 0.00 | 14,982.86 |
| | 4224 | Computer Club | 726.17 | 0.00 | 0.00 | 0.00 | 726.17 |
| | 4225 | Engineering | 841.76 | 0.00 | 0.00 | 0.00 | 841.76 |
| | 4226 | Economics Club | 858.00 | 0.00 | 0.00 | 0.00 | 858.00 |
| | 4230 | Environmental Club | 423.45 | 0.00 | 0.00 | 0.00 | 423.45 |
| | 4250 | FCCLA | 10,214.18 | 0.00 | 484.43 | 0.00 | 9,729.75 |
| | 4251 | FCCLA District 3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4260 | FCS Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4290 | Forensics | 2,985.88 | 0.00 | 2,777.14 | 2,957.00 | 3,165.74 |
| | 4310 | French Club | 1,025.56 | 0.00 | 65.40 | 0.00 | 960.16 |
| | 4320 | Educators Rising | 1,177.83 | 0.00 | 203.52 | 0.00 | 974.31 |
| | 4325 | Gaming Club | 30.45 | 0.00 | 0.00 | 0.00 | 30.45 |
| | 4340 | German Club | 3,451.91 | 0.00 | 0.00 | 140.00 | 3,591.91 |
| | 4365 | HOSA | 4,702.91 | 25.50 | 3,067.81 | 943.84 | 2,604.44 |
| | 4370 | Industrial Arts | 24.00 | 0.00 | 0.00 | 0.00 | 24.00 |
| | 4380 | International Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4390 | Intramurals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4395 | Invisible Children-WHS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4400 | Japanese Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4410 | Junior Class | 19,570.86 | 0.00 | 1,694.81 | 426.00 | 18,302.05 |
| | 4415 | Justice League | 47.01 | 0.00 | 0.00 | 0.00 | 47.01 |
| | 4420 | Key Club | 1,233.74 | 0.00 | 99.94 | 64.20 | 1,198.00 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| 4421 | Knitting and Crocheting Club | 62.45 | 0.00 | 0.00 | 0.00 | 62.45 |
| 4425 | LaCrosse Boys | 8,546.72 | 400.00 | 0.00 | 200.00 | 9,146.72 |
| 4426 | LaCrosse Girls | 9,866.15 | 3,175.00 | 3,614.56 | 6,030.00 | 15,456.59 |
| 4440 | Leadership Club | -6,759.78 | 0.00 | 90.00 | 0.00 | -6,849.78 |
| 4460 | Literary Magazine | 103.00 | 0.00 | 0.00 | 0.00 | 103.00 |
| 4470 | Manufacturing | 4,969.91 | 740.00 | 389.40 | 75.00 | 5,395.51 |
| 4480 | Mascot Team | -25.00 | 0.00 | 0.00 | 0.00 | -25.00 |
| 4485 | Math Club | 64.92 | 0.00 | 0.00 | 0.00 | 64.92 |
| 4490 | M-Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4491 | Millard United Rugby | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4500 | Music Club | 4,083.99 | 0.00 | 0.00 | 0.00 | 4,083.99 |
| 4501 | Music-Auditorium | -865.00 | 0.00 | 0.00 | 0.00 | -865.00 |
| 4502 | Music-Donations | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4503 | Music-Musicals | 18,985.01 | 115.00 | 1,024.00 | 0.00 | 18,076.01 |
| 4510 | National Honor Society | 11,286.59 | 0.00 | 0.00 | 0.00 | 11,286.59 |
| 4520 | Newspaper | 6,698.76 | 0.00 | 1,097.53 | 200.00 | 5,801.23 |
| 4530 | Orchestra | 1,344.98 | 0.00 | 393.90 | 200.00 | 1,151.08 |
| 4531 | Orchestra Trip | 1,411.11 | 0.00 | 0.00 | 0.00 | 1,411.11 |
| 4540 | Other Clubs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4570 | Play Production | 12,064.69 | 0.00 | 1,467.70 | 555.00 | 11,151.99 |
| 4605 | Power Robotics | 291.44 | 0.00 | 0.00 | 0.00 | 291.44 |
| 4610 | SAFE/DARE/Drug Free | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4630 | Science Club | 320.04 | 0.00 | 0.00 | 0.00 | 320.04 |
| 4640 | Senior Class | -450.77 | 860.00 | 0.00 | 310.00 | 719.23 |
| 4645 | Show Choir | -87,796.52 | 700.00 | 14,493.70 | 0.00 | -101,590.22 |
| 4646 | Show Choir Competition | -2,079.72 | 0.00 | 0.00 | 27,245.10 | 25,165.38 |
| 4648 | Show Choir Reserve | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4650 | Skills USA | 1,246.76 | 0.00 | 0.00 | 0.00 | 1,246.76 |
| 4660 | Spanish Club | 86.61 | 0.00 | 0.00 | 0.00 | 86.61 |
| 4662 | Sociedad Honoraria Hispanica | 1,196.13 | 0.00 | 117.82 | 0.00 | 1,078.31 |
| 4690 | Spirit Shop | -7,375.13 | 1,362.22 | 13,173.62 | 7,310.00 | -11,876.53 |
| 4700 | STUCO Workshops | 157.93 | 0.00 | 0.00 | 0.00 | 157.93 |
| 4710 | Student Council | 77,884.67 | 0.00 | 2,290.11 | 0.00 | 75,594.56 |
| 4725 | Theater Workshop | 1,198.88 | 0.00 | 0.00 | 0.00 | 1,198.88 |
| 4760 | World Language | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4770 | Yearbook | 9,409.96 | 0.00 | 808.09 | 0.00 | 8,601.87 |
| 4780 | Youth to Youth | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| D Totals: | | 201,326.44 | 8,252.72 | 59,577.17 | 49,338.14 | 199,340.13 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| E | ADMINISTRATIVE CUSTODIAL | | | | | | |
| | 5010 | After Prom | -0.14 | 0.00 | 0.00 | 0.00 | -0.14 |
| | 5020 | Fines | -1,340.46 | 0.00 | 0.00 | 0.00 | -1,340.46 |
| | 5025 | Fines - Library Book | 948.79 | 0.00 | 0.00 | 0.00 | 948.79 |
| | 5027 | Fines-Textbooks | 571.47 | 0.00 | 0.00 | 0.00 | 571.47 |
| | 5030 | Counseling Center | 127.19 | 0.00 | 0.00 | 0.00 | 127.19 |
| | 5040 | Fundraising-General | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5055 | Hall of Fame | 38.12 | 0.00 | 0.00 | 0.00 | 38.12 |
| | 5060 | Hospitality | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5070 | Library | 2,598.32 | 0.00 | 0.00 | 0.00 | 2,598.32 |
| | 5110 | Other Student Activities | 35.00 | 0.00 | 0.00 | 0.00 | 35.00 |
| | 5115 | Field Trips-Curriculum Related | -530.19 | 0.00 | 0.00 | 0.00 | -530.19 |
| | 5120 | P.E. | 86.00 | 0.00 | 0.00 | 0.00 | 86.00 |
| | 5130 | Parking | 160,301.48 | 295.00 | 1,749.26 | 0.00 | 158,847.22 |
| | 5140 | PayBac | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5150 | Pool Maintenance | 56.12 | 0.00 | 0.00 | 0.00 | 56.12 |
| | 5160 | PSAT Exam | 6,895.48 | 0.00 | 0.00 | 0.00 | 6,895.48 |
| | 5179 | STEM | 725.00 | 0.00 | 0.00 | 0.00 | 725.00 |
| | 5180 | Teacher Fund/Grants | 224.66 | 0.00 | 0.00 | 0.00 | 224.66 |
| | 5185 | Technology | 2,928.87 | 0.00 | 0.00 | 0.00 | 2,928.87 |
| | 5190 | Transcripts | 4,897.30 | 55.00 | 0.00 | 0.00 | 4,952.30 |
| | 5205 | Vocational | 80.00 | 0.00 | 0.00 | 0.00 | 80.00 |
| | | E Totals: | 178,643.01 | 350.00 | 1,749.26 | 0.00 | 177,243.75 |
| Q | STUDENT FEE FUND | | | | | | |
| | 7090 | ACP (SpEd) Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7160 | Participation Fees - Athletics | 590.00 | 0.00 | 0.00 | 0.00 | 590.00 |
| | 7161 | Activity-Athletic Pass | 82,590.00 | 630.00 | 0.00 | 0.00 | 83,220.00 |
| | 7170 | Participation Fees - Clubs & Orgs | 0.00 | 49,034.14 | 0.00 | -49,034.14 | 0.00 |
| | 7190 | Field Trips | -1,751.21 | 0.00 | 0.00 | 0.00 | -1,751.21 |
| | 7900 | Field Trips-Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Q Totals: | 81,428.79 | 49,664.14 | 0.00 | -49,034.14 | 82,058.79 |
| R | AP/IB EXAMS | | | | | | |
| | 8010 | AP Exams | 61,507.13 | 800.00 | 0.00 | 0.00 | 62,307.13 |
| | | R Totals: | 61,507.13 | 800.00 | 0.00 | 0.00 | 62,307.13 |

# Current Cash Balance



Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

| Site ID / Group ID | Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|---|
| S | ATHLETIC | | | | | | |
| | 9010 | Gate Receipts | 117,544.90 | 15,031.28 | 0.00 | 0.00 | 132,576.18 |
| | 9020 | Cash Reserve | 306,462.69 | 0.00 | 0.00 | 0.00 | 306,462.69 |
| | 9030 | Concessions | 25,938.75 | 10,436.86 | 17,467.81 | 0.00 | 18,907.80 |
| | 9040 | Tickets | 7,720.00 | 0.00 | 0.00 | 0.00 | 7,720.00 |
| | 9050 | Athletic-General | -17,629.82 | 47,513.95 | 1,655.25 | 0.00 | 28,228.88 |
| | 9055 | Athletics - Projects | 127,800.00 | 0.00 | 0.00 | 0.00 | 127,800.00 |
| | 9060 | Athletic Director | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 9070 | Miscellaneous Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 9080 | Fundraising-Athletic | 180.00 | 0.00 | 0.00 | 0.00 | 180.00 |
| | 9090 | Strength & Conditioning | -31.98 | 0.00 | 0.00 | 0.00 | -31.98 |
| | 9100 | Athletic Training | -780.45 | 0.00 | 0.00 | 0.00 | -780.45 |
| | 9110 | Activities | -4,384.65 | 0.00 | 0.00 | 0.00 | -4,384.65 |
| | 9120 | Booster Contributions-Girls | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 9130 | Booster Contributions-Boys | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 9140 | Metro Tournament | -144.41 | 0.00 | 0.00 | 0.00 | -144.41 |
| | | S Totals: | 562,675.03 | 72,982.09 | 19,123.06 | 0.00 | 616,534.06 |
| | | WHS Activity Totals: | 1,185,564.19 | 135,394.22 | 127,290.23 | 0.00 | 1,193,668.18 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| WHS Checking: | | | 135,394.22 | 127,290.23 | | |
| WHS Investment: | | | | | | |
| WHS Bank Balances: | 1,185,564.19 | | 135,394.22 | 127,290.23 | 0.00 | 1,193,668.18 |

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2026 to 02/28/2026.

137

Site ID Site Name
Group ID Group Name

| Activity ID | Activity Name | Beginning Cash | Receipts | Disbursements | Adjustments | Cash Balance |
|---|---|---|---|---|---|---|
| **Summer Millard Admin Summer School** | | | | | | |
| A | ACTIVITY GENERAL | | | | | |
| 1010 | General Admin | 3,632.40 | 0.00 | 0.00 | 0.00 | 3,632.40 |
| 1011 | Elementary School Summer School | 1,340.00 | 310.00 | 0.00 | 0.00 | 1,650.00 |
| 1012 | Middle School Summer School | 1,885.50 | 1,630.00 | 0.00 | 0.00 | 3,515.50 |
| 1013 | Senior High Summer School | 6,765.00 | 4,575.00 | 0.00 | 0.00 | 11,340.00 |
| 1018 | School Pay Fees | -311.96 | 0.00 | 0.00 | 0.00 | -311.96 |
| | A Totals: | 13,310.94 | 6,515.00 | 0.00 | 0.00 | 19,825.94 |
| | Summer Activity Totals: | 13,310.94 | 6,515.00 | 0.00 | 0.00 | 19,825.94 |

| | Begin Balance | Transfers | Receipts | Disbursements | Adjustments | End Balance |
|---|---|---|---|---|---|---|
| Summer Checking: | | | 6,515.00 | 0.00 | | |
| Summer Investment: | | | | | | |
| Summer Bank Balances: | 13,310.94 | | 6,515.00 | 0.00 | 0.00 | 19,825.94 |

## Millard Public Schools - Planned Disposition of Surplus Property

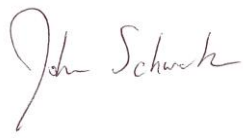
BOE Packet Due: **4/8/2026** BOE Meeting Date: **4/13/2026** Sale or Disposal Scheduled After: **4/13/2026**

| Lot | Quantity | Description |
|---|---|---|
| 1 | 1 | Pallet Jack |
| 2 | 1 | Task Chair |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
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| 29 | | |
| 30 | | |

# AGENDA SUMMARY SHEET

| | |
|---|---|
| **Agenda Item:** | Reaffirm Policy 3215: Support Services - Tuition Fees |
| **Meeting Date:** | April 13, 2026 |
| **Background/ Description:** | No changes are recommended to this Policy. |
| **Action Desired:** | Reaffirm Policy 3215: Support Services - Tuition Fees |
| **Policy / Strategic Plan Reference:** | n/a |
| **Responsible Person(s):** | Chad Meisgeier, Chief Financial Officer |

**Superintendent's Signature:**



**Support Services**

**Tuition Fees** **3215**

Students from other districts attending Millard Public Schools shall be subject to tuition when permitted by law and as established by the Board of Education.

| | | |
|---|---|---|
| Policy Adopted: | April 7, 1975 | Millard Public Schools |
| Reaffirmed: | August 16, 2010, April 13, 2026 | Omaha NE |
| Revised: | January 21, 2019 | |

# AGENDA SUMMARY SHEET

**Agenda Item:** Reaffirm Rule 3215.1: Support Services - Students - Tuition

**Meeting Date:** April 13, 2026

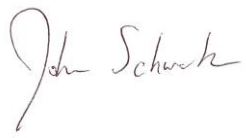
**Background/ Description:** No changes are recommended to this Rule.

**Action Desired:** Reaffirm Rule 3215.1: Support Services - Students - Tuition

**Policy / Strategic Plan Reference:** n/a

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**



**Support Services**

**Students - Tuition** **3215.1**

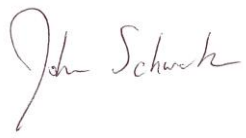
Any student who does not qualify for free tuition shall be charged tuition in an amount equal to the "Annual Cost Per Pupil ADM" contained in the most recent Annual Financial Report filed with the Nebraska Department of Education. One-half of such tuition shall be paid to the District before such student is admitted to classes each semester.

| | | |
|---|---|---|
| Policy Adopted: | April 7, 1975 | Millard Public Schools |
| Reaffirmed: | April 13, 2026 | Omaha NE |
| Revised: | April 4, 2011, January 21, 2019 | |
| Legal Reference: | Neb. Rev. Stat. §79-215; Neb. Rev. Stat. §79-5,104 | |

# AGENDA SUMMARY SHEET

| | |
|---|---|
| **Agenda Item:** | Reaffirm Policy 3714: Support Services - Program - Offerings |
| **Meeting Date:** | April 13, 2026 |
| **Background/ Description:** | No changes are recommended to this Policy. |
| **Action Desired:** | Reaffirm Policy 3714: Support Services - Program - Offerings |
| **Policy / Strategic Plan Reference:** | n/a |
| **Responsible Person(s):** | Chad Meisgeier, Chief Financial Officer |

**Superintendent's Signature:**



**Support Services**

**Program - Offerings** **3714**

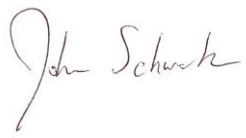
The District shall offer food services to the students in all of its elementary, middle, and high school buildings (unless exempted by rules promulgated under this policy). Food service offerings shall be Food - based and shall minimize or eliminate the availability of foods of minimal nutritional value (as defined by the USDA's National School Lunch and Breakfast Program).

| | | |
|---|---|---|
| Policy Adopted: | August 15, 2005 | Millard Public Schools |
| Reaffirmed: | May 6, 2019, April 13, 2026 | Omaha NE |
| Revised: | March 19, 2013 | |

# AGENDA SUMMARY SHEET

| | |
|---|---|
| **Agenda Item:** | Reaffirm Rule 3714.1: Support Services - Program - Offerings |
| **Meeting Date:** | April 13, 2026 |
| **Background/ Description:** | No changes are recommended to this Policy. |
| **Action Desired:** | Reaffirm Rule 3714.1: Support Services - Program - Offerings |
| **Policy / Strategic Plan Reference:** | n/a |
| **Responsible Person(s):** | Chad Meisgeier, Chief Financial Officer |

**Superintendent's Signature:**



**Support Services**

**Program - Offerings** **3714.1**

I. The following definitions shall apply to this Rule:

A. “A la carte” shall mean individually priced food items (i.e., protein, fruits, vegetables, grains, and milk). Multiple a la carte items purchased at the same time may constitute a qualified meal if the combination of multiple items meets the United States Department of Agriculture (USDA) requisites.

B. “Competitive foods” shall mean edible products and/or beverages sold or distributed in or on school owned property when such products and/or beverages are not a part of the District’s food service program.

C. “Foods of minimal nutritional value (FMNV)” shall mean soda water, water ices, chewing gum, and certain candies (e.g., hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn) as defined by the USDA.

D. “Qualified meal” shall mean a meal which meets the requisites for a reimbursable meal under the USDA’s National School Lunch and Breakfast Program.

E. “Snacks” shall mean food or beverage items that are not a component (i.e., protein, fruit, vegetable, grain, or milk) of a qualified meal.

II. General Provisions

A. All students in the District shall have access each school day to both breakfast and lunch programs.

B. A la carte and snack items may be offered to students under the following restrictions:

1. Elementary Schools: With the exception of milk, a la carte and snack items may be purchased only after the student has first purchased a qualified meal.

2. Middle Schools: With the exception of milk, a la carte and snack items may be purchased only after the student has first purchased a qualified meal while school is in session. When school is not in session students may purchase a la carte items without a qualified meal purchase.

3. High Schools: Students shall not be required to purchase a qualified meal prior to purchasing a la carte and snack items.

C. The procedures of the District’s food service program shall provide multiple ways for students to select their meal items to create a meal package that constitutes a qualified meal.

D. Classroom snacks may, if approved by the building principal, be given to students at any time during the school day other than 30 minutes before and after those times when qualified breakfasts or lunches are being served. Birthday parties, holiday events, and all other activities held during the school day shall be subject to this provision.

E. In elementary schools, deep-frying shall not be used as a method of on-site preparation of food. Flash-fried foods from the manufacturer may be served if such foods are heated on-site by a means other than deep-frying.

F. Restrictions on FMNV

1. No foods of minimal nutritional value (FMNV) shall be sold or served to students the midnight before to 30 minutes after the end of the official school day.

2. The restriction on selling or serving FMNV shall not apply to the following:

a. Foods or beverages sold or served as part of a limited fundraising activity or other school-related activity approved by the building principal. Such items may be sold during school days other than 30 minutes prior, during, and 30 minutes after those times when qualified breakfasts or lunches are being served. “Limited fundraising” shall be defined by FNS NDE.

b. Foods or beverages dispensed by a nurse to students during the course of providing healthcare to the student.

c. Foods or beverages dispensed to a special needs student pursuant to the student’s individual education plan (IEP).

d. Foods or beverages served to students as part of the curriculum (e.g., cultural heritage presentation).

e. Foods or beverages on field trips or other activities held off school grounds.

f. Foods or beverages which are brought to school by a student for the purpose of the student’s personal consumption.

III. Nutritional Standards

A. Food items shall meet all requirements set by the USDA for the National School Lunch and School Breakfast Programs: Nutritional Standards For All Foods Sold in schools, as required by the Healthy, Hunger-Free Kids Act of 2010.

B. All items sold that are defined as “competitive foods”, must meet all guidelines provided by Food and Nutritional Services, USDA, 7 CFR, Parts 210 and 220.

IV. Serving Portions

Serving portions shall meet all requirements set by the USDA for the National School Lunch and School Breakfast Programs: Nutritional Standards For All Foods Sold in schools, as required by the Healthy, Hunger-Free Kids Act of 2010.

| | | |
|---|---|---|
| Rule Adopted: | August 15, 2005 | Millard Public Schools |
| Reaffirmed: | April 13, 2026 | Omaha NE |
| Revised: | August 17, 2009, March 19, 2013, May 6, 2019 | |

# AGENDA SUMMARY SHEET

**Agenda Item:** Reaffirm Policy 9111: Bylaws of the Board - Election of Officers

**Meeting Date:** April 13, 2026

**Background/ Description:** 7 Year Cycle of Policy Review

**Action Desired:** Reaffirm Policy 9111: Bylaws of the Board - Election of Officers

**Policy / Strategic Plan Reference:** NA

**Responsible Person(s):** Dr. Kim Saum-Mills, Associate Superintendent for Administration

**Superintendent's Signature:**



**Bylaws of the Board**

## Election of Officers 9111

Officers of the Board will be elected at the organizational meeting in January. Ballots will be distributed to Board members present at the meeting for the election of each officer. A secret ballot will be used for the election of each officer, but the total number of votes for each candidate shall be recorded in the minutes. An officer will be elected when one individual receives a majority of the votes cast for a position. No Board member is eligible to serve in more than one office at the same time. No Board member may serve more than two consecutive years in the same office.

Related Policies and Rules:

Policy Approved: September 2, 1980 Millard Public Schools
Revised: September 9, 1996; June 16, 2003 Omaha, NE
Renumbered from 9121.1: June 16, 2003
Reaffirmed: March 5, 2012; July 8, 2019, April 13, 2026

# AGENDA SUMMARY SHEET

**Agenda Item:** Approval of Rule 9111.1: Bylaws of the Board - Board Officers

**Meeting Date:** April 13, 2026

**Background/ Description:** 7 Year Cycle of Policy & Rule Review

**Action Desired:** Approval of Rule 9111.1: Bylaws of the Board - Board Officers

**Policy / Strategic Plan Reference:** NA

**Responsible Person(s):** Dr. Kim Saum-Mills, Associate Superintendent of Administration

**Superintendent's Signature:**



**Bylaws of the Board**

**Board Officers** **9111.1**

The officers of the Board shall be President, Vice-President, Secretary and Treasurer. The duties of the officers, or their designees, shall be as provided by law and:

President:

1. Preside at all regular and special meetings of the Board.
2. Call special meetings of the Board when conditions required for special meetings have been met.
3. Be responsible for the orderly conduct of Board meetings.
4. Consult with the Superintendent in planning agendas.
5. Represent the District in all legal actions.
6. Appoint all special committees, subject to the approval of the Board.
7. Sign any written contracts to which the District may be a party.
8. Countersign all orders on the Treasurer for claims allowed by the Board.
9. Countersign all orders on the County Treasurer for the transfer of funds.
10. Participate in and vote on all actions of the Board.

Vice President:

1. Assume duties of the President in his/her absence.
2. Serve as the chairperson of the Board Committee of the Whole.
3. Organize the procedure for the Board to consider and issue the Superintendent's evaluation.
4. Perform any other duties as designated by the President.

Secretary:

1. Keep an accurate record of all meetings.

2. Send out legal notices of meetings.

3. Notify all persons elected as members of the Board.

4. Handle official correspondence of the Board.

5. Make required reports to county and state officials.

6. Make the annual school census unless the Board provides otherwise.

7. Draw and sign orders on the District Treasurer for the payment of authorized claims.

8. Draw and sign orders on the County Treasurer transferring funds to the District Treasurer.

9. Maintain classified accounts of receipts and disbursements of the general and building funds, and of such other funds as the Board may require.

10. Compute withholding and social security taxes and retirement payments from salaries of teachers.

11. Act as custodian of all District securities, documents, title papers, and other records of the Board.

12. Make available to the Superintendent all records and other information requested.

13. Publish the budget.

14. Keep a record of all written disclosures made by Board members pursuant to District Policy 8250. The disclosure shall be kept on a ledger for a period of five years from the date of the Secretary's last day in office and kept separately from the Secretary's other records.

15. Maintain all records required by the Accountability and Disclosure statutes of the State of Nebraska.

Treasurer:

1. Receive and be responsible for all District money.

2. Place funds in depositories approved by the Board.

3. Disburse funds on orders signed by the President and Secretary.

4. Keep accurate records of all receipts and disbursements, showing the source of such receipts, to which funds the receipts belong, and the payees of all disbursements.

5. Render such financial reports as the Board may require at any time.

Neb. Rev. Stat. 79-564, 569-572, 575, 576-581, 586-590

Related Policies and Rules: 9111

Policy Adopted: June 16, 2003
Reaffirmed: March 5, 2012
Revised: July 8, 2019, April 13, 2026

Millard Public Schools
Omaha, NE

# AGENDA SUMMARY SHEET

**Agenda Item:** Recognize Service Employees International Union Local 226 for the 2026-27 Custodial / Maintenance / Grounds Contract and Appointment of the District's Bargaining Team

**Meeting Date:** April 13, 2026

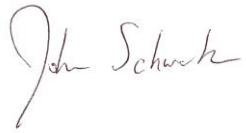
**Background/ Description:** Service Employees International Union Local 226 ("SEIU") represents custodial, maintenance, and grounds employees in collective bargaining matters. The current bargaining agreement expires July 31, 2026. Under Nebraska law, either party (the District or the Union) may request the commencement of collective bargaining. A copy of the letter from SEIU requesting the commencement of bargaining for the FYE27 contract is attached.

**Action Desired:** It is recommended that the District recognize Service Employees International Union Local 226 as the collective bargaining agent for custodial, maintenance, and grounds employees in the District for the 2026-27 contract and authorize the Superintendent to appoint the District's negotiation team.

**Policy / Strategic Plan Reference:** n/a

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

**Superintendent's Signature:**



**LOCAL 226**

**SEIU**

**Stronger Together**

**Service Employees International Union Local 226**

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

**President**
Steve Owens
**Vice President**
Brian Stenzel
**Recording Secretary**
Desirae Smart
**Financial Secretary**
Diane Chizek
**Chief Steward**
Otto Stennis
**Asst. Chief Stewards**
Sharon Block
Dan Foote
Queen Mercer

**Trustees**
Robert Brown
Shawn Reeh
Craig Schlenker

**Sergeant-at-Arms**
Doug Meyer

**Executive Board Reps**
Janine Burrows
Tom Bush
Gary Gould
Laura Hopp
Audrey Lee
Queen Mercer
Calvin Munsinger
Cindy Perez
Pam Sides
Merle Watson

March 4th, 2026

Mr. Chad Meisgeier
Millard Public Schools
5606 South 147th Street
Omaha, NE 68005

Dear Mr. Meisgeier:

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

- Maintenance
- Custodial

We would very much appreciate acknowledgement of receipt of this letter. Please contact Dan Foote, Assistant Chief Steward, to arrange a date, time, and location for this meeting. Dan Foote can be reached at 402-510-0764. Or contact the office via phone (402) 733-8775 or email us at office@SEIU226.org.

Sincerely,

*Steve Owens*

Steve Owens, President
SEIU Local 226

cc: Otto Stennis, Chief Steward
Dan Foote, Assistant Chief Steward

# AGENDA SUMMARY SHEET

**Agenda Item:** Approval of Contract for Millard North High School Scoreboard Replacement

**Meeting Date:** April 13, 2026

**Background/ Description:** This project will be funded by a combination of building vending receipts, advertising revenue, and private fundraising.

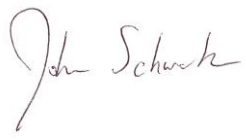
A representative from Morrissey Engineering will be present to answer any questions.

**Action Desired:** It is recommended that the contract for the Millard North High School Scoreboard Replacement be awarded to IES Commercial in the amount of $256,775 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy / Strategic Plan Reference:** n/a

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**



morrissey engineering inc

mechanical | electrical | technology | commissioning

March 31, 2026

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: John Brennan

Project #26030: Millard North High School Soccer Scoreboard Replacement
RE: Bid Proposals dated March 31, 2026

Mr. Brennan:

Bids were received for the Millard North High School Soccer Scoreboard Replacement project at MPS Support Services Center on March 31st, 2026 at 11:00 a.m. Per the attached bid tab, five bids were received. The low conforming bid was submitted by IES Commercial in the amount of $256,775. IES Commercial has successfully completed multiple projects for Morrissey Engineering.

The original budget estimate for the project was $275,000.

Following discussions with District staff, we recommend awarding the bid to IES Commercial in the amount of $256,775 (two hundred fifty-six thousand seven hundred seventy-five dollars).

Please advise if you require any additional information.

Sincerely,



Jeff Hemje, PE

Enclosure

4940 North 118th Street
Omaha, NE 68164
P: 402.491.4144
www.morrisseyengineering.com

**PROJECT:** MPS North High Soccer Scoreboard Replacement

**BID DATE:** 3/31/2026
**BID TIME:** 11:00 AM
**MEI PROJECT NO.:** 26030

morrissey engineering inc
mechanical | electrical | technology | commissioning

# BID TABULATION

| BIDDERS | Base Bid | Addendum #1 | Addendum #2 | Bid Bond | Comments |
|---|---|---|---|---|---|
| FOURTH WALL | N/A | N/A | N/A | N/A | NON-CONFORMING BID<br>NOT CORRECT BID FORM |
| NEVCO | $140,873 | YES | YES | YES | BID WITHDRAWN |
| DIGITAL SCOREBOARDS | $274,954 | YES | YES | YES | |
| K.C. PETERSEN | $233,434 | YES | NO | YES | NON-CONFORMING BID |
| IES COMMERCIAL | $256,775 | YES | YES | YES | |

Bids to replace the soccer field scoreboard at North High School for bid documents dated 3-9-2026

morrissey engineering inc
mechanical | electrical | lighting | technology | sustainability

# memorandum

| | | | |
|---|---|---|---|
| **attn:** | John Brennan | **from:** | Jeff Hemje |
| **company:** | Millard Public Schools | **date:** | 3/31/2026 |
| **project name:** | MPS Millard North High School Soccer Scoreboard Replacement | | |
| **mei project:** | 26030 | | |
| **re:** | Project Narrative | | |

Mr. Brennan,

This project replaces the existing soccer field scoreboard at Millard North High School with a new LED video scoreboard.

The current scoreboard was installed in 2013. The board has recently experienced an uptick in service calls with mixed responsiveness from the manufacturer. Additionally, the horn on the scoreboard is not loud enough for participants or referees to hear it during game play.

The existing structural foundation and vertical support beams can accommodate the new board and therefore will be reused. Power will be derived from nearby panels to minimize wiring costs. In addition, the new scoreboard audio will be integrated with the existing press box sound system, which will resolve the horn audibility issues.

Photos of the existing scoreboard and rendering of the proposed new board are attached below.

4940 North 118th Street
Omaha, NE 68164
P: 402.491.4144
www.morrisseyengineering.com




Existing Soccer Scoreboard




Simulated image of new LED Video Scoreboard

# AGENDA SUMMARY SHEET

**Agenda Item:** Approval of PK-12 Science Framework - Part I

**Meeting Date:** April 13, 2026

**Background/ Description:** The 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 during the 2026-27 school year pending available budget.

The Framework includes: Millard Public Schools Mission and Beliefs: PK-12 Science Philosophy and Beliefs, PK-12 Science Curriculum Planning Committee Members; and Timeline for MEP Cycle Procedures.

Also included is the Science Matrix based on The Nebraska College and Career Ready Standards for Science (CCR-Science) were approved by the Nebraska State Board of Education on September 4, 2024.

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

**Action Desired:** Approval of PK-12 Science Framework - Part I

**Policy/Strategic Plan Reference:** Policy 6120: Written Curriculum - MEP Curriculum Planning
Policy 6130: Written Curriculum - Frameworks and Course Guides

**Responsible Person(s):** Dr. Todd Tripple, Andy DeFreece, Dr. Anthony Weers, Julie Shirk, Amanda Niemiec

**Superintendent's Signature:**



# PK–12 Science Framework

## Part I: PK-12

April 13, 2026

Millard PUBLIC SCHOOLS

CC BY NC

# Millard Public Schools

## Millard Board of Education

**Justin Curtis**

**Stacy Jolley**

**Mike Kennedy**

**Amanda McGill-Johnson**

**Linda Poole**

**Lisa Schoenberger**

**Dr. John Schwartz, Ed.D., Superintendent**

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

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- Elementary Courses
- Secondary Courses

# District Mission and Beliefs
# Science Philosophy

## District Mission:

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

## District Beliefs:
## We believe:

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence 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, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

## PK-12 Science Philosophy Statement:

The purpose of science education is to engage and empower all students as critical thinkers and problem solvers. Through diverse, inquiry-based learning experiences, we ignite curiosity and foster perseverance, preparing students to solve real-world problems and contribute to an ever-changing world as responsible, scientifically literate citizens.

## Academic and College and Career Readiness Essential Learning Outcomes

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

## Science Curriculum Planning Committee Members 2025-2026

### Elementary

Nikki Frenche - Kindergarten, Abbott
Maggie Murakami - 1st Grade, Holling Heights
Gina Wiitanen - STEM Coordinator, Upchurch
Karen Ramos - 2nd Grade, Sandoz
Jeremy Fleming - 3rd grade, Wheeler
Nikole Ehlers - 3rd Grade, Morton
Mike Kracl - 5th Grade, Reagan
Tom Whisinnand - 5th Grade, Neihardt
Kayla Florom - Special Education, Neihardt
Katie Holt - Administrator, Sandoz

### Secondary

Erin Dietsch - Teacher Librarian, Russell MS
Jamie Wingender - 6th Grade, Andersen MS
Meredith Clodfelder - 8th Grade, North MS
Anni Chlopek - 7th Grade, Beadle MS
Jackson Fischer - 8th Grade, Central MS
Juli Gray - Montessori, Russell MS
Melanie Nordstrom - Special Education, Kiewit MS
Brett Metzger - Assistant Principal, Central MS
Casey Lundren - Assistant Principal, West HS
Erika Campbell - Special Education, West HS
Caleb Harthoorn - Biology, West HS
Tyler Pearson - Biology, North HS
Nicole Kinzer - Biology, South HS
Christine Gustafson - Chemistry, South HS
Aaron Willems - Chemistry, West HS
Jennifer Wilson - Chemistry, North HS
Kristen Rodenhausen - Physics, South HS
Jason Krska - Physics, West HS
Philip Manly - Physics, North HS
Michael Edmundson - Astronomy, South HS
Christina Preuss - Human Anatomy & Physiology, North HS
Jeremy Dawson - Human Anatomy & Physiology, West HS

### District

Bréann Avery - K-12 Special Programs Facilitator
Dayna Derichs - Instructional Technology MEP Facilitator
Cheris Kite - Early Childhood & Literacy Intervention Curriculum & Instruction MEP Facilitator
Kaye Schweigert - Middle School Special Education Program Facilitator
Jennifer Scott - English Language Learners District Support Specialist
Julie Shirk - K-5 Science Curriculum & Instruction MEP Facilitator
Amanda Neimiec - 6-12 Science Curriculum & Instruction MEP Facilitator
Dr. Anthony Weers - Director of Secondary Education
Andrew DeFreece - Director, Elementary Education and Early Childhood Education

## Science Community Focus Group Members

Lauren Walker - Educational Program Manager, Fontenelle Forest
Nikae Perkinson - Chemistry Professor, UNO/Millard Parent
Ben Schweigert - Meteorologist/Recent Millard Graduate
Sarah Shaffer - Curriculum/Educational Specialist, uBEATS UNMC
Hannah Burbach - 4th year Medical Student at UNMC
Dan Sitzman - Luminarium Educational Director

## Phase 1 PK-12 Research Subcommittees 2025

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:

- **Transitions** to 6th and 9th grades and the curriculum
- **Alignment** throughout Science coursework
- **High School Electives** offerings and effectiveness
- **Assessment** best practices to support three dimensional learning
- **Differentiation** for the various students groups including biology students
- **Engagement** strategies
- **Cross curricular** opportunities with Math and ELA

**Timeline of Science Curriculum Cycle Meetings**
**Phase I and II**

| **Date** | **Group - Purpose** |
|---|---|
| September 9, 2025 | Science Curriculum Planning Committee (CPC) Kick Off<br>Orientation to the Phase I process, roles of committee members |
| September 25, 2025 | CPC Meeting #1<br>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 7, 2025 | Community Focus Group<br>Explained state and district policies, curriculum adoption process, shifts in Science teaching and learning<br>Discussed critical issues, and vision for Science education in order for students to be successful beyond high school |
| September 25, - November 6th, 2025 | Science Research Subcommittees conduct research on seven critical issues and research questions |
| November 6, 2025 | CPC Meeting #2<br>Research subcommittee members collaborate, research presentations from subcommittees, exploration of state standards content and format. Review Community Focus Group input, and begin development of philosophy statement |
| January 19, 2026 | 9-12 Review Curriculum |
| January 27, 2026 | CPC Meeting #3<br>Discuss possible course offerings and sequence for secondary level, completed framework writing, philosophy statement. |
| April 13, 2026 | PK-12 Science Framework proposal submitted to Board of Education for approval |
| Fall 2026 | Possible Field Study 9-12 |
| Spring 2027 | K-8 Science Materials Vendor Fair<br>Community Review Night 9-12 materials<br>PK-12 Science Framework- Part IIA and secondary instructional materials proposal submitted to the Board of Education for approval |
| Summer 2027 | 9-12 Course Writing |
| Fall 2027 | Field Study K-8 |
| Spring 2028 | Community Review Night K-8 materials<br>PK-12 Science Framework- Part IIB and elementary/middle school instructional materials proposal submitted to the Board of Education for approval |

## Introduction to PK-12 Science Matrix

The Nebraska College and Career Ready Standards for Science (CCR-Science) were approved by the Nebraska State Board of Education on September 4, 2024. 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 state standards, existing standards in consortia school districts, and existing standards from other states. With the adoption of the Nebraska Department of Education Science Standards, the content standards and indicators matrix were reviewed and updated where appropriate in order to meet these requirements.

The standards are organized by grade level preschool- 8th, and by content for 9-12. 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 a 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 actions 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 |
|---|---|---|
| • Ask Questions and Define Problems<br>• Develop and Use Models<br>• Plan and Carry Out Investigations<br>• Analyze and Interpret Data<br>• Use Mathematics and Computational Thinking<br>• Construct Explanations and Design Solutions<br>• Engage in Argument from Evidence<br>• Obtain, Evaluate, and Communicate Information | **Life Science**<br>• LS1 - From Molecules to Organisms: Structures and Processes<br>• LS2 - Ecosystems: Interactions, Energy, and Dynamics<br>• LS3 - Heredity: Inheritance and Variation of Traits<br>• LS4 - Biological Evolution: Unity and Diversity<br>**Physical Science**<br>• PS1 - Matter and Its Interactions<br>• PS2 - Motion and Stability: Forces and Interactions<br>• PS3 - Energy<br>• PS4 - Waves and Their Applications in Technologies for Information Transfer<br>**Earth and Space Science**<br>• ESS1 - Earth's Place in the Universe<br>• ESS2 - Earth's Systems<br>• ESS3 - Earth and Human Activity<br>• ETS1 - Engineering Design | • Patterns<br>• Cause and Effect<br>• Scale, Proportion, and Quantity<br>• Systems and System Models<br>• Energy and Matter<br>• Structure and Function<br>• Stability and Change |

Adapted from: Nebraska Department of Education (2024). K-12 College and Career Ready Standards for Science and Nebraska Early Learning Guidelines draft (2024).

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 |
| PK-12 | Grade Level |

| | | |
|---|---|---|
| 1-15 | Topic (Disciplinary Core Idea)<br>1. Forces and Interactions<br>2. Waves & Electromagnetic Radiation<br>3. Structure & Properties of Matter<br>4. Energy<br>5. Chemical Reactions<br>6. Structure & Function<br>7. Interdependent Relationships in Ecosystems<br>8. Matter & Energy in Organisms & Ecosystems | 9. Heredity: Inheritance & Variation of Traits<br>10. Biological Evolution<br>11. Space Systems<br>12. Weather & Climate<br>13. Earth's Systems<br>14. History of Earth<br>15. Sustainability |

| | |
|---|---|
| 2. | Standard |
| A | Indicator |
| <u>underline</u> | Crosscutting Concept |
| **bold** | 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)
**Measure and graph quantities** 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.**<br>content area | **5.**<br>grade level | **3.**<br>topic (Disciplinary Core Idea) | **1.**<br>standard | **B**<br>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**

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

Summary of PK-12 Topic Progression

Topic Progression PK-8

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

Topic Progression High School

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

## Science Standards Matrix

| Scientific Knowledge | |
|---|---|
| **3-4 years** | **4-5 years** |
| SC.M.P3.1 Demonstrates a basic awareness and use of scientific concepts.<br>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.<br>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 K-5**<br>**Topic 1: Forces and Interactions** | | | | | |
|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Forces and Interactions: Pushes and Pulls (SC.K.1)**<br>**Forces and Interactions: Motion and Stability (SC.3.1)** | | | | | |
| SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions.<br>SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions. | | | | | |
| SC.K.1.1.A **Plan and conduct an investigation to compare** the effects of different strengths or different directions of pushes and pulls on the motion of an object. | | | SC.3.1.1.A **Plan and conduct an investigation** to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. | | |
| SC.K.1.1.B **Analyze data to determine if a design solution** works as intended to change the speed or direction of an object with a push or a pull. | | | SC.3.1.1.B **Make observations and/or measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion. | | |
| | | | SC.3.1.1.C **Ask questions** to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. | | |
| | | | SC.3.1.1.D **Define a simple design problem** | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | that can be solved by applying scientific ideas about magnets. | | |

| **Physical Science**<br>**Topic 2: Waves and Electromagnetic Radiation** | | | | | |
|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Waves: Light and Sound (SC.1.2)**<br>**Waves: Waves and Information (SC.4.2)** | | | | | |
| SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.<br>SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer. | | | | | |
| | SC.1.2.1.A **Plan and conduct investigations** to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | | | SC.4.2.1.A **Develop a model** of waves to describe **patterns** in terms of amplitude and wavelength and that waves can cause objects to move. | |
| | SC.1.2.1.B **Make observations to construct** an evidence-based account that objects can be seen only when illuminated. | | | SC.4.2.1.B **Generate and compare multiple solutions** that use patterns to transfer information. | |
| | SC.1.2.1.C **Plan and conduct an investigation** to determine the effect of placing objects made with different materials in the path of a beam of light. | | | | |

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| | SC.1.2.1.D **Use tools and materials to design and build** a device that uses light or sound to solve the problem of communicating over a distance. | | | | |

| **Physical Science**<br>**Topic 3: Structure and Properties of Matter** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Structure and Properties of Matter (SC.2.3 and SC.5.3)** | | | | | |
| SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.<br>SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter. | | | | | |
| | | SC.2.3.1.A **Plan and conduct an investigation** to describe and classify different kinds of materials by their observable properties. | | | SC.5.3.1.A **Develop a model** to describe that matter is made of particles too small to be seen. |
| | | SC.2.3.1.B **Analyze data obtained from testing different materials** to determine which materials have the properties that are best suited for an intended purpose. | | | SC.5.3.1.B **Measure and graph quantities** to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. |
| | | SC.2.3.1.C **Analyze data** from tests of two objects **designed to solve the same** | | | SC.5.3.1.C **Make observations and measurements** to identify |

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| | | **problem** to compare the strengths and weaknesses based on properties. | | | materials based on their properties. |
| | | SC.2.3.1.D **Make observations to construct an evidence-based account** of how an object made of a small set of pieces can be disassembled and made into a new object. | | | SC.5.3.1.D **Conduct an investigation** to determine whether the mixing of two or more substances results in new substances. |

| **Physical Science**<br>**Topic 4: Energy** | | | | | |
|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Energy: Conservation and Transfer (SC.4.4)** | | | | | |
| SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer. | | | | | |
| | | | | SC.4.4.2.A Use evidence to **construct an explanation** relating the speed of an object to the energy of that object. | |
| | | | | SC.4.4.2.B **Make observations** to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. | |

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| | | | | SC.4.4.2.C **Ask questions** and predict outcomes about the changes in energy that occur when objects collide. | |
| | | | | SC.4.4.2.D Apply scientific ideas to **design, test, and refine a device** that converts energy from one form to another. | |
| | | | | SC.4.4.2.E **Plan and carry out fair tests in which variables are controlled** and failure points are considered to identify aspects of a model or prototype that can be improved. | |
| | | | | SC.4.4.2.F **Obtain and combine information** to describe that energy and fuels are derived from natural resources and that their uses affect the environment. | |

| **Physical Science**<br>**Topic 5: Chemical Reactions** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| Not addressed in the K-5 Standards | | | | | |

| Life Science<br>Topic 6: Structure and Function | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Structure, Function, and Information Processing (SC.1.6 and SC.4.6)** | | | | | |
| SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.<br>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 materials to design a solution** to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. | | | SC.4.6.3.A **Develop a model** to describe that light reflecting from objects and entering the eyes allows objects to be seen. | |
| | SC.1.6.2.B **Develop a simple sketch, drawing, or physical model** to illustrate how the shape of an object helps it function as needed to solve a given problem. | | | SC.4.6.3.B **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. | |
| | SC.1.6.2.C **Read grade appropriate texts and media to determine** patterns in a behavior of parents and offspring that help offspring survive. | | | SC.4.6.3.C<br>**Use a model** to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information. | |

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| | SC.1.6.2.D **Make observations to construct an evidence-based account** that young plants and animals are like, but not exactly like, their parents. | | | | |

| **Life Science**<br>**Topic 7: Interdependent Relationships in Ecosystems** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment (SC.K.7.2)**<br>**Interdependent Relationships in Ecosystems (SC.2.7)**<br>**Interdependent Relationships in Ecosystems (SC.3.7)** | | | | | |
| SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.<br>SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relationships in ecosystems. | | | | | |
| SC.K.7.2.A **Use observations to describe** patterns of what plants and animals (including humans) need to survive. | | SC.2.7.2.A **Plan and conduct an investigation** to determine if plants need sunlight and water to grow. | SC.3.7.2.A Gather, analyze and communicate evidence that some animals form groups that help members survive. | | |
| SC.K.7.2.B **Construct an argument supported by evidence for how** plants and animals (including humans) can change the environment to meet their needs. | | SC.2.7.2.B **Develop a simple model** that mimics the function of an animal in dispersing seeds or pollinating plants. | SC.3.7.2.B Gather, analyze and communicate evidence from fossils to provide evidence of the organisms and environments in which they lived long ago. | | |

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

| Life Science<br>Topic 8: Matter and Energy in Organisms and Ecosystems | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Matter and Energy in Organisms and Ecosystems (SC.5.8)** | | | | | |
| SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems. | | | | | |
| | | | | | SC.5.8.2.A **Use models** to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun. |
| | | | | | SC.5.8.2.B **Support an argument** that plants get the materials they need for growth chiefly from air and water. |
| | | | | | SC.5.8.2.C **Develop a model** to describe the movement of matter among plants, animals, decomposers, and the environment. |

| Life Science<br>Topic 9: Heredity: Inheritance and Variation of Traits | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **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 **Develop models** to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. | | |
| | | | SC.3.9.3.B **Analyze and interpret data** to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. | | |
| | | | SC.3.9.3.C **Use evidence to support the explanation** that traits can be influenced by the environment. | | |
| | | | SC.3.9.3.D **Use evidence to construct an explanation** for how the variations in characteristics among individuals of the same species may provide advantages in surviving, | | |

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| | | | finding mates, and reproducing. | | |

| **Life Science<br>Topic 10: Biological Evolution** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| Not addressed in the K-5 Standards | | | | | |

| **Earth & Space Science<br>Topic 11: Space Systems** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Space Systems: Patterns and Cycles (SC.1.11)<br>Space Systems: Stars and Solar System (SC.5.11)** | | | | | |
| SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.<br>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 observations** of the sun, moon, and stars to describe patterns that can be predicted. | | | | SC.5.11.3.A **Support an argument** that the gravitational force exerted by Earth on objects is directed down. |
| | SC.1.11.3.B **Make observations** at different times of the year to relate | | | | SC.5.11.3.B **Support an argument** that differences in the apparent brightness of the sun compared to |

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| | the amount of daylight to the time of year. | | | | other stars is due to their relative distances from Earth. |
| | | | | | SC.5.11.3.C **Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. |

| **Earth & Space Science**<br>**Topic 12: Weather and Climate** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Weather and Climate (SC.K.12 and SC.3.12)** | | | | | |
| SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.<br>SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate. | | | | | |
| SC.K.12.3.A **Use and share observations** of local weather conditions to describe patterns over time. | | | SC.3.12.4.A **Represent data** in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season. | | |
| SC.K.12.3.B **Ask questions to obtain information** about the purpose of weather | | | SC.3.12.4.B **Obtain and combine information** to describe climates in | | |

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

| Earth & Space Science<br>Topic 13: Earth's Systems | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Earth's Systems: Processes That Shape the Earth (SC.2.13 and SC.4.13)**<br>**Earth's Systems (SC.5.13)** | | | | | |
| SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.<br>SC.4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.<br>SC.5.13.4 Gather and analyze data to communicate understanding of Earth's systems. | | | | | |
| | | SC.2.13.3.A **Use information from several sources to provide evidence** that Earth events can occur quickly or slowly. | | SC.4.13.4.A **Identify evidence** from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. | SC.5.13.4.A **Develop a model** using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. |
| | | SC.2.13.3.B **Compare multiple solutions designed to** slow or prevent wind or water from changing the shape of the land. | | SC.4.13.4.B **Make observations and/or measurements** to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. | SC.5.13.4.B **Describe and graph** the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. |
| | | SC.2.13.3.C **Develop a model to represent** the shapes and kinds of land and bodies of water in an area. | | SC.4.13.4.C **Analyze and interpret data** from maps to describe patterns of Earth's features. | SC.5.13.4.C **Obtain and combine information** about ways individual communities use science ideas to protect the Earth's resources and environment. |
| | | SC.2.13.3.D **Obtain information to identify** | | SC.4.13.4.D **Generate and compare multiple** | SC.5.13.4.D **Define a simple design problem** |

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| | | where water is found on Earth and that it can be solid or liquid. | | **solutions** to reduce the impacts of natural Earth processes on humans. | that can be solved by applying scientific ideas about the conservation of fresh water on Earth. |
| | | | | | SC.5.13.4.E **Define a simple design problem** reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. |

| **Earth & Space Science**<br>**Topic 14: History of Earth** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| Not addressed in the K-5 Standards | | | | | |

| **Earth & Space Science**<br>**Topic 15: Sustainability** | | | | | |
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| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| Not addressed in the K-5 Standards | | | | | |

K-5 Instructional Materials

| Grade Level / Course | Resource(s) |
|---|---|
| **Kindergarten** | |
| **First Grade** | |
| **Second Grade** | |
| **Third Grade** | |
| **Fourth Grade** | |
| **Fifth Grade** | |

# 6-12 Science Standards Matrix

| Physical Science 6-12<br>Topic 1: Forces and Interactions | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Biology** | **Chemistry/<br>Physical Science:<br>Chemistry** | **Physics/<br>Physical Science:<br>Physics<br>AP Physics 1:<br>Algebra-Based** | **Grade 12** |
| **Forces and Interactions (SC.8.1 and SC.HS.1)** | | | | | | |
| SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions.<br>SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions. | | | | | | |
| | | SC.8.1.1.A Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects. | | | SC.HS.1.1.A **Analyze data** to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. | |
| | | SC.8.1.1.B **Develop a model** 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 **Use mathematical representations** to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. | |

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| | | SC.8.1.1.C **Plan an investigation** to provide evidence of Newton's law that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. | | | SC.HS.1.1.C **Apply science and engineering ideas to design, evaluate, and refine** a device that minimizes the force on a macroscopic object during a collision. | |
| | | SC.8.1.1.D **Ask questions** about data to determine the factors that affect the strength of electrical and magnetic forces. | | | SC.HS.1.1.D **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. | |
| | | SC.8.1.1.E **Construct and present arguments** using evidence to support the claim that gravitational interactions are attractive and depend on both the mass and distance of interacting objects. | | | SC.HS.1.1.E **Plan and conduct an investigation** to provide evidence that an electrical current can produce a magnetic field and that a changing magnetic field can produce an electrical current. | |

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| | | SC.8.1.1.F **Conduct an investigation** and evaluate the experimental design to provide evidence that electrical and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact. | | | | |

| **Physical Science**<br>**Topic 2: Waves and Electromagnetic Radiation** | | | | | | |
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| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Waves and Electromagnetic Radiation (SC.8.2 and SC.HS.2)** | | | | | | |
| SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation.<br>SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves. | | | | | | |
| | | SC.8.2.2.A **Use mathematical representations** to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. | | | SC.HS.2.2.A **Use mathematical representations** to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. | |

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| | | SC.8.2.2.B **Develop and use a model** to describe that light and waves are reflected, absorbed, or transmitted through various materials. | | | SC.HS.2.2.B **Evaluate claims** about the advantages of using digital transmission and storage of information. | |
| | | SC.8.2.2.C **Gather and make sense of information** to support the claim that the structure of analog and digital signals allows for encoding and transmission of information. | | | SC.HS.2.2.C **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. | |
| | | | | | SC.HS.2.2.D **Evaluate the validity and reliability of claims** in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. | |

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| | | | | | SC.HS.2.2.E **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. | |

| **Physical Science**<br>**Topic 3: Structure and Properties of Matter** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Structure and Properties of Matter (SC.7.3 and SC.HS.3)** | | | | | | |
| SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.<br>SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter. | | | | | | |
| | SC.7.3.1.A **Develop models** to describe the atomic composition of simple molecules. | | | SC.HS.3.3.A **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. | | |

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| | SC.7.3.1.B **Gather and make sense of information** to describe how natural materials may undergo chemical reactions to create new synthetic materials and impact on society. | | | SC.HS.3.3.B **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. | | |
| | SC.7.3.1.C **Develop a model** that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. | | | SC.HS.3.3.C **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. | | |
| | | | | SC.HS.3.3.D **Communicate scientific and technical information** about why the molecular level structure is important in the functioning of designed materials. | | |

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

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

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| | | | | | SC.HS.4.4.F **Develop and use a model** of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. | |

| **Physical Science**<br>**Topic 5: Chemical Reactions** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Chemical Reactions (SC.7.5 and SC.HS.5)** | | | | | | |
| SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions.<br>SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions. | | | | | | |
| | SC.7.5.2.A **Analyze and interpret data** on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. | | | SC.HS.5.5.A **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. | | |

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| | SC.7.5.2.B **Develop and use a model** to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. | | | SC.HS.5.5.B **Develop a model** to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy. | | |
| | SC.7.5.2.C **Undertake a design project** to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. | | | SC.HS.5.5.C **Apply scientific principles** and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. | | |
| | SC.7.5.2.D **Analyze data from tests** 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 **Refine the design** of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. | | |

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| | | | | SC.HS.5.5.E **Design a solution** 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 mathematical representations** to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. | | |

| Life Science 6-12<br>Topic 6: Structure and Function | | | | | | |
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| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Structure and Function and Information Processing (SC.6.6)**<br>**Structure and Function (SC.HS.6)** | | | | | | |
| SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.<br>SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things. | | | | | | |
| SC.6.6.2.A **Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many varied cells. | | | SC.HS.6.1.A **Construct an explanation** based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. | | | |
| SC.6.6.2.B **Develop and use a model** to describe the function of a cell as a whole and ways parts of a cell contribute to the function. | | | SC.HS.6.1.B **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. | | | |

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| SC.6.6.2.C **Use argument supported by evidence** for how the body is a system of interacting subsystems composed of groups of cells. | | | SC.HS.6.1.C **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. | | | |
| SC.6.6.2.D **Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or stored as memories. | | | SC.HS.6.1.D **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. | | | |

| Life Science<br>Topic 7: Interdependent Relationships in Ecosystems | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Interdependent Relationships in Ecosystems (SC.7.7 and SC.HS.7)** | | | | | | |
| SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.<br>SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems. | | | | | | |
| | SC.7.7.3.A **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems. | | SC.HS.7.2.A **Use mathematical and/or computational representations to support explanations** of factors that affect carrying capacity of ecosystems at different scales. | | | |
| | SC.7.7.3.B **Develop and use a model** to describe how stable ecosystem maintain biodiversity and ecosystem services. | | SC.HS.7.2.B **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. | | | |
| | SC.7.7.3.C **Evaluate competing design solutions** using a systematic process to | | SC.HS.7.2.C **Evaluate the claims, evidence, and reasoning** that the | | | |

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|---|---|---|---|---|---|---|
| | determine how well they meet the criteria and constraints of the problem. | | interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. | | | |
| | SC.7.7.3.D Apply scientific principles to **design** a method for monitoring and increasing positive human impact on the environment. | | SC.HS.7.2.D **Evaluate the evidence** for how group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. | | | |
| | | | SC.HS.7.2.E **Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity. | | | |
| | | | SC.HS.7.2.F **Use a computer simulation** to model the impact of | | | |

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| | | | proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. | | | |

| **Life Science**<br>**Topic 8: Matter and Energy in Organisms and Ecosystems** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Matter and Energy in Organisms and Ecosystems (SC.7.8 and SC.HS.8)** | | | | | | |
| SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.<br>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 **Construct a scientific explanation** based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. | | SC.HS.8.3.A **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. | | | |
| | SC.7.8.4.B **Develop a model** to describe how food is rearranged through | | SC.HS.8.3.B **Construct and revise an explanation** based on evidence for how | | | |

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| | chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. | | carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form the four basic macromolecules. | | | |
| | SC.7.8.4.C **Analyze and interpret data** to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | | SC.HS.8.3.C **Use a model** 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 transfer of energy. | | | |
| | SC.7.8.4.D **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. | | SC.HS.8.3.D **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. | | | |
| | SC.7.8.4.E **Construct an argument** supported by evidence that changes to physical or biological components of an ecosystem affect populations. | | SC.HS.8.3.E **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. | | | |

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| | | | SC.HS.8.3.F **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. | | | |

| Life Science<br>Topic 9: Heredity: Inheritance and Variation of Traits | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Growth, Development, and Reproduction of Organisms (SC.6.9)**<br>**Heredity: Inheritance and Variation of Traits (SC.8.9 and SC.HS.9.4)** | | | | | | |
| SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.<br>SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.<br>SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits. | | | | | | |
| SC.6.9.3.A **Construct an argument** based on evidence for how plant and animal adaptations affect the probability of successful reproduction. | | SC.8.9.4.A **Develop and use a model** to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms. | SC.HS.9.4.A. **Develop and use a model** to explain the relationships between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. | | | |
| SC.6.9.3.B **Construct a scientific explanation** based on evidence for how environmental and genetic factors influence the growth of organisms. | | SC.8.9.4.B **Gather and synthesize information** about technologies that have changed the way humans influence inheritance of desired traits in organisms. | SC.HS.9.4.B **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. | | | |

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| SC.6.9.3.C **Develop and use a model** to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. | | | SC.HS.9.4.C **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. | | | |

| **Life Science**<br>**Topic 10: Biological Evolution** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Natural Selection and Adaptations (SC.8.10)**<br>**Biological Evolution (SC.HS.10)** | | | | | | |
| SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.<br>SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution. | | | | | | |
| | | SC.8.10.5.A **Analyze and interpret data** for patterns 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. | SC.HS.10.5.A **Communicate scientific** information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. | | | |

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| | | SC.8.10.5.B **Apply scientific ideas to construct an explanation** for the anatomical similarities and differences among and between modern and fossil organisms to infer evolutionary relationships. | SC.HS.10.5.B **Construct an explanation** based on evidence that natural selection primarily results from 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. | | | |
| | | SC.8.10.5.C **Construct an explanation** based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. | SC.HS.10.5.C **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. | | | |

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| | | SC.8.10.5.D **Use mathematical representations** to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. | SC.HS.10.5.D **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations. | | | |
| | | | SC.HS.10.5.E **Evaluate the evidence** supporting claims that changes in environmental conditions may result in: (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. | | | |

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

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| | | | | | SC.HS.11.1.D **Use mathematical or computational representations** to predict the motion of orbiting objects in the solar system. | |

| **Earth & Space Science**<br>**Topic 12: Weather and Climate** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Weather and Climate (SC.6.12 and SC.HS.12)** | | | | | | |
| SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.<br>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 **Collect data** to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. | | | SC.HS.12.2.A **Construct an explanation based on evidence** for how the sun's energy moves among Earth's systems. | | | |
| SC.6.12.4.B **Develop and use a model** to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. | | | SC.HS.12.2.B **Use a model** to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. | | | |

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| SC.6.12.4.C **Ask questions** to clarify evidence of the factors that have caused the change in global temperatures over thousands of years. | | | SC.HS.12.2.C **Analyze geoscience data** and the results from global climate models to make an evidence-based forecast of the current rate and scale of global or regional climate changes. | | | |
| SC.6.12.4.D **Analyze and interpret data** on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect. | | | SC.HS.12.2.D **Evaluate the validity and reliability** of past and present models of Earth conditions to make projections of future climate trends and their impacts. | | | |

| Earth & Space Science<br>Topic 13: Earth's Systems | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Earth's Systems (SC.6.13 and SC.7.13 and SC.HS.13)** | | | | | | |
| 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.<br>SC.7.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.<br>SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another. | | | | | | |
| SC.6.13.5.A **Develop a model** to describe how the water cycle is driven by the sun's energy and the force of gravity. | SC.7.13.5.A **Develop a model** to describe the cycling of Earth's materials and the flow of energy that drives this process. | | . | | SC.HS.13.3.A **Analyze geoscience data** to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. | |
| | SC.7.13.5.B **Construct a scientific explanation** based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. | | . | | SC.HS.13.3.B **Develop a model** based on evidence of Earth's interior to describe the cycling of matter. | |

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| | SC.7.13.5.C **Construct an argument** supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. | | | | SC.HS.13.3.C **Construct an argument based on evidence** to explain the multiple processes that cause Earth's plates to move. | |
| | | | | SC.HS.13.3.D **Plan and conduct an investigation** of the properties of water and their effects on Earth materials, surface processes, and groundwater systems. | | |
| | | | SC.HS.13.3.E **Develop a quantitative model** to describe the cycling of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past. | . | | |

| Earth & Space Science<br>Topic 14: History of Earth | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **History of Earth (SC.7.14 and SC.8.14 and SC.HS.14)** | | | | | | |
| SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history.<br>SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history.<br>SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history. | | | | | | |
| | SC.7.14.6.A **Construct an explanation** based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. | SC.8.14.7.A **Construct a scientific explanation** based on evidence found within rock strata, including index fossils, for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. | | | SC.HS.14.4.A **Evaluate evidence** of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the differences in age, structure, and composition of crustal and sedimentary rocks. | |
| | SC.7.14.6.B **Analyze and interpret data** on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. | | | | SC.HS.14.4.B **Apply scientific reasoning** and evidence from ancient Earth materials, meteorites, and other planetary surfaces to reconstruct Earth's formation and early history. | |

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| | SC.7.14.6.C **Analyze and interpret data** on geologic hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. | | | | SC.HS.14.4.C **Develop a model** to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor features. | |
| | | | SC.HS.14.4.D **Construct an argument** based on evidence to validate coevolution of Earth's systems and life on Earth. | | | |

| Earth & Space Science<br>Topic 15: Sustainability | | | | | | |
|---|---|---|---|---|---|---|
| **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Sustainability (SC.HS.15)** | | | | | | |
| SC.HS.15.5 Gather, analyze, and communicate evidence to describe the interactions between society, environment, and economy. | | | | | | |
| | | | SC.HS.15.5.A **Construct an explanation based on evidence** for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. | | | |
| | | | SC.HS.15.5.B **Evaluate competing design solutions** for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. | | | |
| | | | SC.HS.15.5.C **Use a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. | | | |

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| | | | SC.HS.15.5.D **Evaluate or refine a technological solution** that increases positive impacts of human activities on natural systems. | | | |
| | | | | | SC.HS.15.5.E **Evaluate a solution to a complex real-world problem** based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. | |
| | | | | SC.HS.15.5.F **Use a computational representation** to illustrate the relationships among Earth systems and the degree to which those relationships are being modified due to human activity. | | |

**6 - 8 Instructional Materials Place Holder**

| Grade Level / Course | Resource(s) |
|---|---|
| **Science 6** | |
| **STEM 6** | |
| **Science 7** | |
| **STEM 7** | |
| **Science 8** | |
| **STEM 8** | |

**9 - 12 Instructional Materials Place Holder**

| Grade Level / Course | Resource(s) |
|---|---|
| **Biology** | |
| **Chemistry** | |
| **Physics** | |
| **Physical Science: Chemistry** | |
| **Physical Science: Physics** | |
| **Astronomy** | |
| **Environmental Science** | |
| **Human Anatomy and Physiology** | |
| **Zoology** | |
| **AP Biology** | |
| **AP Chemistry** | |
| **AP Environmental Science** | |
| **AP Physics 1: Algebra-Based** | |
| **AP Physics 2: Algebra-Based** | |
| **Introduction to IB Chemistry and IB Physics** | |
| **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** | |

# APPENDIX

**Proposed Course Changes or Additions**

*All proposed courses will be implemented in the 2027-28 school year.*

| Previous Course | Proposed Course | Rationale/Impact |
|---|---|---|
| | Forensic Science | ● New elective course<br>● Provides students with another option for an elective that doesn't involve dissection. |

**Course Descriptions**

**Forensic Science**

**Description:** Forensic science provides a comprehensive foundation in applying biological, chemical, and physical sciences to criminal and civil investigations. Students gain hands-on laboratory experience in crime scene investigation, evidence collection, and analysis techniques.

**Prerequisites:** Biology, Chemistry or Physical Science: Chemistry

# AGENDA SUMMARY SHEET

**Agenda Item:** Approval of 6-12 Skilled and Technical Sciences Framework - Part I

**Meeting Date:** April 13, 2026

**Background/ Description:** The 6-12 Skilled and Technical Sciences Curriculum Planning Committee completed Phase I of the MEP Curriculum Cycle. The 6-12 Skilled and Technical Sciences: Part I is being presented for approval. Part II: Textbook/Instructional Materials Selection will be presented for approval during the 2026-27 school year pending available budget.

The Framework includes: Millard Public Schools Mission and Beliefs: 6-12 Skilled and Technical Sciences Philosophy and Beliefs, 6-12 Skilled and Technical Sciences Curriculum Planning Committee Members; and Timeline for MEP Cycle Procedures.

Also included is the Skilled and Technical Sciences Matrix based on The Nebraska Career Readiness Standards for Skilled and Technical Sciences were approved by the Nebraska State Board of Education in 2021.

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

**Action Desired:** Approval of 6-12 Skilled and Technical Sciences Framework - Part I

**Policy/Strategic Plan Reference:** Policy 6120: Written Curriculum - MEP Curriculum Planning
Policy 6130: Written Curriculum - Frameworks and Course Guides

**Responsible Person(s):** Dr. Todd Tripple, Dr. Anthony Weers, Lynn Hill

**Superintendent's Signature:**



# 6-12
# Skilled and Technical Sciences Framework

## Part 1: 6-12 Matrix
## April 2026






# Millard Public Schools

**Part I: April 2026**

**Millard Board of Education**

Justin Curtis
Stacy Jolley
Mike Kennedy
Amanda McGill Johnson
Linda Poole
Lisa Schoenberger
John Schwartz, Ed.D, Superintendent

**Notice of Non-Discrimination**

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

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# District Mission and Beliefs

## 6-12 Skilled and Technical Sciences Philosophy

### Millard Public Schools Mission

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

### Millard Public Schools Beliefs

We believe:

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence 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, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

## 6-12 Skilled and Technical Sciences Philosophy Statement:

The Skilled and Technical Sciences (STS) program is dedicated to empowering students with the technical proficiency, critical thinking, and professional skills required to navigate an evolving global economy. By bridging the gap between classroom theory and real-world application, we provide a robust foundation for lifelong success.

# Academic and College and Career Readiness Essential Learning Outcomes

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

# Skilled and Technical Sciences Curriculum Planning Committee Members 2025-2026

Under the facilitation of Lynn Hill, MEP Facilitator Skilled and Technical Sciences

| | |
|---|---|
| Caleb Annin | MWHS Skilled and Technical Sciences Teacher |
| Jeff Brady | MNHS Skilled and Technical Sciences Teacher |
| Grant Brassette | MSHS Skilled and Technical Sciences Teacher |
| Jared Draeger | AMS Assistant Principal |
| Greg Dunn | MNHS Skilled and Technical Sciences Teacher |
| John Fraser | MWHS Skilled and Technical Sciences Teacher |
| Mark Hilburn | MWHS Assistant Principal |
| Erin Kehret | MWHS Skilled and Technical Sciences Teacher |
| Kurt Mehlin | NMS Skilled and Technical Sciences Teacher |
| Trevor Merz | KMS Skilled and Technical Sciences Teacher |
| Mason Miller | MSHS Skilled and Technical Sciences Teacher |
| Jessica Nelson | Instructional Technology Facilitator |
| Dr. Melanie Olson | Coordinator of Secondary Programs |
| Matt Starks | MNHS Assistant Principal |
| Hunter Weiss | CMS Skilled and Technical Sciences Teacher |
| Wendy Wight | Special Education Program Facilitator, 9-12 |

# Millard Public Schools 2025 Skilled and Technical Sciences Community Focus Group

Under the facilitation of Lynn Hill, MEP Facilitator Skilled and Technical Sciences

| | |
|---|---|
| Nicolas Bell | Steamfitters and Plumbers LU464 |
| Hannah Bergdolt | Omaha STEM Ecosystem |
| Chris Bourke | University of Nebraska-Lincoln School of Computing |
| Art Brown | Metropolitan Community College |
| John Falewitch | Falewitch Construction Services |
| John Fraser | MWHS Skilled and Technical Sciences Teacher, Millard Public Schools |
| Jeff Hemje | Morrissey Engineering |
| Kent Holm | Douglas County Environmental Services |
| Jeff Jenkins | C2 Building Company |
| Ralph Kleinsmith | Talent Sourcing and Development Manager, Lozier Corporation |
| Derrick Nero | University of Nebraska-Omaha |
| John Nebel | International Brotherhood of Electricians |
| Dr. Melanie Olson | Coordinator of Secondary Programs, Millard Public Schools |
| Dan Osborn | UA 464 Member |
| Cynthia Ray | BVH Architecture |
| Dr. Todd Tripple | Assistant Superintendent for Educational Services, Millard Public Schools |
| Dr. Tony Weers | Director of Secondary Education, Millard Public Schools |
| Mark Zumdohme | Graepel North America Inc. |

# Timeline for the 6-12 Skilled and Technical Sciences

## Millard Education Program

| | |
|---|---|
| August 2025 | ● Convened Curriculum Planning Committee.<br>● Reviewed the Data Book and determined research topics. |
| September 2025- February 2026 | ● Research teams conducted research. |
| February 2026 | ● Research shared with the Curriculum Planning Committee. |
| November 2025 - January 2026 | ● Course pathways were identified and additional research conducted.<br>● Curriculum Planning Committee began writing the MPS 6-12 Skilled and Technical Sciences Matrix. |
| December 2025 | ● Community Focus Group convened.<br>● 9-12 Skilled and Technical Sciences Department chairs attended ACTE Conference for CTE. |
| March 2026 | ● Curriculum Planning Committee made final course and pathway recommendations to Educational Services. |
| April 2026 | ● Educational Services made recommendations.<br>● Framework Committee finalized the MPS 6-12 Skilled and Technical Sciences Framework. |

# Introduction to MPS 6-12 Skilled and Technical Sciences Matrix

## Introduction

The 6-12 Skilled and Technical Sciences Standards and Indicators are sequenced in the following Matrix.

## Nomenclature

The nomenclature for the standards and indicators is as follows:

| | |
|---|---|
| STS | Skilled and Technical Sciences |
| M | Millard Standard |
| MS, HS | Grade Level |

### Learning Domain

| | | | |
|---|---|---|---|
| 2 | Advanced Manufacturing - Metals | 19 | Introduction to Skilled and Technical Sciences |
| 5 | Advanced Robotics | 21 | Manufacturing Processes - Metals |
| 6 | Architectural Design 1 | 23 | Manufacturing Processes - Woods |
| 7 | Architectural Design 2 | 24 | Manufacturing Production - Metals |
| 9 | Middle School Introductory Skills | 26 | Manufacturing Production - Woods |
| 10 | Construction Trades 1 | 28 | Power Equipment |
| 11 | Construction Trades 2 | 30 | Robotics |
| 13 | Drafting and Design | 32 | Systems Engineering and Project Management |
| 14 | Engineering Design and Systems Thinking | 36 | Welding 1 |
| 15 | Engineering Problem-Solving | 37 | Welding 2 |

### Standard

| | |
|---|---|
| 1 | Safety |
| 2 | Career Exploration |
| 3-9 | Technical Skills |

### Indicator

| | |
|---|---|
| a - g | Standard and Pathway specific concepts and skills |

Examples:

STS.HS.36.1.a

- STS Skilled and Technical Sciences
- HS Grade Level: High School
- 36 Learning Domain: Welding 1
- 1 Standard: Safety - Apply safety principles, practice, philosophy, and guidelines to the work environment.
- a Indicator: Complete applicable safety assessment with 100% accuracy.

STS.M.MS.9.8.b

- STS Skilled and Technical Sciences
- M Millard Standard
- MS Grade Level: Middle School
- 9 Learning Domain: Middle School Introductory Skills
- 8 Standard: Technical Skills - Students will experience skills needed to complete a project.
- b Indicator: The student will identify tools.

# 6-12 Skilled and Technical Sciences Matrix

| 6-8 Comprehensive Middle School Standards:<br>Students will demonstrate competency in the practices and skills in the Skilled and Technical Sciences. | | | | |
|---|---|---|---|---|
| **Concepts** | **Course Level Standards** | | | |
| | **Skilled and Technical Sciences 6** | **Skilled and Technical Sciences 7** | **Skilled and Technical Sciences 8** | **Engineering & Design 8** |
| **Safety** | **STS.M.MS.9.1 Students will know and model safe lab procedures and techniques.** | **STS.M.MS.9.1 Students will know and model safe lab procedures and techniques.** | **STS.M.MS.9.1 Students will know and model safe lab procedures and techniques.** | **STS.M.MS.9.1 Students will know and model safe lab procedures and techniques.** |
| | STS.M.MS.9.1.a The student will know safety requirements. | STS.M.MS.9.1.a The student will know safety requirements. | STS.M.MS.9.1.a The student will know safety requirements. | STS.M.MS.9.1.a The student will know safety requirements. |
| | | | STS.M.MS.9.1.b The student will practice appropriate classroom safety. | STS.M.MS.9.1.b The student will practice appropriate classroom safety. |
| **Career Exploration** | **STS.M.MS.9.2 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed postsecondary and career decisions.** | **STS.M.MS.9.2 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed postsecondary and career decisions.** | **STS.M.MS.9.2 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed postsecondary and career decisions.** | **STS.M.MS.9.2 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed postsecondary and career decisions.** |
| | STS.M.MS.9.2.a The student will explore careers in the home, community, state, and nation. | STS.M.MS.9.2.a The student will explore careers in the home, community, state, and nation. | STS.M.MS.9.2.a The student will explore careers in the home, community, state, and nation. | STS.M.MS.9.2.a The student will explore careers in the home, community, state, and nation. |
| | | STS.M.MS.9.2.b The student will demonstrate appropriate employability skills throughout the course. | STS.M.MS.9.2.b The student will demonstrate appropriate employability skills throughout the course. | STS.M.MS.9.2.b The student will demonstrate appropriate employability skills throughout the course. |
| | | STS.M.MS.9.2.c The student will match individual strengths and assets with career options. | STS.M.MS.9.2.c The student will match individual strengths and assets with career options. | STS.M.MS.9.2.c The student will match individual strengths and assets with career options. |
| | | STS.M.MS.9.2.d The student will examine and report on the Skilled and Technical Sciences (STS) Career Field. | STS.M.MS.9.2.d The student will examine and report on the Skilled and Technical Sciences (STS) Career Field. | STS.M.MS.9.2.d The student will examine and report on the Skilled and Technical Sciences (STS) Career Field. |
| | | STS.M.MS.9.2.e The student will explore the transition from middle school to high school. | STS.M.MS.9.2.e The student will explore the transition from middle school to high school. | STS.M.MS.9.2.e The student will explore the transition from middle school to high school. |

| | Skilled and Technical Sciences 6 | Skilled and Technical Sciences 7 | Skilled and Technical Sciences 8 | Engineering & Design 8 |
|---|---|---|---|---|
| **Career Exploration** | | STS.M.MS.9.2.f The student will explore the transition from high school to postsecondary level. | STS.M.MS.9.2.f The student will explore the transition from high school to postsecondary level. | STS.M.MS.9.2.f The student will explore the transition from high school to postsecondary level. |
| **Technical Skills** | **STS.M.MS.9.3 Students will understand and accurately apply measurement.** | **STS.M.MS.9.3 Students will understand and accurately apply measurement.** | **STS.M.MS.9.3 Students will understand and accurately apply measurement.** | **STS.M.MS.9.3 Students will understand and accurately apply measurement.** |
| | STS.M.MS.9.3.a The student will demonstrate linear measurement. | STS.M.MS.9.3.a The student will demonstrate linear measurement. | STS.M.MS.9.3.a The student will demonstrate linear measurement. | STS.M.MS.9.3.a The student will demonstrate linear measurement. |
| | **STS.M.MS.9.4 Students will explore design processes and problem solving.** | **STS.M.MS.9.4 Students will explore design processes and problem solving.** | **STS.M.MS.9.4 Students will explore design processes and problem solving.** | **STS.M.MS.9.4 Students will explore design processes and problem solving.** |
| | STS.M.MS.9.4.a The student will apply a Design/Problem solving process. | STS.M.MS.9.4.a The student will apply a Design/Problem solving process. | STS.M.MS.9.4.a The student will apply a Design/Problem solving process. | STS.M.MS.9.4.a The student will apply a Design/Problem solving process. |
| | | | | STS.M.MS.9.4.b The student will define an engineering problem and research possible solutions. |
| | | | | STS.M.MS.9.4.c The student will formally present their design solution to peers and other stakeholders. |
| | STS.M.MS.9.4.b The student will apply speaking and technical writing skills to communicate key ideas. | STS.M.MS.9.4.b The student will apply speaking and technical writing skills to communicate key ideas. | STS.M.MS.9.4.b The student will apply speaking and technical writing skills to communicate key ideas. | STS.M.MS.9.4.d The student will apply speaking and technical writing skills to communicate key ideas. |
| | | **STS.M.MS.9.5 Students will be introduced to technical communication.** | **STS.M.MS.9.5 Students will use technical communication.** | **STS.M.MS.9.5 Students will use technical communication.** |
| | | STS.M.MS.9.5.a The student will demonstrate proper use of terminology through journal entries. | STS.M.MS.9.5.a The student will read a working drawing by distinguishing views, identifying line type, interpreting dimensions, and identifying symbols. | STS.M.MS.9.5.a The student will read a working drawing by distinguishing views, identifying line type, interpreting dimensions, and identifying symbols. |

| | Skilled and Technical Sciences 6 | Skilled and Technical Sciences 7 | Skilled and Technical Sciences 8 | Engineering & Design 8 |
|---|---|---|---|---|
| **Technical Skills** | | STS.M.MS.9.5.b The student will follow a plan of procedure. | STS.M.MS.9.5.b The student will demonstrate proper use of terminology through journal entries. | STS.M.MS.9.5.b The student will demonstrate proper use of terminology through journal entries. |
| | | STS.M.MS.9.5.c The student will follow written and verbal instructions. | STS.M.MS.9.5.c The student will use and/or create a plan of procedure. | STS.M.MS.9.5.c The student will use and/or create a plan of procedure. |
| | | STS.M.MS.9.5.d The student will access information from a variety of sources. | STS.M.MS.9.5.d The student will follow written and verbal instructions. | STS.M.MS.9.5.d The student will follow written and verbal instructions. |
| | | | | STS.M.MS.9.5.e The student will produce a working drawing by completing orthographic sketch(s) and isometric sketch(s) using CAD software in 2D and/or 3D. |
| | | | | STS.M.MS.9.5.f The student will identify various digital drafting and modeling options. |
| | **STS.M.MS.9.5 Students will define Technology.** | **STS.M.MS.9.6 Students will define Technology.** | **STS.M.MS.9.6 Students will define Technology.** | **STS.M.MS.9.6 Students will define Technology.** |
| | STS.M.MS.9.5.a The student will understand the core concepts of technology. | STS.M.MS.9.6.a The student will understand the core concepts of technology. | | |
| | STS.M.MS.9.5.b The student will be aware of technological impacts. | STS.M.MS.9.6.b The student will be aware of technological impacts. | | |
| | | | STS.M.MS.9.6.a The student will explore and report on emerging technologies. | STS.M.MS.9.6.a The student will explore and report on emerging technologies. |
| | **STS.M.MS.9.6 Students will experience skills needed to complete a project.** | **STS.M.MS.9.7 Students will experience skills needed to complete a project.** | **STS.M.MS.9.7 Students will experience skills needed to complete a project.** | **STS.M.MS.9.7 Students will experience skills needed to complete a project.** |
| | STS.M.MS.9.6.a The student will identify needed supplies. | STS.M.MS.9.7.a The student will identify needed supplies. | STS.M.MS.9.7.a The student will identify needed supplies. | STS.M.MS.9.7.a The student will identify needed supplies. |

| | Skilled and Technical Sciences 6 | Skilled and Technical Sciences 7 | Skilled and Technical Sciences 8 | Engineering & Design 8 |
|---|---|---|---|---|
| **Technical Skills** | STS.M.MS.9.6.b The student will identify tools. | STS.M.MS.9.7.b The student will identify tools. | STS.M.MS.9.7.b The student will identify tools. | STS.M.MS.9.7.b The student will identify tools. |
| | STS.M.MS.9.6.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals. | STS.M.MS.9.7.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals. | STS.M.MS.9.7.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals. | STS.M.MS.9.7.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals. |
| | | | **STS.M.MS.9.8 Student will recognize material types and properties and demonstrate material processing.** | **STS.M.MS.9.8 Student will recognize material types and properties and demonstrate material processing.** |
| | | | STS.M.MS.9.8.a The student will identify different types of materials and their applications. | STS.M.MS.9.8.a The student will identify different types of materials and their applications. |
| | | | STS.M.MS.9.8.b The student will know material processes. | STS.M.MS.9.8.b The student will know material processes. |
| | | | STS.M.MS.9.8.c The student will process materials which may include cutting, drilling/boring, sanding/grinding, forming, and finishing processes. | STS.M.MS.9.8.c The student will process materials which may include cutting, drilling/boring, sanding/grinding, forming, and finishing processes. |

# 6-12 Comprehensive Construction Pathway Standards:

**Students will demonstrate competency in the practices and skills in the Construction Pathway.**

| Concepts | Course Level Standards | | | | | |
|---|---|---|---|---|---|---|
| | **Home Maintenance** | **Construction Systems** | **Construction & Management** | **Intro to Woods** | **Woods I** | **Woods II** |
| **Safety** | **STS.HS.19.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.10.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.11.1 Apply safety principles, practices, philosophy and guidelines to the work environment.** | **STS.HS.19.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.23.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.26.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** |
| | STS.HS.19.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.10.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.11.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.19.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.23.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.26.1.a Complete applicable safety assessment with 100% accuracy. |
| | STS.HS.19.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.10.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.11.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.19.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.23.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.26.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. |
| | STS.HS.19.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.10.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.11.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.19.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.23.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.26.1.c Employ eye protection in compliance with Neb. Rev. Statute 79–715. |
| | STS.HS.19.1.d Employ the safe application of tools and machines. | STS.HS.10.1.d Employ the safe application of tools and machines. | STS.HS.11.1.d Employ the safe application of tools and machines. | STS.HS.19.1.d Employ the safe application of tools and machines. | STS.HS.23.1.d Employ the safe application of tools and machines. | STS.HS.26.1.d Employ the safe application of tools and machines. |
| | STS.HS.19.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.10.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.11.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.19.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.23.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.26.1.e Explain the main hazards that are possible in the lab setting. |
| | STS.HS.19.1.f Demonstrate proper handling and storing of materials. | STS.HS.10.1.f Demonstrate proper handling and storing of materials. | STS.HS.11.1.f Demonstrate proper handling and storing of materials. | STS.HS.19.1.f Demonstrate proper handling and storing of materials. | STS.HS.23.1.f Demonstrate proper handling and storing of materials and chemicals. | STS.HS.26.1.f Demonstrate proper handling and storing of materials and chemicals. |
| | | STS.HS.10.1.g Demonstrate proper use of a ladder. | STS.HS.11.1.g Demonstrate proper use of a ladder. | | | |

| | Home Maintenance | Construction Systems | Construction & Management | Intro to Woods | Woods I | Woods II |
|---|---|---|---|---|---|---|
| **Safety** | | | STS.HS.11.1.h<br>Identify the role of OSHA in establishing and maintaining safe work environments. | | | |
| **Career Skills** | **STS.HS.19.2 Identify career opportunities in Skilled and Technical Sciences areas.** | **STS.HS.10.2 Identify career opportunities in the construction industry.** | **STS.HS.11.2 Identify career opportunities in the construction industry.** | **STS.HS.19.2 Identify career opportunities in Skilled and Technical Sciences areas.** | **STS.HS.23.2 Identify career opportunities in woodworking areas.** | **STS.HS.26.4 Identify career opportunities in the wood manufacturing industry.** |
| | STS.HS.19.2.a<br>Identify responsibilities and characteristics of professionals in a skilled and technical sciences industry. | STS.HS.10.2.a<br>Describe work behaviors needed to be employable. | STS.HS.11.2.a<br>Describe work behaviors needed to be employable. | STS.HS.19.2.a<br>Identify responsibilities and characteristics of professionals in a skilled and technical sciences industry. | STS.HS.23.2.a<br>Identify responsibilities and characteristics of professionals in a woods industry. | STS.HS.26.4.a<br>Describe work behaviors needed to be employable. |
| | STS.HS.19.2.b<br>Describe work behaviors needed to be employable in a skilled and technical sciences industry. | STS.HS.10.2.b<br>Identify employment trends in various construction sectors (e.g., residential, commercial, industrial, energy, green technologies, etc.). | STS.HS.11.2.b<br>Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.). | STS.HS.19.2.b<br>Describe work behaviors needed to be employable in a skilled and technical sciences industry. | STS.HS.23.2.b<br>Describe work behaviors needed to be employable in a woods industry. | STS.HS.26.4.b<br>Describe appropriate work behavior that meets or exceeds wood manufacturing industry standards. |
| | STS.HS.19.2.c<br>Identify the training, education, certification, and licensing requirements for various careers in a skilled and technical sciences industry. | STS.HS.10.2.c<br>Identify the responsibilities and characteristics of professionals in the construction industry. | STS.HS.11.2.c<br>Identify the responsibilities and characteristics of professionals in the construction industry. | STS.HS.19.2.c<br>Identify the training, education, certification, and licensing requirements for various careers in a skilled and technical sciences industry. | STS.HS.23.2.c<br>Identify the training, education, certification, and licensing requirements for various careers in a woods industry. | STS.HS.26.4.c<br>Identify the education, certification, or licensure required in wood manufacturing careers. |
| | STS.HS.19.2.d<br>Identify high wage, high demand, and high skill careers in skilled and technical sciences. | STS.HS.10.2.d<br>Identify the training, education, certification, and licensing requirements for various careers in the construction industry. | STS.HS.11.2.d<br>Identify the training, education, certification and licensing requirements for various careers in the construction industry. | STS.HS.19.2.d<br>Identify high wage, high demand, and high skill careers in skilled and technical sciences. | STS.HS.23.2.d<br>Identify high wage, high demand, and high skill careers in woodworking. | STS.HS.26.4.d<br>Identify the value that may be added to the community by wood manufacturing professionals. |

| | Home Maintenance | Construction Systems | Construction & Management | Intro to Woods | Woods I | Woods II |
|---|---|---|---|---|---|---|
| **Career Skills** | | | | | | STS.HS.26.4.e<br>Identify the industry standard compensation for a wood manufacturing professional. |
| | | | | | **STS.HS.23.5 Explain the use of woods manufacturing communications.** | **STS.HS.26.5 Demonstrate the use of wood manufacturing communications.** |
| | | | | | STS.HS.23.5.c<br>Explain business and interpersonal communication appropriate to the work in the woods manufacturing environment. | STS.HS.26.5.c<br>Utilize business and interpersonal communication appropriate to the work environment. |
| **Technical Skills** | **STS.HS.19.3 Apply appropriate academic and technical skills to produce a product.** | **STS.HS.10.4 Summarize building systems and components.** | **STS.HS.11.4 Summarize building systems and components.** | **STS.HS.19.3 Apply appropriate academic and technical skills to produce a product.** | **STS.HS.23.3 Demonstrate accurate measurements using measurement tools used in woods.** | **STS.HS.26.2 Execute accurate measurements using woodworking measurement and layout tools.** |
| | STS.HS.19.3.a<br>Employ project-related math operations and formulas. Define course content vocabulary. | STS.HS.10.4.a<br>Identify construction materials needed to complete a project (i.e., dimensional, engineered, and steel. | STS.HS.11.4.a<br>Identify and inspect construction materials needed to complete a project (ie. dimensional, engineered, or steel). | STS.HS.19.3.a<br>Employ project-related math operations and formulas. Define course content vocabulary. | STS.HS.23.3.a<br>Identify types of woods measurement tools. | STS.HS.26.2.a<br>Identify types of woodworking measurement and layout tools. |
| | STS.HS.19.3.b<br>Employ effective verbal, written, and/or visual communication skills. | STS.HS.10.4.b<br>Identify different types of fasteners, adhesives, and finishes needed to complete a project. | STS.HS.11.4.b<br>Identify different types of fasteners, adhesives, and finishes needed to complete a project. | STS.HS.19.3.b<br>Employ effective verbal, written, and/or visual communication skills. | STS.HS.23.3.b<br>Explain woods measurement tools by use. | STS.HS.26.2.b<br>Categorize woodworking measurement and layout tools by use. |
| | STS.HS.19.3.c<br>Define course content vocabulary. | | STS.HS.11.4.c<br>Describe the building systems needed to complete a construction project. | STS.HS.19.3.c<br>Define course content vocabulary. | STS.HS.23.3.c<br>Demonstrate the accurate use of woods measurement and layout tools to 1/16" precision. | STS.HS.26.2.c<br>Demonstrate the accurate use of measurement and layout tools to 1/16" precision. |

| | Home Maintenance | Construction Systems | Construction & Management | Intro to Woods | Woods I | Woods II |
|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.19.3.d<br>Conduct the accurate use of measurement tools. | | STS.HS.11.4.d<br>Describe the building components needed to complete a construction project (i.e. trusses, joists, beams, etc.). | STS.HS.19.3.d<br>Conduct the accurate use of measurement tools. | | |
| | | | STS.HS.11.4.e<br>Identify emerging building trends/technology. | | | |
| | **STS.HS.19.4 Identify the materials, tools, machines, and equipment required to produce a product.** | **STS.HS.10.5 Demonstrate the building process** | **STS.HS.11.5 Identify building codes and permitting processes.** | **STS.HS.19.4 Identify the materials, tools, machines, and equipment required to produce a product.** | **STS.HS.23.4 Solve math functions and formulas to complete woods manufacturing tasks.** | **STS.HS.26.3 Solve math functions and formulas to complete woodworking job/workplace tasks.** |
| | STS.HS.19.4.a<br>Identify types of materials to be used for various products. | STS.HS.10.5.a<br>Identify, receive, and inspect materials. | STS.HS.11.5.a<br>Identify local, state, and national building regulations and codes. | STS.HS.19.4.a<br>Identify types of materials to be used for various products. | STS.HS.23.4.a<br>Identify whole numbers, decimals, fractions, and complex numbers. | STS.HS.26.3.a<br>Identify whole numbers, decimals, fractions, and complex numbers. |
| | STS.HS.19.4.b<br>Identify types of fasteners for various products. | STS.HS.10.5.b<br>Apply math functions and formulas to complete tasks. | STS.HS.11.5.b<br>Describe the requirements needed to obtain a building permit. | STS.HS.19.4.b<br>Identify types of fasteners for various products. | STS.HS.23.4.b<br>Apply basic arithmetic operations used in woods manufacturing. | STS.HS.26.3.b<br>Apply basic arithmetic operations. |
| | STS.HS.19.4.c<br>Identify types of adhesives for various products. | STS.HS.10.5.c<br>Correctly and accurately use tools and equipment to perform material takeoff (MTO) from the drawings and meeting specifications. | STS.HS.11.5.c<br>Identify appropriate building inspections. | STS.HS.19.4.c<br>Identify types of adhesives for various products. | STS.HS.23.4.c<br>Solve decimal/fraction conversions used in woods manufacturing. | STS.HS.26.3.c<br>Solve decimal and fraction conversions. |
| | STS.HS.19.4.d<br>Identify types of finishes for various products. | STS.HS.10.5.d<br>Construct a project using dimensional, engineered, or steel components. | | STS.HS.19.4.d<br>Identify types of finishes for various products. | | |

| | Home Maintenance | Construction Systems | Construction & Management | Intro to Woods | Woods I | Woods II |
|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.19.4.e<br>Identify the correct tools, machines, and equipment appropriate for a specific operation or process. | | | STS.HS.19.4.e<br>Identify the correct tools, machines, and equipment appropriate for a specific operation or process. | | |
| | | **STS.HS.10.3 Demonstrate use of construction communications.** | **STS.HS.11.3 Demonstrate use of construction communications.** | | **STS.HS.23.5 Explain the use of woods manufacturing communications.** | **STS.HS.26.5 Demonstrate the use of wood manufacturing communications.** |
| | | STS.HS.10.3.a<br>Interpret construction terminology. | STS.HS.11.3.a<br>Define construction terminology. | | STS.HS.23.5.a<br>Define woods manufacturing terminology. | STS.HS.26.5.a<br>Define woods manufacturing terminology. |
| | | STS.HS.10.3.b<br>Identify construction tools and equipment. | STS.HS.11.3.b<br>Identify construction tools and equipment needed for a project. | | STS.HS.23.5.b<br>Explain the language of wood manufacturing. | STS.HS.26.5.b<br>Estimate manufacturing timelines based on criteria. |
| | | STS.HS.10.3.c<br>Interpret construction plans, drawings, and schedules. | STS.HS.11.3.c<br>Interpret construction plans, drawings and schedules. | | | |
| | **STS.HS.19.5 Produce a product(s).** | | **STS.HS.11.6 Demonstrate the building process.** | **STS.HS.19.5 Produce a product(s).** | **STS.HS.23.6 Determine the materials, tools, machines, and processes required to manufacture a wood product.** | **STS.HS.26.6 Select the materials, tools, machines, and processes required to manufacture a wood product.** |
| | STS.HS.19.5.a<br>Interpret working drawings of a product to be produced. | | STS.HS.11.6.a<br>Identify, receive, and inspect materials. | STS.HS.19.5.a<br>Interpret working drawings of a product to be produced. | STS.HS.23.6.a<br>Identify the characteristics, properties, and origin of diverse woods. | STS.HS.26.6.a<br>Identify the origins, characteristics, and properties of softwoods. |
| | STS.HS.19.5.b<br>Select the proper materials, adhesives, fasteners and finishes for a product. | | STS.HS.11.6.b<br>Apply math functions and formulas to complete job/workplace tasks. | STS.HS.19.5.b<br>Select the proper materials, adhesives, fasteners and finishes for a product. | STS.HS.23.6.b<br>Differentiate additive and subtractive woods manufacturing. | STS.HS.26.6.b<br>Identify the origins, characteristics, and properties of hardwoods. |

| | Home Maintenance | Construction Systems | Construction & Management | Intro to Woods | Woods I | Woods II |
|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.19.5.c Demonstrate the proper tool, machine, or equipment selection and usage for each corresponding operation needed to produce a product. | | STS.HS.11.6.c Employ tools and equipment to perform material takeoff (MTO) from the drawings and meeting specifications. | STS.HS.19.5.c Demonstrate the proper tool, machine, or equipment selection and usage for each corresponding operation needed to produce a product. | STS.HS.23.6.c Identify wood fasteners by their industry standard applications. | STS.HS.26.6.c Categorize fasteners by their industry standard applications. |
| | STS.HS.19.5.d Execute a plan of procedure. | | STS.HS.11.6.d Construct a project using dimensional, engineered, or steel components. | STS.HS.19.5.d Execute a plan of procedure. | STS.HS.23.6.d Determine feed rate and/or speed settings for a wood material and process. | STS.HS.26.6.d Differentiate between various types of mechanical and chemical fasteners. |
| | | | | | STS.HS.23.6.e Explain the operation and application of common woods industry chemicals. | STS.HS.26.6.e Estimate amount of materials and supplies needed for a wood product. |
| | | | | | STS.HS.23.6.f Determine the correct tools, machines, and processes needed to produce a specific wood product. | STS.HS.26.6.f Explain the operation and application of common industry finishes. |
| | | | | | STS.HS.23.6.g Estimate the amount of materials and supplies needed to manufacture a wood product. | STS.HS.26.6.g Assess potential environmental and health impacts of using specific materials or processes. |
| | | | | | | STS.HS.26.6.h Determine the correct tools and machines needed to produce a specific wood product. |
| | | | **STS.HS.11.7 Install construction sub-systems (ie. electrical, plumbing, HVAC, etc.).** | | **STS.HS.23.7 Manufacture a product that uses wood as its primary material.** | **STS.HS.26.7 Manufacture a production level product that uses wood as its primary material.** |

| | Home Maintenance | Construction Systems | Construction & Management | Intro to Woods | Woods I | Woods II |
|---|---|---|---|---|---|---|
| **Technical Skills** | | | STS.HS.11.7.a Identify, receive, and inspect materials. | | STS.HS.23.7.a Interpret plans, drawings, and specifications to process wood materials. | STS.HS.26.7.a Interpret plans, drawings, and specifications to process materials. |
| | | | STS.HS.11.7.b Apply math functions and formulas to complete construction job/workplace tasks. | | STS.HS.23.7.b Employ the standard operation and application of tools and machines along the wood manufacturing process. | STS.HS.26.7.b Coordinate the standard operation and application of tools and machines along the manufacturing process. |
| | | | STS.HS.11.7.c Install structural, mechanical, and finish sub-systems correctly to meet current local, state, and national codes. | | STS.HS.23.7.c Employ the process of applying the correct types of materials, fasteners, adhesives, and finishes required to manufacture a specific wood product. | STS.HS.26.7.c Plan and apply the type of materials, fasteners, adhesives, and finishes required to manufacture a specific product. |
| | | | | | STS.HS.23.7.d Critique a finished product. | STS.HS.26.7.d Critique a finished product. |
| | | | | | STS.HS.23.7.e Appraise the manufactured product. | STS.HS.26.7.e Appraise the manufacturing process for streamlining opportunities. |

# 6-12 Comprehensive Engineering Pathway Standards:

**Students will demonstrate competency in the practices and skills in the Engineering Pathway.**

| Concepts | Course Level Standards | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Introduction to Engineering** | **Civil Engineering & Design** | **Architectural Engineering & Design** | **Engineering & Design I** | **Engineering & Design II** | **Robotics I** | **Robotics II** | **CAD Industry Certification** |
| **Safety** | **STS.HS.14.1 Apply safety principles, practice, philosophy, and guidelines to the work environment.** | **STS.HS.14.1 Apply safety principles, practice, philosophy, and guidelines to the work environment.** | **STS.HS.6.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.14.1 Apply safety principles, practice, philosophy, and guidelines to the work environment.** | **STS.HS.15.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.30.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.5.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.13.1 Apply safety principles, practice, philosophy, and guidelines to the work environment.** |
| | STS.HS.14.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.14.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.6.1.a Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.14.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.15.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.30.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.5.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.13.1.a Employ eye protection in compliance with Neb. Rev. Statute 79-715. |
| | STS.HS.14.1.b Employ eye protection in compliance with Neb. Rev. Statute 79–715. | STS.HS.14.1.b Employ eye protection in compliance with Neb. Rev. Statute 79–715. | STS.HS.6.1.b Identify office safety hazards. | STS.HS.14.1.b Employ eye protection in compliance with Neb. Rev. Statute 79–715. | STS.HS.15.1.b Employ eye protection in compliance with Neb. Rev. Statute 79–715. | STS.HS.30.1.b Employ eye protection in compliance with Neb. Rev. Statute 79–715. | STS.HS.5.1.b Employ eye protection in compliance with Neb. Rev. Statute 79–715. | STS.HS.13.1.c Employ appropriate Personal Protective Equipment (PPE). |
| | STS.HS.14.1.c Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.14.1.c Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.6.1.c Employ appropriate Personal Protective Equipment (PPE). | STS.HS.14.1.c Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.15.1.c Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.30.1.c Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.5.1.c Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.13.1.d Employ proper ergonomics. |
| | STS.HS.14.1.d Employ the safe application of tools and machines. | STS.HS.14.1.d Employ the safe application of tools and machines. | STS.HS.6.1.d Employ proper ergonomics. | STS.HS.14.1.d Employ the safe application of tools and machines. | STS.HS.15.1.d Employ the safe application of tools and machines. | STS.HS.30.1.d Employ the safe application of tools and machines. | STS.HS.5.1.d Employ the safe application of tools and machines. | STS.HS.13.1.e Complete applicable safety assessment with 100% accuracy. |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Safety** | STS.HS.14.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.14.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.6.1.e Complete applicable safety assessment with 100% accuracy. | STS.HS.14.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.15.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.30.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.5.1.e Explain the main hazards that are possible in the lab setting. | |
| | STS.HS.14.1.f Demonstrate proper handling and storing of materials. | STS.HS.14.1.f Demonstrate proper handling and storing of materials. | | STS.HS.14.1.f Demonstrate proper handling and storing of materials. | STS.HS.15.1.f Demonstrate proper handling and storing of materials. | STS.HS.30.1.f Demonstrate proper handling and storing of materials. | STS.HS.5.1.f Demonstrate proper handling and storing of materials. | |
| **Career Skills** | **STS.HS.19.2 Identify career opportunities in Skilled and Technical Sciences areas.** | **STS.HS.7.2 Identify architectural career opportunities.** | **STS.HS.6.2 Identify architectural career opportunities.** | **STS.HS.14.4 Compare the primary engineering branches.** | **STS.HS.15.2 Describe engineering as a profession.** | **STS.HS.30.4 Identify the different specialized areas of robotics.** | **STS.HS.5.2 Identify careers in robotics.** | **STS.HS.13.2 Identify career opportunities in the drafting industry.** |
| | STS.HS.19.2.a Identify responsibilities and characteristics of professionals in a skilled and technical sciences industry. | STS.HS.7.2.a Identify the primary duties and attributes of an architect or architectural technician. | STS.HS.6.2.a Identify the primary duties and attributes of an architect or architectural technician. | STS.HS.14.4.a Summarize each branch of engineering. | STS.HS.15.2.a Identify opportunities and employment trends in the engineering branches. | STS.HS.30.4.a Summarize each specialized field of robotics. | STS.HS.5.2.a Identify robotics industry vocabulary. | STS.HS.13.2.a Identify the various careers, primary duties, and attributes of a drafting technician or a design engineer. |
| | STS.HS.19.2.b Describe work behaviors needed to be employable in a skilled and technical sciences industry. | STS.HS.7.2.b Identify various careers within the architectural profession as well as the training and certification needed for each. | STS.HS.6.2.b Describe the various careers within the architectural profession (i.e., drafting technician, designer, project manager, architect, landscape architect, and interior designer) and the training and certification needed for each. | STS.HS.14.4.b Compare the engineering branches. | STS.HS.15.2.b Identify training, education, certification, and licensing requirements for careers in the different engineering branches. | STS.HS.30.4.b Identify the diversity of the robotics usage. | STS.HS.5.2.b Identify the responsibilities of robotics professionals. | STS.HS.13.2.b Identify the training, education, certification and licensing requirements for various careers of a drafting technician or design engineer. |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Career Skills** | STS.HS.19.2.c Identify the training, education, certification, and licensing requirements for various careers in a skilled and technical sciences industry. | STS.HS.7.2.c Identify the relationships between stakeholders involved in a construction project. | STS.HS.6.2.c Identify the relationships between all stakeholders involved in a construction project. | | | STS.HS.30.4.c Identify the education, certification, or licensure required in a robotics-related career. | STS.HS.5.2.c Identify the education, certification, or licensure required in a robotics-related career. | STS.HS.13.2.c Identify the relationships between stakeholders involved in a manufacturing project. |
| | STS.HS.19.2.d Identify high wage, high demand, and high skill careers in skilled and technical sciences. | STS.HS.7.2.d Identify positive work behaviors and personal qualities needed to be employable. | STS.HS.6.2.d Identify positive work behaviors and personal qualities needed to be employable. | | | | | STS.HS.13.2.d Identify positive work behaviors and personal qualities needed to be employable. |
| | | | | | | | | STS.HS.13.2.e Identify high-wage, high-demand, and high-skill drafting careers. |
| | **STS.HS.14.4 Compare the primary engineering branches.** | **STS.HS.32.2 Identify career opportunities in engineering areas.** | **STS.HS.6.4 Identify architectural career opportunities.** | | **STS.HS.15.4 Explain professional engineering communications.** | | | |
| | STS.HS.14.4.a Summarize each branch of engineering. | STS.HS.32.2.a Identify responsibilities and characteristics of professionals in an engineering industry. | STS.HS.6.4.a Identify the primary duties and attributes of an architect or architectural technician. | | STS.HS.15.4.a Identify a concise problem statement. | | | |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Career Skills** | STS.HS.14.4.b Compare the engineering branches. | STS.HS.32.2.b Describe work behaviors needed to be employable in an engineering industry. | STS.HS.6.4.b Describe the various careers within the architectural profession (i.e., drafting technician, designer, project manager, architect, landscape architect, and interior designer) and the training and certification needed for each. | | STS.HS.15.4.b Explain the use of informal and formal presentations, using appropriate media, to engage and inform audiences. | | | |
| | | STS.HS.32.2.c Identify the training, education, certification, and licensing requirements for various careers in an engineering industry. | STS.HS.6.4.c Identify the relationships between all stakeholders involved in a construction project. | | STS.HS.15.4.c Explain the documentation of the design process and project work using engineering drawings, engineering standards, and documentation protocols. | | | |
| | | STS.HS.32.2.d Identify high wage, high demand, and high skill careers in engineering. | STS.HS.6.4.d Identify positive work behaviors and personal qualities needed to be employable. | | | | | |
| | **STS.HS.15.2 Describe engineering as a profession.** | | | | | | | |
| | STS.HS.15.2.a Identify opportunities and employment trends in the engineering branches. | | | | | | | |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Career Skills** | STS.HS.15.2.b Identify training, education, certification, and licensing requirements for careers in the different engineering branches. | | | | | | | |
| **Technical Skills** | **STS.HS.14.2 Execute accurate measurements using measurement tools commonly used in engineering.** | **STS.HS.14.2 Execute accurate measurements using measurement tools commonly used in engineering.** | **STS.HS.6.3 Apply math terminology, functions, and formulas to architectural design.** | **STS.HS.14.2 Execute accurate measurements using measurement tools commonly used in engineering.** | **STS.HS.15.3 Employ the engineering design process to solve an engineering problem.** | **STS.HS.30.2 Solve robotics-related mathematics.** | **STS.HS.5.3 Create a robotic solution (physical or simulated), using a formal engineering design process, to solve an existing problem.** | **STS.HS.13.3 Apply math terminology, functions, and formulas to mechanical drafting.** |
| | STS.HS.14.2.a Identify types of engineering measurement tools. | STS.HS.14.2.a Identify types of engineering measurement tools. | STS.HS.6.3.a Identify whole numbers, decimals, fractions, and complex numbers. | STS.HS.14.2.a Identify types of engineering measurement tools. | STS.HS.15.3.a Define an engineering problem. | STS.HS.30.2.a Solve calculations using whole numbers, decimals, fractions, and complex numbers. | STS.HS.5.3.a Demonstrate authentic engineering methods and documentation. | STS.HS.13.3.a Identify whole numbers, decimals, fractions, and complex numbers. |
| | STS.HS.14.2.b Categorize engineering measurement tools by use. | STS.HS.14.2.b Categorize engineering measurement tools by use. | STS.HS.6.3.b Apply arithmetic operations. | STS.HS.14.2.b Categorize engineering measurement tools by use. | STS.HS.15.3.b Research possible solutions. | STS.HS.30.2.b Solve basic arithmetic and measurement operations. | STS.HS.5.3.b Apply task-specific mathematical concepts. | STS.HS.13.3.b Apply arithmetic operations. |
| | STS.HS.14.2.c Demonstrate the accurate use of engineering measurement and layout tools to 1/16" precision. | STS.HS.14.2.c Demonstrate the accurate use of engineering measurement and layout tools to 1/16" precision. | STS.HS.6.3.c Solve decimal/fraction conversions. | STS.HS.14.2.c Demonstrate the accurate use of engineering measurement and layout tools to 1/16" precision. | STS.HS.15.3.c Design viable solutions. | STS.HS.30.2.c Solve decimal/fraction conversions. | STS.HS.5.3.c Apply task-specific scientific concepts. | STS.HS.13.3.c Solve decimal/fraction conversions. |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Technical Skills** | | | STS.HS.6.3.d Apply algebraic skills to solve problems involving area, volume, and angles. | | STS.HS.15.3.d Identify the materials, tools, emerging technologies, and equipment needed to manufacture a solution to an engineering problem. | STS.HS.30.2.d Calculate area. | STS.HS.5.3.d Explain each step of the design process. | STS.HS.13.3.d Explain scale using architect or engineer scales. |
| | | | STS.HS.6.3.e Explain scale using architect or engineer scales. | | STS.HS.15.3.e Solve mathematical and scientific problems required to create engineering solutions. | STS.HS.30.2.e Calculate circumference. | | |
| | | | | | STS.HS.15.3.f Determine structural requirements and specifications. | STS.HS.30.2.f Calculate average. | | |
| | | | | | STS.HS.15.3.g Estimate costs for the solution. | | | |
| | **STS.HS.14.3 Solve math functions and formulas to complete engineering job/workplace tasks.** | **STS.HS.14.3 Solve math functions and formulas to complete engineering job/workplace tasks.** | **STS.HS.6.5 Utilize drafting and design technology.** | **STS.HS.14.3 Solve math functions and formulas to complete engineering job/workplace tasks.** | | **STS.HS.30.3 Employ robotics-related science principles.** | | **STS.HS.13.4 Apply conventional drafting standards used in mechanical drafting.** |
| | STS.HS.14.3.a Identify whole numbers, decimals, fractions, and complex numbers. | STS.HS.14.3.a Identify whole numbers, decimals, fractions, and complex numbers. | STS.HS.6.5.a Employ the appropriate technology tools (i.e., CAD, SolidWorks, Fusion 360, Inventor, etc.) for conveying information, solving problems, and expediting workplace processes. | STS.HS.14.3.a Identify whole numbers, decimals, fractions, and complex numbers. | | | | STS.HS.13.4.a Identify terms and definitions commonly used in the mechanical drafting profession. |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
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| **Technical Skills** | STS.HS.14.3.b Apply basic arithmetic operations. | STS.HS.14.3.b Apply basic arithmetic operations. | STS.HS.6.5.b Employ basic computer and information technology skills used in the drafting industry. | STS.HS.14.3.b Apply basic arithmetic operations. | | STS.HS.30.3.a Calculate fundamental electrical measurements using laws of electricity. | | STS.HS.13.4.b Employ multiple sketching methods such as oblique, isometric and/or orthographic projection. |
| | STS.HS.14.3.c Solve decimal or fraction conversions. | STS.HS.14.3.c Solve decimal or fraction conversions. | STS.HS.6.5.c Employ ethical digital citizenship. | STS.HS.14.3.c Solve decimal or fraction conversions. | | STS.HS.30.3.b Calculate torque. | | STS.HS.13.4.c Apply dimensional information and general notes in mechanical plans. |
| | | | | | | STS.HS.30.3.c Calculate the center of gravity. | | |
| | | | | | | STS.HS.30.3.d Calculate mechanical advantage. | | |
| | | | | | | STS.HS.30.3.e Calculate gear ratios. | | |
| | | | | | | STS.HS.30.3.f Calculate angular momentum. | | |
| | | | | | | STS.HS.30.3.g Calculate trajectory. | | |
| | **STS.HS.15.3 Employ the engineering design process to solve an engineering problem.** | **STS.HS.14.5 Explain engineering systems thinking.** | **STS.HS.6.6 Analyze architectural styles across time.** | **STS.HS.15.3 Employ the engineering design process to solve an engineering problem.** | | **STS.HS.30.5 Design and assemble automation or robots that are functionally and mechanically correct.** | | **STS.HS.13.5 Utilize drafting and design technology.** |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.15.3.a Define an engineering problem. | STS.HS.14.5.a Define "system" in an engineering context. | STS.HS.6.6.a Identify design principles, elements, and architectural styles. | STS.HS.15.3.a Define an engineering problem. | | STS.HS.30.5.a Demonstrate use of a physical or simulated robot. | | STS.HS.13.5.a Employ the appropriate technology tools (i.e., CAD, SolidWorks, Fusion 360, Inventor, etc.) for conveying information, solving problems, and expediting workplace processes. |
| | STS.HS.15.3.b Research possible solutions. | STS.HS.14.5.b Explain a current system in an engineering context. | STS.HS.6.6.b Identify the building materials, locations, and design that have historically influenced architecture. | STS.HS.15.3.b Research possible solutions. | | STS.HS.30.5.b Demonstrate basic programming concepts: variables, data structures, control structures, and syntax. | | STS.HS.13.5.b Employ basic computer and information technology skills used in the drafting industry. |
| | STS.HS.15.3.c Design viable solutions. | | STS.HS.6.6.c Identify the influence that historical buildings have on today's architecture. | STS.HS.15.3.c Design viable solutions. | | STS.HS.30.5.c Generate a mechanical solution for a robot to overcome a physical or simulated physics challenge. | | STS.HS.13.5.c Employ ethical digital citizenship. |
| | STS.HS.15.3.d Identify the materials, tools, emerging technologies, and equipment needed to manufacture a solution to an engineering problem. | | | STS.HS.15.3.d Identify the materials, tools, emerging technologies, and equipment needed to manufacture a solution to an engineering problem. | | STS.HS.30.5.d Generate a programming solution for a robot to overcome a physical or simulated autonomous challenge. | | |
| | STS.HS.15.3.e Solve mathematical and scientific problems required to create engineering solutions. | | | STS.HS.15.3.e Solve mathematical and scientific problems required to create engineering solutions. | | STS.HS.30.5.g Assemble various physical or simulated mechanisms to understand mechanical setups. | | |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.15.3.f Determine structural requirements and specifications. | | | STS.HS.15.3.f Determine structural requirements and specifications. | | STS.HS.30.5.h Construct a physical or simulated fully functioning robot that has proof of concept through engineering documentation protocols. | | |
| | STS.HS.15.3.g Estimate costs for the solution. | | | STS.HS.15.3.g Estimate costs for the solution. | | | | |
| | **STS.HS.14.5 Explain engineering systems thinking.** | **STS.HS.14.6 Produce an engineered solution.** | **STS.HS.6.7 Identify typical building design and construction methods and practices.** | **STS.HS.15.4 Explain professional engineering communications.** | | | | **STS.HS.13.6 Produce a multiview working drawing.** |
| | STS.HS.14.5.a Define “system” in an engineering context. | STS.HS.14.6.a Identify engineering principles needed for a solution. | STS.HS.6.7.a Identify terms and definitions commonly used in the architectural profession. | STS.HS.15.4.a Identify a concise problem statement. | | | | STS.HS.13.6.a Explain working drawings. |
| | STS.HS.14.5.b Explain a current system in an engineering context. | STS.HS.14.6.b Apply engineering principles. | STS.HS.6.7.b Identify various digital drafting and modeling options (i.e., CAD/BIM). | STS.HS.15.4.b Explain the use of informal and formal presentations, using appropriate media, to engage and inform audiences. | | | | STS.HS.13.6.b Determine types of materials, fasteners, adhesives, and finishes needed to build a product. |
| | | STS.HS.14.6.c Identify engineering processes needed for a solution. | STS.HS.6.7.c Identify the types of materials, their properties, and applications used in building construction. | STS.HS.15.4.c Explain the documentation of the design process and project work using engineering drawings, engineering standards, and documentation protocols. | | | | STS.HS.13.6.c Produce applicable drawing views, schedules, notes, and index tables. |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Technical Skills** | | STS.HS.14.6.d Apply engineering processes. | STS.HS.6.7.d Identify different types of fasteners, adhesives, and finishes. | | | | | STS.HS.13.6.d Produce and label section lines. |
| | | STS.HS.14.6.e Apply task specific mathematical concepts. | | | | | | STS.HS.13.6.e Produce and label detail drawings. |
| | | STS.HS.14.6.f Apply task specific scientific concepts. | | | | | | STS.HS.13.6.f Produce dimensions. |
| | | STS.HS.14.6.g Demonstrate proper use of engineering tools and software. | | | | | | |
| | **STS.HS.15.4 Explain professional engineering communications.** | **STS.HS.15.3 Employ the engineering design process to solve an engineering problem.** | **STS.HS.6.8 Communicate design solutions.** | **STS.HS.14.5 Explain engineering systems thinking.** | | | | |
| | STS.HS.15.4.a Identify a concise problem statement. | STS.HS.15.3.a Define an engineering problem. | STS.HS.6.8.a Identify common line types, symbols, and components that comprise architectural construction working drawings. | STS.HS.14.5.a Define “system” in an engineering context. | | | | |
| | STS.HS.15.4.b Explain the use of informal and formal presentations, using appropriate media, to engage and inform audiences. | STS.HS.15.3.b Research possible solutions. | STS.HS.6.8.b Identify dimensions on a working drawing. | STS.HS.14.5.b Explain a current system in an engineering context. | | | | |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.15.4.c Explain the documentation of the design process and project work using engineering drawings, engineering standards, and documentation protocols. | STS.HS.15.3.c Design viable solutions. | STS.HS.6.8.c Create multi-page working drawings. | | | | | |
| | | STS.HS.15.3.d Identify the materials, tools, emerging technologies, and equipment needed to manufacture a solution to an engineering problem. | STS.HS.6.8.d Employ correct annotation of line type, section line labels, and dimensions. | | | | | |
| | | STS.HS.15.3.e Solve mathematical and scientific problems required to create engineering solutions. | STS.HS.6.8.e Create shaded and rendered presentation drawings. | | | | | |
| | | STS.HS.15.3.f Determine structural requirements and specifications. | | | | | | |
| | | STS.HS.15.3.g Estimate costs for the solution. | | | | | | |
| | **STS.HS.14.6 Produce an engineered solution.** | **STS.HS.15.4 Explain professional engineering communications.** | | **STS.HS.14.6 Produce an engineered solution.** | | | | |

| | Introduction to Engineering | Civil Engineering & Design | Architectural Engineering & Design | Engineering & Design I | Engineering & Design II | Robotics I | Robotics II | CAD Industry Certification |
|---|---|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.14.6.a Identify engineering principles needed for a solution. | STS.HS.15.4.a Identify a concise problem statement. | | STS.HS.14.6.a Identify engineering principles needed for a solution. | | | | |
| | STS.HS.14.6.b Apply engineering principles. | STS.HS.15.4.b Explain the use of informal and formal presentations, using appropriate media, to engage and inform audiences. | | STS.HS.14.6.b Apply engineering principles. | | | | |
| | STS.HS.14.6.c Identify engineering processes needed for a solution. | STS.HS.15.4.c Explain the documentation of the design process and project work using engineering drawings, engineering standards, and documentation protocols. | | STS.HS.14.6.c Identify engineering processes needed for a solution. | | | | |
| | STS.HS.14.6.d Apply engineering processes. | | | STS.HS.14.6.d Apply engineering processes. | | | | |
| | STS.HS.14.6.e Apply task specific mathematical concepts. | | | STS.HS.14.6.e Apply task specific mathematical concepts. | | | | |
| | STS.HS.14.6.f Apply task specific scientific concepts. | | | STS.HS.14.6.f Apply task specific scientific concepts. | | | | |
| | STS.HS.14.6.g Demonstrate proper use of engineering tools and software. | | | STS.HS.14.6.g Demonstrate proper use of engineering tools and software. | | | | |

# 6-12 Comprehensive Manufacturing Pathway Standards:

**Students will demonstrate competency in the practices and skills in the Manufacturing Pathway.**

| Concepts | Course Level Standards | | | | | |
|---|---|---|---|---|---|---|
| | **Introduction to Metalworking** | **Small Engines** | **Welding I** | **Welding II** | **Precision Machining I** | **Precision Machining II** |
| **Safety** | **STS.HS.19.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.28.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.36.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.37.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.21&24.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** | **STS.HS.2.1 Apply safety principles, practices, philosophy, and guidelines to the work environment.** |
| | STS.HS.19.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.28.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.36.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.37.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.21&24.1.a Complete applicable safety assessment with 100% accuracy. | STS.HS.2.1.a Complete applicable safety assessment with 100% accuracy. |
| | STS.HS.19.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.28.1.b Identify and explain the use of personal protective equipment. | STS.HS.36.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.37.1.b Use appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.21&24.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. | STS.HS.2.1.b Employ appropriate Personal Protective Equipment (PPE) while in the lab setting. |
| | STS.HS.19.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.28.1.c Describe proper use of a fire extinguisher. | STS.HS.36.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.37.1.c Use eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.21&24.1.c Employ eye protection in compliance with Neb. Rev. Statute 79-715. | STS.HS.2.1.c Employ eye protection in compliance with Neb. Rev. Statute 79–715. |
| | STS.HS.19.1.d Employ the safe application of tools and machines. | STS.HS.28.1.d Demonstrate power equipment battery safety best-practices. | STS.HS.36.1.d Employ the safe application of tools and machines. | STS.HS.37.1.d Carry out the safe application of tools and machines. | STS.HS.21&24.1.d Employ the safe application of tools and machines. | STS.HS.2.1.d Employ the safe application of tools and machines. |
| | STS.HS.19.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.28.1.e Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace. | STS.HS.36.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.37.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.21&24.1.e Explain the main hazards that are possible in the lab setting. | STS.HS.2.1.e Explain the main hazards that are possible in the lab setting. |
| | STS.HS.19.1.f Demonstrate proper handling and storing of materials. | STS.HS.28.1.f Describe the role of government agencies in providing a safe workplace. | STS.HS.36.1.f Demonstrate proper handling and storing of materials. | STS.HS.37.1.f Demonstrate proper handling and storing of materials. | STS.HS.21&24.1.f Demonstrate proper handling and storing of materials and chemicals. | STS.HS.2.1.f Demonstrate proper handling and storing of materials and chemicals. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
|---|---|---|---|---|---|---|
| **Safety** | | STS.HS.28.1.g<br>Describe the safe and environmental disposal of fluids. | | | | |
| **Career Skills** | **STS.HS.19.2 Identify career opportunities in Skilled and Technical Sciences areas.** | **STS.HS.28.2 Identify career opportunities in the Power Equipment industry.** | **STS.HS.36.3 Explain career opportunities in the welding industry.** | **STS.HS.37.2 Investigate career opportunities in the welding industry.** | **STS.HS.21.2 Identify career opportunities in metals areas.** | **STS.HS.2.4 Identify career opportunities in the metal manufacturing industry.** |
| | STS.HS.19.2.a<br>Identify responsibilities and characteristics of professionals in a skilled and technical sciences industry. | STS.HS.28.2.a<br>List the most common power equipment careers and related fields of employment. | STS.HS.36.2.a<br>Describe work behaviors needed to be employable. | STS.HS.37.2.a<br>Describe work behaviors needed to be employable. | STS.HS.21.2.a<br>Identify responsibilities and characteristics of professionals in a metals industry. | STS.HS.2.4.a<br>Describe work behaviors needed to be employable. |
| | STS.HS.19.2.b<br>Describe work behaviors needed to be employable in a skilled and technical sciences industry. | STS.HS.28.2.b<br>List the traits & skills employers look for in their employees. | STS.HS.36.2.b<br>Identify employment trends in the welding industry. | STS.HS.37.2.b<br>Identify employment trends in the welding industry. | STS.HS.21.2.b<br>Describe work behaviors needed to be employable in a metals industry. | STS.HS.2.4.b<br>Employ appropriate work behavior that meets or exceeds metal industry standards. |
| | STS.HS.19.2.c<br>Identify the training, education, certification, and licensing requirements for various careers in a skilled and technical sciences industry. | STS.HS.28.2.c<br>Explain how to find job openings in the power equipment field & identify employment trends. | STS.HS.36.2.c<br>Identify the responsibilities and characteristics of professionals in the welding industry. | STS.HS.37.2.c<br>Identify the responsibilities and characteristics of professionals in the welding industry. | STS.HS.21.2.c<br>Identify the training, education, certification, and licensing requirements for various careers in a metals industry. | STS.HS.2.4.d<br>Explain the required education, certification, or licensure needed for a metal manufacturing career. |
| | STS.HS.19.2.d<br>Identify high wage, high demand, and high skill careers in skilled and technical sciences. | STS.HS.28.2.d<br>Explain the specialized tasks completed by each type of technician. | STS.HS.36.2.d<br>Identify the training, education, certification and licensing requirements for careers in the welding industry. | STS.HS.37.2.d<br>Identify the training, education, certification and licensing requirements for careers in the welding industry. | STS.HS.21.2.d<br>Identify high wage, high demand, and high skill careers in metals. | STS.HS.2.4.e<br>Analyze the value that may be added to the community by manufacturing professionals. |
| | | STS.HS.28.2.e<br>Explain the types of repair facilities. | | | **STS.HS.24.4 Identify career opportunities in the metals manufacturing industry.** | STS.HS.2.4.f<br>Explain the industry standard compensation for a metal manufacturing professional. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
|---|---|---|---|---|---|---|
| **Career Skills** | | STS.HS.28.2.f<br>Summarize the different systems used to pay technicians. | | | STS.HS.24.4.a<br>Describe work behaviors needed to be employable. | |
| | | STS.HS.28.2.g<br>Identify the training, education, certification, and licensing requirements for various careers in the power equipment industry. | | | STS.HS.24.4.b<br>Describe appropriate work behavior that meets or exceeds metals manufacturing industry standards. | |
| | | | | | STS.HS.24.4.c<br>Identify the education, certification, or licensure required in metals manufacturing careers. | |
| | | | | | STS.HS.24.4.d<br>Identify the value that may be added to the community by metals manufacturing professionals. | |
| | | | | | STS.HS.24.4.e<br>Identify the industry standard compensation for a metals manufacturing professional. | |
| **Technical Skills** | **STS.HS.19.3 Apply appropriate academic and technical skills to produce a product.** | **STS.HS.28.3 Identify fundamentals of power equipment measurement and math.** | **STS.HS.36.3 Explain the use of welding communications.** | **STS.HS.37.3 Demonstrate the use of welding communications.** | **STS.HS.21.3 Demonstrate accurate measurements using measurement tools used in metals.** | **STS.HS.2.2 Execute accurate measurements using precision metal measurement tools.** |
| | STS.HS.19.3.a<br>Employ project-related math operations and formulas. Define course content vocabulary. | STS.HS.28.3.a<br>Measure power equipment parts and measurements using both English and metric measuring systems. | STS.HS.36.3.a<br>Define welding terminology. | STS.HS.37.3.a<br>Explain welding terminology. | STS.HS.21.3.a<br>Identify types of metals measurement tools. | STS.HS.2.2.a<br>Identify types of precision measurement tools. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.19.3.b<br>Employ effective verbal, written, and/or visual communication skills. | STS.HS.28.3.b<br>Identify and use basic measuring tools. | STS.HS.36.3.b<br>Measure metric and imperial measurements with an accuracy of a millimeter or 1/16 of an inch. | STS.HS.37.3.b<br>Describe a quality weld according to the American Welding Society (AWS). | STS.HS.21.3.b<br>Explain metals measurement tools by use. | STS.HS.2.2.b<br>Categorize precision measurement tools by use. |
| | STS.HS.19.3.c<br>Define course content vocabulary. | STS.HS.28.3.c<br>Solve power equipment problems using basic math skills. | STS.HS.36.3.c<br>Explain mechanical drawings according to the American National Standards Institute (ANSI). | STS.HS.37.3.c<br>Measure metric and imperial measurements within an accuracy of a millimeter or 1/32 of an inch. | STS.HS.21.3.c<br>Demonstrate the accurate use of metals measurement and layout tools to 1/16" precision. | STS.HS.2.2.c<br>Differentiate between measurement tools and layout tools. |
| | STS.HS.19.3.d<br>Conduct the accurate use of measurement tools. | | STS.HS.36.3.d<br>Explain welding symbols according to the AWS. | STS.HS.37.3.d<br>Explain mechanical drawings according to the American National Standards Institute (ANSI). | **STS.HS.24.2 Execute accurate measurements using metals measurement and layout tools.** | STS.HS.2.2.d<br>Demonstrate the accurate use of measurement and layout tools to 1/64" precision or 0.5mm precision. |
| | | | STS.HS.36.3.e<br>Explain information from a welding procedure sheet. | STS.HS.37.3.e<br>Explain welding symbols according to the AWS. | STS.HS.24.2.a<br>Identify types of metals measurement and layout tools. | |
| | | | | STS.HS.37.3.f<br>Solve mathematical functions used in welding. | STS.HS.24.2.b<br>Categorize metals measurement and layout tools by use. | |
| | | | | STS.HS.37.3.g<br>Interpret information from a welding procedure sheet. | STS.HS.24.2.c<br>Demonstrate the accurate use of measurement and layout tools to 0.010” or 0.001” precision or 1mm precision. | |
| | **STS.HS.19.4 Identify the materials, tools, machines, and equipment required to produce a product.** | **STS.HS.28.4 Explain fundamentals of Power Equipment Service Information.** | **STS.HS.36.4 Determine the materials, tools, and equipment needed to weld.** | **STS.HS.37.4 Identify the materials, tools, and equipment needed to weld.** | **STS.HS.21.4 Solve math functions and formulas to complete metals manufacturing tasks.** | **STS.HS.2.3 Solve math functions and formulas to complete metals job or workplace tasks.** |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
|---|---|---|---|---|---|---|
| **Technical Skills** | STS.HS.19.4.a<br>Identify types of materials to be used for various products. | STS.HS.28.4.a<br>Describe the different types of service information. | STS.HS.36.4.a<br>Identify tools and their use in welding. | STS.HS.37.4.a<br>Identify tools and their use in welding. | STS.HS.21.4.a<br>Identify whole numbers, decimals, fractions, and complex numbers. | STS.HS.2.3.a<br>Identify whole numbers, decimals, fractions, and complex numbers. |
| | STS.HS.19.4.b<br>Identify types of fasteners for various products. | STS.HS.28.4.b<br>Explain the different kinds of information and illustrations used in service information. | STS.HS.36.4.b<br>Identify welding equipment and proper set up procedures according to the manufacturers' recommendations. | STS.HS.37.4.b<br>Identify welding equipment and proper set up procedures according to the manufacturers' recommendations. | STS.HS.21.4.b<br>Apply basic arithmetic operations used in metals manufacturing. | STS.HS.2.3.b<br>Apply intermediate arithmetic operations. |
| | STS.HS.19.4.c<br>Identify types of adhesives for various products. | STS.HS.28.4.c<br>Utilize print and/or online service information. | STS.HS.36.4.c<br>Identify the material used in welding. | STS.HS.37.4.c<br>Identify the material used in welding. | STS.HS.21.4.c<br>Solve decimal/fraction conversions used in metals manufacturing. | STS.HS.2.3.c<br>Apply basic geometric operations. |
| | STS.HS.19.4.d<br>Identify types of finishes for various products. | STS.HS.28.4.d<br>Explain how to read and use shop work orders. | STS.HS.36.4.d<br>Identify the filler material used in welding. | STS.HS.37.4.d<br>Identify the filler material used in welding. | | STS.HS.2.3.d<br>Solve decimal or fraction conversions. |
| | STS.HS.19.4.e<br>Identify the correct tools, machines, and equipment appropriate for a specific operation or process. | STS.HS.28.4.e<br>Describe how to order parts for repair. | STS.HS.36.4.e<br>Determine types of fasteners, adhesives, and finishes used for welding. | STS.HS.37.4.e<br>Identify types of fasteners, adhesives, and finishes used for welding. | | STS.HS.2.3.d<br>Solve metric or United States Customary System (USCS) conversions. |
| | **STS.HS.19.5 Produce a product(s).** | **STS.HS.28.5 Explain fundamentals of fasteners, gaskets, seals, and sealants used in power equipment.** | **STS.HS.36.5 Perform metal cutting operations.** | **STS.HS.37.5 Perform metal cutting operations.** | **STS.HS.21.5 Analyze the use of metals manufacturing communications.** | **STS.HS.2.5 Apply manufacturing communications.** |
| | STS.HS.19.5.a<br>Interpret working drawings of a product to be produced. | STS.HS.28.5.a<br>Identify commonly used power equipment fasteners. | STS.HS.36.5.a<br>Perform an abrasive cutting procedure. | STS.HS.37.5.a<br>Perform an abrasive cutting procedure. | STS.HS.21.5.a<br>Define metals manufacturing terminology. | STS.HS.2.5.a<br>Define metal manufacturing terminology. |
| | STS.HS.19.5.b<br>Select the proper materials, adhesives, fasteners and finishes for a product. | STS.HS.28.5.b<br>Select and use fasteners properly. | STS.HS.36.5.b<br>Perform mechanical cutting procedure. | STS.HS.37.5.b<br>Perform a mechanical cutting procedure. | STS.HS.21.5.b<br>Interpret the language of metals manufacturing. | STS.HS.2.5.b<br>Generate a metal project proposal. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
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| **Technical Skills** | STS.HS.19.5.c<br>Demonstrate the proper tool, machine, or equipment selection and usage for each corresponding operation needed to produce a product. | STS.HS.28.5.c<br>Remove, select, and install gaskets, seals, and sealants correctly. | STS.HS.36.5.c<br>Perform a hot (flame) source cutting operation. | STS.HS.37.5.c<br>Perform a hot (flame) source cutting operation. | STS.HS.21.5.c<br>Explain business and interpersonal communication appropriate to the work in the metals manufacturing environment. | STS.HS.2.5.c<br>Estimate manufacturing timelines based on criteria. |
| | STS.HS.19.5.d<br>Execute a plan of procedure. | | STS.HS.36.5.d<br>Perform an arc cutting operation. | STS.HS.37.5.d<br>Perform an arc cutting operation. | **STS.HS.24.5 Demonstrate use of metal manufacturing communications.** | STS.HS.2.5.d<br>Utilize business and interpersonal communication appropriate to the work environment. |
| | | | | STS.HS.37.5.e<br>Perform an automated cutting operation. | STS.HS.24.5.b<br>Estimate metal manufacturing timelines based on criteria. | |
| | | | | | STS.HS.24.5.c<br>Demonstrate business and interpersonal communication appropriate to the work environment. | |
| | | **STS.HS.28.6 Explain fundamentals of power equipment principles of engine operation.** | **STS.HS.36.6 Join material using any methods of welding procedure in the flat and horizontal positions.** | **STS.HS.37.6 Perform welding procedures in the flat, horizontal, and vertical positions.** | **STS.HS.21.6 Determine the materials, tools, machines, and processes required to manufacture a metals product.** | **STS.HS.2.6 Describe the materials, tools, machines, and processes required to manufacture a metal product.** |
| | | STS.HS.28.6.a<br>Explain simple engine operation. | STS.HS.36.6.a<br>Create a pad of surface welds with no welding defects according to AWS standards. | STS.HS.37.6.a<br>Create a pad of surface welds with no welding defects according to the AWS. | STS.HS.21.6.a<br>Identify the characteristics, properties, and origin of diverse metals. | STS.HS.2.6.a<br>Identify the various types of metals and their characteristics. |
| | | STS.HS.28.6.b<br>Describe four-stroke engine operation and explain the purpose of each stroke. | STS.HS.36.6.b<br>Create groove joints with no welding defects according to AWS standards. | STS.HS.37.6.b<br>Create groove joints with no welding defects according to AWS standards. | STS.HS.21.6.b<br>Differentiate additive and subtractive metals manufacturing. | STS.HS.2.6.b<br>Differentiate additive and subtractive manufacturing. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
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| **Technical Skills** | | STS.HS.28.6.c<br>Describe two-stroke engine operation and explain the principles of two-cycle operation. | STS.HS.36.6.c<br>Create fillet welds with no welding defects according to AWS standards. | STS.HS.37.6.c<br>Create fillet welds with no welding defects according to AWS standards. | STS.HS.21.6.c<br>Identify metals fasteners by their industry standard applications. | STS.HS.2.6.c<br>Identify fasteners by their industry standard applications. |
| | | STS.HS.28.6.d<br>List the advantages and disadvantages of two-stroke and four-stroke engines. | STS.HS.36.6.d<br>Produce a product with the welding processes that are available. | | STS.HS.21.6.d<br>Determine feed rate and/or speed settings for a metal material and process. | STS.HS.2.6.d<br>Differentiate between various types of mechanical and chemical fasteners. |
| | | | | | STS.HS.21.6.e<br>Explain the operation and application of common metals industry chemicals. | STS.HS.2.6.e<br>Estimate amount of materials and supplies needed for a product. |
| | | | | | STS.HS.21.6.f<br>Determine the correct tools, machines, and processes needed to produce a specific metal product. | STS.HS.2.6.f<br>Determine feed rate and speed settings for a material and process. |
| | | | | | STS.HS.21.6.g<br>Estimate the amount of materials and supplies needed to manufacture a metal product. | STS.HS.2.6.g<br>Explain the operation and application of common metal industry finishes. |
| | | | | | **STS.HS.24.6 Describe the materials, tools, machines, and processes required to manufacture a metal product.** | STS.HS.2.6.h<br>Assess potential environmental and health impacts of using specific materials or processes. |
| | | | | | STS.HS.24.6.c<br>Categorize fasteners by their industry standard applications. | STS.HS.2.6.i<br>Determine the correct tools, machines, and processes needed to produce a specific metal product. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
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| **Technical Skills** | | | | | STS.HS.24.6.d<br>Differentiate between various types of mechanical fasteners. | |
| | | | | | STS.HS.24.6.g<br>Assess potential environmental and health impacts of using specific materials and/or processes. | |
| | | **STS.HS.28.7 Explain fundamentals of Power Equipment engine components and systems.** | | **STS.HS.37.7 Produce a product with welding processes.** | **STS.HS.21.7 Manufacture a product that uses metal as its primary material.** | **STS.HS.2.7 Manufacture a custom-level product that uses metal as its primary material.** |
| | | STS.HS.28.7.a<br>Describe the function of major moving components (e.g., piston, crankshaft, camshaft, valves). | | STS.HS.37.7.a<br>Use a drawing with welding symbols according to AWS. | STS.HS.21.7.a<br>Interpret plans, drawings, and specifications to process metal materials. | STS.HS.2.7.a<br>Interpret plans, drawings, and specifications to process materials. |
| | | STS.HS.28.7.b<br>Describe the fundamentals of power equipment fuel supply and air induction. | | STS.HS.37.7.b<br>Cut the materials according to the technical drawing. | STS.HS.21.7.b<br>Employ the standard operation and application of tools and machines along the metal manufacturing process. | STS.HS.2.7.b<br>Coordinate the standard operation and application of tools and machines along the manufacturing process. |
| | | STS.HS.28.7.c<br>Describe the fundamentals of Power Equipment Ignition Systems. | | STS.HS.37.7.c<br>Weld the materials according to the technical drawing. | STS.HS.21.7.c<br>Apply the correct types of materials, fasteners, adhesives, and finishes required to manufacture a specific metal product. | STS.HS.2.7.c<br>Plan and apply the type of materials, processes, and finishes required to manufacture a specific product. |
| | | STS.HS.28.7.d<br>Describe the fundamentals of power equipment lubrication Systems. | | STS.HS.37.7.d<br>Finish the materials according to the technical drawing. | STS.HS.21.7.d<br>Explain how to critique a finished product. | STS.HS.2.7.d<br>Critique a finished product. |
| | | STS.HS.28.7.e<br>Describe the fundamentals of Power Equipment Cooling Systems. | | | STS.HS.21.7.e<br>Explain how to appraise the manufactured product. | STS.HS.2.7.e<br>Appraise the manufacturing process for streamlining opportunities. |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
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| **Technical Skills** | | **STS.HS.28.8 Demonstrate the fundamentals of power equipment engine disassembly, inspection and reassembly.** | | | **STS.HS.24.7 Produce a production-level metalworking project.** | |
| | | STS.HS.28.8.a<br>List the steps involved in disassembling an engine. | | | STS.HS.24.7.a<br>Interpret plans, drawings, and specifications to process materials. | |
| | | STS.HS.28.8.b<br>Explain how to inspect various engine parts for damage and wear. | | | STS.HS.24.7.b<br>Coordinate the standard operation and application of tools and machines along the manufacturing process. | |
| | | STS.HS.28.8.c<br>Describe the procedure for removing an engine from an implement. | | | STS.HS.24.7.c<br>Apply the type of materials, processes, and finishes required to manufacture a specific metal product. | |
| | | STS.HS.28.8.d<br>Explain how to inspect engines for problems. | | | STS.HS.24.7.d<br>Critique a finished product. | |
| | | STS.HS.28.8.e<br>Demonstrate power equipment engine assembly. | | | STS.HS.24.7.e<br>Appraise the manufacturing process for streamlining opportunities. | |
| | | **STS.HS.28.9 Explain fundamentals of Power Equipment Preventative Maintenance & Troubleshooting.** | | | | |
| | | STS.HS.28.9.a<br>Explain the steps to perform preventive maintenance on various engine systems. | | | | |

| | Introduction to Metalworking | Small Engines | Welding I | Welding II | Precision Machining I | Precision Machining II |
|---|---|---|---|---|---|---|
| **Technical Skills** | | STS.HS.28.9.b Summarize the steps to change the oil in a four-cycle engine. | | | | |
| | | STS.HS.28.9.c Describe the steps to prepare an engine for storage. | | | | |
| | | STS.HS.28.9.d Describe systematic troubleshooting. | | | | |
| | | STS.HS.28.9.e Explain the importance of manufacturers' service manuals to determine engine specifications and explain why this information is necessary when servicing a small engine. | | | | |
| | | STS.HS.28.9.f Discuss the importance of a maintenance schedule and records. | | | | |

# 11-12 Career and Technical Education (CTE) Work-Based Learning Experiences

**Students will synthesize knowledge, skills and practices required for future careers.**

| Career and Technical Education Work-Based Learning Experiences Standards and Indicators | |
|---|---|
| **Work-Trait Qualities** | **CTE.M.HS.WBL.1 Students will set and pursue career, educational, and personal goals.** |
| | CTE.M.HS.WBL.1.a Demonstrate concepts used to explore, obtain career and potential postsecondary education opportunities. |
| | CTE.M.HS.WBL.1.b Demonstrate work-based learning strategies. |
| | CTE.M.HS.WBL.1.c Secure employment in a paid workplace environment. |
| | **CTE.M.HS.WBL.2 Students will understand the connection between school and their postsecondary and career goals.** |
| | CTE.M.HS.WBL.2.a Explore career options. |
| | CTE.M.HS.WBL.2.b Develop an awareness of the requirements of careers to effectively plan postsecondary and career pursuits. |
| | **CTE.M.HS.WBL.3 Students will model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits.** |
| | CTE.M.HS.WBL.3.a Demonstrate positive attitude, personal fitness, appearance and readiness to work. |
| | CTE.M.HS.WBL.3.b Apply ethical personal and workplace practices. |
| | CTE.M.HS.WBL.3.c Demonstrate the MPS College and Career Readiness Skills applicable to the work environment (Critical Thinking and Problem-solving; Creativity and Innovation; Collaboration and Teamwork; Citizenship and Personal Responsibility). |
| | CTE.M.HS.WBL.3.d Demonstrate the MPS Character Traits at all times (Trustworthiness; Responsibility; Respect; Citizenship). |
| | **CTE.M.HS.WBL.4 Students will build networks that will support learning and expand future opportunities.** |
| | CTE.M.HS.WBL.4.a Foster positive relationships with adults. |
| **Job / Position Expectations** | **CTE.M.HS.WBL.5 Students will develop leadership skills and a sense of responsibility.** |
| | CTE.M.HS.WBL.5.a Follow all operational and workplace guidelines. |
| | CTE.M.HS.WBL.5.b Complete all assigned work tasks in a timely manner and with quality. |
| | **CTE.M.HS.WBL.6 Students will solve problems cooperatively and creatively.** |
| | CTE.M.HS.WBL.6.a Know who to contact when questions occur. |
| | **CTE.M.HS.WBL.7 Students comply with workplace policies, procedures and expectations.** |
| | CTE.M.HS.WBL.7.a Demonstrate workplace protocols. |

# Appendix

## 6-12 Skilled and Technical Sciences Rationale for Identified Pathways

The 6-12 Skilled and Technical Sciences Framework is based on industry standards and aligned with the Nebraska Career Education Model defined by the Nebraska Department of Education. Each pathway contains a sequence of courses which will allow a student to build expertise for success in post-secondary and career opportunities.

- The middle school Skilled and Technical Sciences program is based upon hands-on modules which explore the high school career pathways. A greater emphasis on connecting middle school programs with the high school pathways was established by tailoring 8th grade projects to Construction, Engineering, and Manufacturing.
- The high school Skilled and Technical Sciences curriculum is based upon three career domains: Construction, Engineering, and Manufacturing. There are 8 pathways, which are a sequence of courses (at least 3) which progress in specificity and rigor, for students to engage in.
- The course sequences in all pathways were revised to reflect current industry standards.
- The Engineering pathway has been revised to align to current Nebraska career and workforce needs.

In addition to a realignment of courses, the following parameters were considered:

- Proposed course changes must be accommodated in existing facilities.
- Proposed changes could not require hiring additional staff.
- Proposed changes must maximize course capacity.
- Students are encouraged to complete a single pathway and expand their knowledge through exploration of additional pathways.
- All existing course updates reflect current workforce demands.

# Comparison of Previous and Proposed Courses

| Previous Course | Proposed Course | IMPACT |
|---|---|---|
| **Construction Pathway** | | |
| Introduction to Carpentry<br>5 credits | Introduction to Woods<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Carpentry<br>5 credits | Woods I<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Advanced Carpentry<br>5 credits | Woods II<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| **Engineering Pathway** | | |
| Robotics A<br>5 credits | Robotics I<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Robotics B<br>5 credits | Robotics II<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Civil Engineering and Architecture A<br>5 credits | Civil Engineering & Design<br>5 credits | Separating the year-long Civil Engineering and Architecture course into two semester-long courses allows for deeper, more focused exploration of each discipline's distinct concepts, skills, and career pathway. |
| Civil Engineering and Architecture B<br>5 credits | Architectural Engineering & Design<br>5 credits | Separating the year-long Civil Engineering and Architecture course into two semester-long courses allows for deeper, more focused exploration of each |

| | | |
|---|---|---|
| | | discipline's distinct concepts, skills, and career pathway. |
| Engineering & Design A<br>5 credits | Engineering & Design I<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Engineering & Design B<br>5 credits | Engineering & Design II<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| *No current equivalent* | CAD Industry Certification<br>5 credits | Prepare students for industry standards through professional Autodesk software training. |
| **Manufacturing Pathway** | | |
| Precision Machining A<br>5 credits | Precision Machining I<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Precision Machining B<br>5 credits | Precision Machining II<br>5 credits | Course name change. Curriculum has been updated to reflect current industry standards. |
| Computer Integrated Machining<br>5 credits | *Discontinue this course.* | Sunsetting due to low/non-existent enrollment; no pathways removed. |
| Advanced Precision Machining<br>5 credits | *Discontinue this course.* | Sunsetting due to low/non-existent enrollment; no pathways removed. |
| **Capstone Course** | | |
| STEM Design & Development<br>10 credits | Construction Work Based Learning<br>Engineering Work Based Learning<br>Manufacturing Work Based Learning | Replacing with work based learning internship experiences being added. |

As with all adoptions, staff development will be provided with newly implemented course guides, materials, resources, and equipment.

# New or Revised Course Descriptions

## MIDDLE SCHOOL

**SKILLED AND TECHNICAL SCIENCES 6**

Students will be introduced to construction, engineering, and manufacturing fields of skilled and technical sciences. Students work in collaborative groups on a variety of short, three day modules where they complete hands-on projects relating to each field.

## HIGH SCHOOL

## CONSTRUCTION PATHWAY

**INTRODUCTION TO WOODS** 5 credits

**Description:** Introduction to Woods provides instruction in the use and safe handling of hand tools, portable power, and stationary power tools. Fundamental principles of project planning, design, fabrication, and career exploration are completed through multiple hands-on projects.

**Prerequisites:** None

**WOODS I** 5 credits

**Description:** Woods I provides students with the skills and knowledge needed to correctly perform construction/woodworking operations using hand tools, power tools, stationary power tools. Instruction emphasizes safe, proper operation and care of equipment, selection of construction materials, understanding processes, and the importance of design. Students will design, build, and finish multiple hands-on projects.

**Prerequisites:** Carpentry I

**WOODS II** 5 credits

**Description:** Woods II provides students with advanced skills and knowledge needed to perform upper level construction/woodworking operations using woodworking tools and machines. Students will obtain job-related, entry-level skills in cabinet/furniture design, material selection, project estimating, and construction. Independent student projects within this class are based on student interests and abilities.

**Prerequisites:** Carpentry II

# ENGINEERING PATHWAY

**INTRODUCTION TO ENGINEERING** 5 credits

**Description:** This course introduces students to the fundamentals of engineering, including problem-solving, systems thinking, and the engineering design process. Students explore mechanical systems, simple and compound machines, and mechanical advantage while developing skills in technical sketching, CAD modeling, and additive manufacturing. Through projects, students apply ethical decision-making, sustainability, and precision measurement to design, test, and improve products. This course builds a foundation for future studies and careers in engineering. Recommend concurrent or previous enrollment of Algebra 1.

**Prerequisites:** None

**ROBOTICS I** 5 credits

**Description:** This course is a hands-on experience that introduces students to the fundamentals of mechanical systems, system power, and robotics design and programming. Students design, build, program, and test robots while learning coding concepts such as control systems, conditional logic, and sensor integration. Through collaborative design challenges and real-world problem solving, students develop critical thinking, teamwork, and engineering skills while gaining practical experience with robotics and automation.

**Prerequisites:** Introduction to Engineering

**ROBOTICS II** 5 credits

**Description:** This course builds on foundational skills by giving students hands-on experience designing, building, programming and testing electro-mechanical robots. Students will maintain professional engineering notebooks, assemble robotic components in CAD, design and construct drivetrains and mechanical systems, and fabricate custom parts using 3D printers and laser engravers. Emphasis is placed on problem-solving, iterative design, and documenting the process, as students develop functional and efficient robots. Students will have the opportunity to participate in robotics competitions.

**Prerequisites:** Robotics I

**CIVIL ENGINEERING** 5 credits

**Description:** This course introduces principles of civil engineering design, analysis, and improvement of infrastructure systems that support modern society; including transportation, structures, sustainable development, and renewable energy systems. Students apply the engineering design process, structural analysis, mathematical modeling, and data-driven problem solving to address real-world challenges. This course emphasizes collaboration, project-based learning, and development of practical engineering skills while considering environmental impact, safety, efficiency, and community needs in the design of civil systems.

**Prerequisites:** Introduction to Engineering

**ARCHITECTURAL ENGINEERING & DESIGN** 5 credits

**Description:** This course is where students explore how architectural engineers and designers plan, analyze, and develop residential and commercial buildings through the integration of structural systems, building codes, building systems, and sustainable design. Students apply technical skills such as 3D architectural modeling, cost and efficiency analysis, structural calculations, utility system planning, and code-based decision making. Through collaborative, project-based learning, students progress from foundational building concepts to a comprehensive commercial design project.

**Prerequisites:** Introduction to Engineering

**ENGINEERING & DESIGN I** 5 credits

**Description:** Students strengthen their skills in the engineering design process by developing solutions to real world problems. Students will apply technical sketching, CAD modeling, and varied manufacturing techniques while applying principles of precision and materials selection. The course emphasizes assembly design, reverse engineering, and troubleshooting, along with human-centered, sustainable, and ethical design practices.

**Prerequisites:** Introduction to Engineering

**ENGINEERING & DESIGN II** 5 credits

**Description:** This course is an advanced-level engineering course where students build on their engineering skills to investigate mechanical, electrical, and fluid power systems through hands-on design. Students apply engineering concepts related to electrical circuits, fluid power, electromechanical systems, and kinematics within their CAD assemblies. The course emphasizes collaborative projects that integrate mechanical design, electrical control, and automation to solve complex engineering problems through authentic, project-based learning.

**Prerequisites:** Engineering & Design I

**CAD INDUSTRY CERTIFICATION** 5 credits

**Description:** CAD Industry Certification is an advanced, student-driven course designed to prepare students for industry standards through professional Autodesk software training and certification opportunities. Students will independently select and focus on one modeling software platform; options may include 3D modeling, architectural design, and civil engineering design to develop specialized technical skills. The course emphasizes industry practices, technical problem solving, and preparation for certification and future careers in engineering, architecture, and design-related fields.

**Prerequisites:** Engineering & Design I or Civil Engineering or Architectural & Design or Robotics I

# MANUFACTURING PATHWAY

**PRECISION MACHINING I** 5 credits

**Description:** Students will be introduced to the basic modern manufacturing process of metals.

**Prerequisites:** Introduction to Metalworking

**PRECISION MACHINING II** 5 credits

**Description:** Students will be introduced to modern manufacturing automated processes using computer numerical controlled tools and equipment (CNC).

**Prerequisites:** Precision Machining I

## WORK-BASED LEARNING EXPERIENCES

**CONSTRUCTION WORK-BASED LEARNING 11-12** 5 Credits/Semester

**Prerequisites:** Students must be in their Junior or Senior year and be concurrently enrolled in this capstone course: 0658 Advanced Carpentry or 0659 Construction Management

**ENGINEERING WORK-BASED LEARNING 11-12** 5 Credits/Semester

**Prerequisites:** Students must be in their Junior or Senior year and be concurrently enrolled in this capstone course: *CAD Industry Certification

**MANUFACTURING WORK-BASED LEARNING 11-12** 5 Credits/Semester

**Prerequisites:** Students must be in their Junior or Senior year and be concurrently enrolled in this capstone course: 0686 Welding II or 0695 Small Engines or 0683 Precision Machining II

**Description:** At this "capstone" level, students will demonstrate the specific technical and career readiness skills they have gained through their previous Career and Technical Education preparation coursework. This workplace experience is a proactive approach to bridge education and workplace performances. Work-Based Learning Experiences provide supervised on-the-job opportunities for students to continue to develop and demonstrate their academic, technical, and career readiness skills.

Students are required to:

- Participate in a paid internship learning experience.
- Work part-time, 180 hours minimum (approx. 10 hours/week).
- Complete Work-Based Learning Experience documents.
- Participate in Safety and Equipment Training where required.

**Prerequisites:** Concurrent classroom instruction in a career and technical education course that aligns with internship focus

# AGENDA SUMMARY SHEET



**Agenda Item:** Approval of PK-12 English Language Arts Framework - Part II

**Meeting Date:** April 13, 2026

**Background/ Description:**

The PK-12 English Language Arts (ELA) Framework was approved by the Board of Education on April 14, 2025. Highlights of this section include:

- The Elementary Field Study included 121 teachers and specialists across the district. The two programs in the field study included My View Literacy (Savvas Learning) and CKLA (Amplify). The field study committee proposed CKLA.
- The Secondary Field Study included 48 teachers across the district. The four programs in the field study included *Amplify ELA 6-8* (Amplify), *Study Sync* (McGraw Hill), *Into Literature* (HMH), and MyPerspectives (Savvas). The field study committee proposed *Study Sync* (McGraw Hill) for middle school and *Into Literature* (HMH) for high school.
- 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 Review Meetings were held on February 17 and 26.
- Three high school courses will move from general elective credit to English elective credit:
    - AP Research (MWHS only)
    - IB Film SL and HLI (MNHS only)
    - Intro to Journalism, Photojournalism, and Broadcast Journalism

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 the connections to our Phase I research strands: Science of Reading, meeting the needs of all learners (intervention, EL, enrichment, HAL), assessment to drive instruction, and professional learning.
- 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 $6,500,000.
    - Grant funding of approximately $1,000,000 is anticipated, this will be used to defray the overall cost.

**Action Desired:** Approval of PK-12 English Language Arts Framework

**Policy/Strategic Plan Reference:** Policy 6120: Written Curriculum - MEP Curriculum Planning
Policy 6130: Written Curriculum - Frameworks and Course Guides

**Responsible Person(s):** Dr. Todd Tripple, Andy DeFreece, Dr. Tony Weers, Jody Sempek, Jan Dahlgaard

**Superintendent's Signature:**

John Schuster

# PK – 12
# English Language Arts Framework

Part I: PK-12
April 14, 2025

Part II: PK-12
April 13, 2026

Millard Public Schools

CC BY NC



# Millard Board of Education

**Justin Curtis**

**Stacy Jolley**

**Mike Kennedy**

**Amanda McGill-Johnson**

**Linda Poole**

**Lisa Schoenberger**

**Dr. John Schwartz, Ed.D., Superintendent**

**Notice of Non-Discrimination**

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

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Field Study Committee Members

English Language Arts Timeline of Curriculum Cycle Meetings
- Phase I
- Phase II

Introduction to PK-12 English Language Arts Matrix

Matrix: Content Standards and Indicators
- Elementary
- Secondary

Appendix

Introduction to PK-12 English Language Arts Courses and Electives

English Language Arts Courses & Electives

• Course Adjustments and Descriptions

# Millard Public Schools Mission and Beliefs
# English Language Arts Philosophy

## Millard Public Schools Mission

**The mission is the loftiest aspiration of our school district.**

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

## District Beliefs

**Beliefs are the foundation of our Strategic Plan. The belief statements are an expression of the fundamental values, ethical codes, overriding convictions and principles for the district.**

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence 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, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

## PK-12 English Language Arts Philosophy Statement

ELA instruction meets the needs of all learners by fostering critical thinking and real-world communication skills. Through integration of research-based, explicit, and systematic practices in reading, writing, speaking, and listening, students become confident members of their communities. Rigorous and engaging learning experiences cultivate lifelong readers, writers, and communicators.

## Academic and College and Career Readiness Essential Learning Outcomes

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

**PK-12 English Language Arts Curriculum Planning Committee Members 2024-2025**

Under the facilitation of Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

| Staff Member | Grade Level/Course/Position | Building |
|---|---|---|
| Dr. Kristen Abueg | Assistant Principal | Beadle Middle School |
| Candace Ahrens | English 9, Honors 9, AP Language & Composition | Millard South High School |
| Bréann Avery | Special Programs Facilitator | Ron Witt Support Services Center |
| Amy Badura | Literacy Coach | Bryan Elementary School |
| Samantha Ballard | Assistant Principal | Millard West High School |
| Shalene Baratta | Seventh Grade/Department Head | Russell Middle School |
| Jordan Bell | Kindergarten | Cody Elementary School |
| Melissa Betts | HAL Facilitator/IB Coordinator | Millard North Middle School |
| Sara Bivens | Literacy Coach | Morton Elementary School |
| Riley Boltin | Special Education | Morton Elementary School |
| Meredith Buckman | Principal | Abbott Elementary School |
| Ann Butterbaugh | Fourth Grade | Ackerman Elementary School |
| Chelsy Cary | Sixth Grade, ELA Department Head | Millard Central Middle School |
| Conni Charles | Lower Montessori | Norris Elementary School |
| Brooke Christianson | Third Grade | Hitchcock Elementary School |
| Dr. Tara Cooper | Principal | Neihardt Elementary School |
| Trish DeCook | Montessori 6 | Russell Middle School |
| Andy DeFreece | Director of Early Childhood & Elementary Education | Don Stroh Administration Center |
| Pam Erixon | EL Program Facilitator | Ron Witt Support Services Center |
| Brandi Haltom | Eighth Grade | Andersen Middle School |
| Mary Kate Harris | Third Grade | Reeder Elementary School |
| Bailey Herrington | First Grade | Willowdale Elementary School |
| Kim Hlivko | First Grade | Cottonwood Elementary School |
| Lloyd Hoshaw | AP Language & Comp/Electives/Education Academy | Millard West High School |
| Monica Hutfles | High Ability Learner Program Facilitator | Ron Witt Support Services Center |
| Leslie Irwin | AP Literature & Comp/IB Coordinator/Department Head | Millard North High School |
| Nicole Jamison | Administrative Intern | Sandoz Elementary School |
| Catherine Kephart | Seventh Grade, ELA Department Head | Beadle Middle School |
| Cheris Kite | Early Childhood & K-5 Literacy Intervention MEP Facilitator | Ron Witt Support Services Center |
| Dr. Michelle Klug | Principal | Millard Central Middle School |
| Miranda Knipfer | Fifth Grade | Norris Elementary School |
| Melissa Larka | Literacy Interventionist | Wheeler Elementary School |
| Meghan Lenzi | Structured Behavior Skills | Holling Heights Elementary School |
| Dr. Elizabeth Lorenz | Kindergarten | Holling Heights Elementary School |
| Helen Lykke-Wisler | Literacy Coach | Sandoz Elementary School |
| Michael McCauley | AP Language & Composition/IB Film/Electives | Millard North High School |
| Ashley McKenzie | Second Grade | Ezra Elementary School |

| | | |
|---|---|---|
| Jessica Nelson | Technology Facilitator | Ron Witt Support Services Center |
| Erica Nowlin | English 11 | Keith Lutz Horizon High School |
| Jenni Parkhurst | Seventh Grade | Kiewit Middle School |
| Rachel Price | Second Grade | Reagan Elementary School |
| Jennifer Priest | Literacy Enrichment 9/Speech/Department Head | Millard West High School |
| Kellie Proctor | Preschool | Holling Heights Elementary School |
| Bethany Rands | Fifth Grade | Aldrich Elementary School |
| Stacy Sanchelli | English 10, Literacy Enrichment 10 & 11 | Millard South High School |
| Mib Schinzel | Fourth Grade | Rockwell Elementary School |
| Shelley Schmitz | Program Facilitator for Special Education & MTSS | Ron Witt Support Services Center |
| Heather Spessard-Schroer | Assistant Principal | Andersen Middle School |
| Lindsay Traeger | Speech Language Pathologist | Cottonwood Elementary School |
| Rachel VanEngen | Honors English 9, Electives | Millard West High School |
| Dr. Anthony Weers | Director of Secondary Education | Don Stroh Administration Center |
| Diana Weis | Fifth Grade Core Knowledge | Disney Elementary School |
| Michaela Wragge | Assistant Principal | Millard South High School |
| | **Additional High School Representatives for Course Sequence Planning** | |
| Jacob Duhey | English 11, Composition in Business and Education Academies | Millard North High School |
| Barry Glynn | English 11, Composition in Business and Education Academies | Millard North High School |
| Sarah Martin | English 11, Electives | Millard South High School |
| Macaulay Montague-Loeffler | English 10, English 11 | Millard West High School |

## Community Focus Group Participants

Under the facilitation of Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

Dr. Tej Adidam, University of Nebraska at Omaha & MPS Parent

Dr. Carin Appleget, Creighton University

Dr. Julie Bell, University of Nebraska at Omaha

Dr. Jennifer Lemke, University of Nebraska at Omaha & MPS Parent

## Instructional Materials Review Committees

Under the facilitation of Bréann Avery, Special Programs Facilitator; Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

### Core Knowledge

| Staff Member | Grade Level | Building |
|---|---|---|
| Heather Christensen | Fourth Grade | Cather Elementary |
| Molly Kennedy | EL Teacher | Disney Elementary |
| Pam Lindsey | Second Grade | Cather Elementary |
| Polly Rodenbiker | Third Grade | Disney Elementary |
| Kelly Straatman | Kindergarten | Cather Elementary |
| Patty Throne | First Grade | Disney Elementary |
| Diana Weis | Fifth Grade | Disney Elementary |

### K-5 Montessori

| Staff Member | Grade Level | Building |
|---|---|---|
| Kim Boyd | Primary | Montclair Elementary |
| Conni Charles | Lower Elementary | Norris Elementary |
| Becky Edwards | Lower Elementary | Montclair Elementary |
| Genevieve Micek | Primary | Norris Elementary |
| Jessica Neill | Upper Elementary | Montclair Elementary |
| Robyn Smith | Upper Elementary | Norris Elementary |

## Elementary

| Staff Member | Grade Level | Building |
|---|---|---|
| Jordan Bell | Kindergarten | Cody Elementary |
| Ann Butterbaugh | Fourth Grade | Ackerman Elementary |
| Brooke Christianson | Third Grade | Hitchcock Elementary |
| Carly Hope | Kindergarten | Rockwell Elementary |
| Sandy Malmstrom | First Grade | Montclair Elementary |
| Ashley McKenzie | First Grade | Ezra Elementary |
| Sydney Petersen | Fifth Grade | Norris Elementary |
| Rachel Price | Second Grade | Reagan Elementary |
| Erin Roche | Fifth Grade | Aldrich Elementary |
| Lynsey Sharon | Second Grade | Abbott Elementary |
| Suzanne Sobota | Third Grade | Rohwer Elementary |
| Carie Walles | Fourth Grade | Sandoz Elementary |

## Secondary

**All 6-12 English Language Arts teachers participated in the initial materials review on January 20, 2025.**

Andersen Middle School - 9 teachers

Beadle Middle School - 10 teachers

Millard Central Middle School - 9 teachers

Kiewit Middle School - 9 teachers

Millard North Middle School - 9 teachers

Russell Middle School - 8 teachers + 2 Montessori

Keith Lutz Horizon High School - 2 teachers

Millard North High School - 25 teachers

Millard South High School - 24 teachers

Millard West High School - 22 teachers

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## Vendor Fair Committees

Under the facilitation of Bréann Avery, Special Programs Facilitator; Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitator

### Core Knowledge

| Staff Member | Grade Level | Building |
|---|---|---|
| Kelly Bakey | Literacy Interventionist | Cather Elementary |
| Heather Christensen | Fourth Grade | Cather Elementary |
| Jayne Day | Fifth Grade | Cather Elementary |
| Victoria Duren | Kindergarten | Cather Elementary |
| Jennifer Griebel | Fourth Grade | Cather Elementary |
| Gail Hubbard | Second Grade | Cather Elementary |
| Jade Hughes | Second Grade | Disney Elementary |
| Molly Kennedy | EL Teacher | Disney Elementary |
| Bethany Kreager | Principal | Cather Elementary |
| Pam Lindsey | Second Grade | Cather Elementary |
| Molly Nuckolls | Kindergarten | Cather Elementary |
| Jennifer Pasko | Fifth Grade | Cather Elementary |
| Cassandra Price | First Grade | Cather Elementary |
| Polly Rodenbiker | Third Grade | Disney Elementary |
| Cindy Scharff | Principal | Disney Elementary |
| Linda Silva | Third Grade | Cather Elementary |

### Elementary

| Staff Member | Grade Level | Building |
|---|---|---|
| Kaitlin Anderson | Third Grade | Rockwell Elementary |
| Blakely Anderson | Fourth Grade | Rohwer Elementary |
| Jessica Baumgartner | Fourth Grade | Reagan Elementary |
| Kate Bean | Literacy Interventionist | Morton Elementary |
| Jack Blair | Third Grade | Ezra Elementary |
| Crystal Crites | Second Grade | Aldrich Elementary |
| Lauren Dennis | Kindergarten | Norris Elementary |
| Kevin Greve | Kindergarten | Ackerman Elementary |
| Tessa Hanson | Second Grade | Bryan Elementary |
| Allison Heineman | Fourth Grade | Aldrich Elementary |
| Kim Hlivko | First Grade | Cottonwood Elementary |
| Colette Hoesing | First Grade | Abbott Elementary |
| Catherine Justman | Second Grade | Neihardt Elementary |
| Elizabeth Kneip | Kindergarten | Morton Elementary |
| Jena Leu | EL Teacher | Ackerman Elementary |
| Dawn Linder | Fifth Grade | Reeder Elementary |

| | | | | | |
|---|---|---|---|---|---|
| Kelly Straatmann | Kindergarten | Cather Elementary | Sierra Miller | Fifth Grade | Hitchcock Elementary |
| Jamie Swanda | Third Grade | Cather Elementary | Kristen Niver | First Grade | Sandoz Elementary |
| Kimberly Swanson | Second Grade | Cather Elementary | Jacqueline Petersen | Kindergarten | Disney Elementary |
| Patty Throne | First Grade | Disney Elementary | Taylor Pickett | Resource Teacher | Cody Elementary |
| Sara Urban | First Grade | Cather Elementary | Chelsey Poole | Second Grade | Upchurch Elementary |
| Diana Weis | Fifth Grade | Disney Elementary | Nicole Purviance | First Grade | Cody Elementary |
| Lauren Winkler | Fourth Grade | Disney Elementary | Payton Steensma | Third Grade | Wheeler Elementary |
| Phil Zadina | Fourth Grade | Cather Elementary | Danielle Streck | Fourth Grade | Bryan Elementary |
| Julia Ziegler | Third Grade | Cather Elementary | Taylor Toyne | Third Grade | Black Elk Elementary |
| Cheryl Zweedyk | Kindergarten | Disney Elementary | Julie Wilds | Fifth Grade | Willowdale Elementary |
| | | | Megan Wismer | Fifth Grade | Wheeler Elementary |

## Middle School

| Staff Member | Grade Level | Building |
|---|---|---|
| Ashley Andersen | Seventh Grade | Millard North Middle School |
| Shalene Baratta | Seventh Grade | Russell Middle School |
| Melissa Betts | HAL, IB | Millard North Middle School |
| Jill Carden | Special Education | Millard Central Middle School |
| Haley Dahlgaard | English Learners | Andersen Middle School |
| Brandy Dartmann | Eighth Grade | Kiewit Middle School |
| Trisha DeCook | Montessori | Russell Middle School |
| Danielle Douglas | Eighth Grade | Beadle Middle School |
| Sarah Feik | Sixth Grade | Beadle Middle School |
| Brandi Haltom | Eighth Grade | Andersen Middle School |
| Mindy Jorgensen | Sixth Grade | Millard North Middle School |
| Catherine Kephart | Seventh Grade | Beadle Middle School |
| Stacy Kolvek | Sixth Grade | Andersen Middle School |
| Ellie Majkowski | Seventh Grade | Andersen Middle School |
| Brianna McManaman | Eighth Grade | Russell Middle School |
| Jennifer Parkhurst | Seventh Grade | Kiewit Middle School |
| Anna Phelps | Seventh Grade | Millard Central Middle School |
| Megan Root | Seventh Grade | Kiewit Middle School |
| Paula Sinnett | Eighth Grade | Millard Central Middle School |
| Amanda Taylor | HAL | Russell Middle School |

## High School

| Staff Member | Building |
|---|---|
| Candace Ahrens | Millard South High School |
| Kerrie Busteed | Millard West High School |
| Jacob Duhey | Millard North High School |
| Barry Glynn | Millard North High School |
| Holly Hartel | Millard South High School |
| Abby Karloff | Millard West High School |
| Leslie Irwin | Millard North High School |
| Steve Kerkman | Millard South High School |
| Gracie Luebbe | Millard West High School |
| Kari Murphy | Millard North High School |
| Erica Nowlin | Keith Lutz Horizon High School |
| Jennifer Priest | Millard West High School |
| Stacy Sanchelli | Millard South High School |
| Meredith Sonnenfelt | Millard South High School |
| Rachel VanEngen | Millard West High School |
| Taylor Van Vliet | Millard North High School |

# Phase II: PK-12 Field Study Committee

## Preschool:
Kellie Proctor, Holling Heights
Lexi Caldwell, Rockwell
Stephanie Mackel, Reeder
Kiley Johnson, Bryan
Lacey Eddy, Reagan

## Elementary:
Tracy Agenbroad, Norris
Erin Anzures, Reeder
Jordan Bell, Cody
Brian Briggs, Black Elk
Carrie Callahan, Reagan
Katie Carmichael, Neihardt
Brooke Christianson, Hitchcock
Danielle Collins, Ackerman
Amanda Couture, Aldrich
Savannah Dinslage, Ezra
Abby Dorsey, Bryan
Nicole Engstrom, Harvey Oaks
Brenna Erickson, Ackerman
Talia Frank, Reagan
Christen Fraser, Willowdale
Anna Geislinger, Reagan
Miranda Gerdes, Ezra
Estela Gomez, Bryan
Melanie Gregory, Norris
Anna Hallett, Black Elk
Sylvia Hammer, Wheeler
Tessa Hanson, Bryan
Mary Kate Harris, Reeder
Sarah Haver, Sandoz
Molly Henderson, Ezra
Bailey Herrington, Willowdale
Kim Hlivko, Cottonwood
Kristin Holstein, Reagan
Carly Hope, Rockwell
Bree Hovendick, Hitchcock
Ally Hubenka, Neihardt
Jessica Johnston, Holling Heights
Kim Kamphaus, Abbott
Denise Karloff, Upchurch
Alicia Ketcham, Upchurch
Sydney Kerr, Montclair
Casey Ketterer, Cody
Kayla Klinkacek, Wheeler
Elizabeth Kneip, Morton
Kelsey Korshoj, Morton
Krista Kruse, Black Elk
Sam Kunkel, Ackerman
Meghan Lenzi, Holling Heights
Mary Loftus, Black Elk
Elizabeth Lorenz, Holling Heights
Emily Lyon, Willowdale
Becky Mertins, Norris
Maggie Padilla, Rohwer
Sydney Petersen, Norris
Korryn Phillips, Harvey Oaks
Bethany Rands, Aldrich
Allison Reed, Holling Heights
Julie Reineke, Disney
Erin Roche, Aldrich
Jessica Rocole, Upchurch
Sommer Ruhland, Neihardt
Erin Salton, Morton
Kayla Schanou, Abbott
Lynsey Sharon, Abbott
Jenn Skibinski, Rohwer
Sheri Slosson, Rohwer
Michelle Sobotka, Wheeler
Megan Spomer, Ackerman
Kathy Struve, Reeder
John Thome, Sandoz
Jordan Tunink, Reagan
Caroline Unger, Rohwer
Maggie VanRooyan, Rockwell
Carie Walles, Sandoz
Kerri White, Wheeler
Kim Wright, Disney
Cara Woods, Cottonwood
Jessica Zagurski, Cottonwood

## Core Knowledge:
Heather Christensen, Cather
Victoria Duren, Cather
Jennifer Griebel, Cather
Gail Hubbard, Cather
Jade Hughes, Disney
Pam Lindsey, Cather
Jennifer Pasko, Cather
Cassandra Price, Cather
Polly Rodenbiker, Disney
Linda Silva, Cather
Kelly Straatmann, Cather
Jamie Swanda, Cather
Kimberly Swanson, Cather
Patty Throne, Disney
Sara Urban, Cather
Diana Weis, Disney
Lauren Winkler, Disney
Phillip Zadina, Cather
Julia Ziegler, Cather
Cheryl Zweedyk, Disney

## Montessori:
Kim Boyd, Montclair
Conni Charles, Norris
Kristin Gierke-Knott, Montclair
Genevieve Micek, Norris
Raegan Nelson, Montclair
Melissa Nielsen, Montclair
Jessica Neill, Montclair
Robyn Smith, Norris
Savannah Starman, Montclair

## English Learner:
Kara Baker, Holling Heights
Kim Brown, Holling Heights
Megan Calderon, Neihardt & Willowdale
McKenna Cutler, Disney
Jeff Erixon, Black Elk
Laura Fraser, Montclair
Annie Gray, Disney
Hillary Haddix, Ezra
Molly Kennedy, Disney
Kristina Leeper, Norris
Jena Leu, Ackerman
Alyssa Johnson, Montclair
Kathy Paradies-Beene, Bryan
Becky Reeger, Cather & Cody
Courtney Saylan, Rohwer
Hannah Schuster, Morton
Emily Smith, Sandoz
Lexi Stolen, Norris
Lindsay Taylor, Aldrich & Wheeler

## Secondary:
Candace Ahrens, MSHS
Katie Bogardus, RMS
Kailey Bohling, CMS
Ryan Butler, MSHS
Jill Carden, CMS
Mallory Cook, CMS
Laura Cushing, MSHS
Deanna Davis, CMS
Trish DeCook, RMS
Robyn Devine, CMS
Nicci Dill, RMS
Jacob Duhey, MNHS
Sarah Feik, BMS
Nikki Golyar, NMS
Allycia Gutierrez, MNHS
Brandi Haltom, AMS
Holly Hartel, MSHS
Alissa Hinz, KMS
RaChelle Hoops, NMS
Sara Kalar, BMS
Abby Karloff, MWHS
Monica Kauffman, MNHS
Jessi King, NMS
Stacy Kolvek, AMS
Dan Kraft, AMS
Lilly Mann, BMS
Lisa Marsh, KMS
Sarah Martin, MSHS
Teresa Meyers, BMS
Patrick Miner, NMS
Tonya Nauslar, MSHS
Alex O'Donnell, NMSJenni Parkhurst, KMS
Cam Pentland, MNHS
Heather Roberts, AMS
Megan Root, KMS
Theresa Ryan, CMS
Stacy Sanchelli, MSHS
Erin Shirmang-Ward, AMS
Keri Simonich, MSHS
Paula Sinnett, CMS
Delanie Shult, MWHS
Megan Van Beek, BMS
Rachel VanEngen, MWHS
Katie Wasser, RMS
Claudia Wickham, KMS
Christie Wolfrom, MNHS
Becky Wright, RMS

**PK-12 English Language Arts Field Study Results**

| **Core Knowledge**<br>**K-5** | **Montessori**<br>**PK-5** | **Preschool**<br>**3 & 4 year olds** |
|---|---|---|
| McGraw Hill *Open Court*<br><br>Savvas *MyView* | Flyleaf Publishing *Decodable Readers Series*<br><br>Montessori For All *Writing Albums* | Heggerty *Early-Pre Kindergarten Curriculum*<br><br>Heggerty *Pre-Kindergarten Curriculum* |
| **Elementary - Traditional**<br>**K-5** | **Middle School**<br>**English Language Arts 6/7/8 and Honors English 8** | **High School**<br>**English 9, 10, 11, Honors English 9, and Honors English 10** |
| Savvas *MyView*<br><br>Amplify *CKLA,* 3rd Edition | *Amplify ELA*, 2nd Edition<br><br>McGraw Hill *Study Sync* | HMH *Into Literature*<br><br>Savvas *MyPerspectives* |

At the elementary level, 75 classroom teachers from 24 elementary schools were involved in the field study of English Language Arts textbooks/instructional materials. In addition, five resource teachers, nine literacy interventionists, and 19 English Learner teachers were involved to address various learning needs and to ensure high levels of academic achievement, support, and growth for all students (Strategy 1.1).

The Core Knowledge field study included every Core Knowledge classroom teacher and four specialists from two elementary schools. The Montessori field study included three primary teachers, three lower elementary teachers, and three upper elementary teachers. The Preschool field study included 5 classroom teachers.

At the middle school level, approximately 34 classroom teachers and special education teachers were involved in the field study of English Language Arts instructional materials. At the high school level, approximately 20 classroom teachers and special education teachers were involved in the field study of English Language Arts textbooks/instructional materials.

These selected schools represented all areas of the district, all student populations, and all grade levels. Each vendor provided program materials training and support sessions. Weekly reflections were collected during the field study of each program. At the conclusion of each field study, summative data was collected for comparison purposes.

**PK-12 English Language Arts Instructional Materials Selection and Proposal**

The Field Study Committees met in December 2025 to determine which program best met the research results criteria from the Curriculum Planning Committee and the standards and indicators outlined in the PK-12 English Language Arts Framework. Based on review of the data and discussions, the Curriculum Planning Committee is recommending the following programs because of the connections to our Phase I research strands: Science of Reading, meeting the needs of all learners (intervention, EL, enrichment, HAL), assessment to drive instruction, and professional learning.

| **Core Knowledge**<br>**K-5** | **Montessori**<br>**PK-5** | **Preschool**<br>**3 & 4 year olds** |
|---|---|---|
| Savvas *MyView* | Flyleaf Publishing *Decodable Readers Series*<br><br>Montessori For All *Writing Albums* | Heggerty *Phonemic Awareness Early Pre-Kindergarten Curriculum*<br><br>Heggerty *Phonemic Awareness Pre-Kindergarten Curriculum* |
| **Elementary - Traditional**<br>**K-5** | **Middle School**<br>**English Language Arts 6/7/8, Honors English 8**<br>**Honors English 6 and 7 (CMS)**<br>**IB ELA 6/7/8 and IB HE8 (NMS)** | **High School**<br>**English 9, 10, 11**<br>**Honors English 9 and 10** |
| Amplify *CKLA,* 3rd Edition | McGraw Hill *Study Sync* | HMH *Into Literature* |

**English Language Arts Instructional Materials Community Review**

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 sessions were held on Tuesday, February 17, 2026 and Thursday, February 26, 2026. A total of seven community members attended. Conversations centered around the structure of the program(s), available reading selections, and the Curriculum Cycle Process.

**PK-12 English Language Arts Instructional Materials Selections:**

Members of the PK-12 English Language Arts Curriculum Planning Committee discussed the field study results and approved to move them forward as a proposal. Based on the proposal from the PK-12 English Language Arts Curriculum Planning Committee, the Educational Services Division is recommending the following instructional materials for adoption beginning with the 2026-2027 school year.

| Grade Bands | Program Materials | Quote |
|---|---|---|
| **Preschool** | Heggerty *Phonemic Awareness Early Pre-Kindergarten*<br>Heggerty *Phonemic Awareness Pre-Kindergarten* | $5,504.20 |
| **Elementary - Traditional**<br>Includes EL & Intervention | Amplify *CKLA,* 3rd Edition<br>Language Studio<br>Boost Reading<br>mClass DIBELS 8 | $3,519,464 |
| **Elementary - Core Knowledge** | Savvas *MyView*<br>Shurley Grammar<br>Spalding<br>Core Knowledge Literature | $210,821 |
| **Elementary - Montessori** | Flyleaf Publishing *Decodable Readers Series*<br>Montessori For All *Writing Albums*<br>Montessori Materials and Resources | $169,715 |
| **Middle School**<br>Includes IB and Montessori | *Study Sync* by McGraw Hill<br>Document Cameras | $1,050,239 |
| **High School** | *Into Literature* by HMH<br>Document Cameras | $1,155,728 |
| **6-12 required reading** | Novels and Informational Texts | $300,000 |
| **Popular Literature 6-8** | Novels | $32,100 |
| **Literacy Lab 6/7/8** | District-created curriculum and materials with IXL | $10,000 |
| **Creative Writing 6** | District-created curriculum and materials | $0 |
| **Communications 7** | District-created curriculum and materials | $0 |
| **Drama 8** | *Digital Theatre Academy* | $19,580 |
| **IB Film SL and HL I** | Student textbooks<br>Equipment will be purchased in 2026-27. | $4,792 |
| **Intro to Journalism, Photojournalism, and Broadcast Journalism** | Student textbooks<br>Equipment will be purchased in 2026-27. | $25,415 |

**English Language Arts Timeline of Curriculum Cycle Meetings**

| Date | Phase I Groups and Tasks |
|---|---|
| **September 5, 2024** | Convened ELA Curriculum Planning Committee |
| **September 19, 2024** | Curriculum Planning Committee<br>● Data Book Review<br>● Development of Research Topics and Questions |
| **October 8, 2024** | Community Focus Group |
| **October 22, 2024** | Curriculum Planning Committee<br>● Community Focus Group feedback<br>● Research Presentations |
| **December 5, 2024** | Curriculum Planning Committee<br>● Wrote PK-12 Philosophy Statement<br>● Revised the PK-12 English Language Arts Matrix<br>● Investigated 6-12 English Language Arts course offerings |
| **January 20, 2025** | 6-12 Instructional Materials Screening<br>● Previewed instructional materials to determine programs to review at the March Vendor Fair |
| **January 28, 2025** | K-5 & Montessori Instructional Materials Screening<br>● Previewed instructional materials to determine programs to review at the March Vendor Fair |
| **January 30, 2025** | K-5 Core Knowledge Instructional Materials Screening<br>● Previewed instructional materials to determine programs to review at the March Vendor Fair |
| **February 5, 2025** | 6-12 Course Offerings<br>● Identified 6-12 course offerings |
| **March 17, 2025** | K-5 Core Knowledge Vendor Fair<br>● Vendor Fair to review instructional materials for a potential field study |
| **March 18, 2025** | K-5 Vendor Fair<br>● Vendor Fair to review instructional materials for a potential field study |
| **March 19, 2025** | High School Vendor Fair<br>● Vendor Fair to review instructional materials for a potential field study |
| **March 20, 2025** | Middle School Vendor Fair<br>● Vendor Fair to review instructional materials for a potential field study |
| **April 14, 2025** | Millard Public Schools Board of Education reviews Part I of the PK-12 English Language Arts Framework and K-12 Field Study proposal for approval |

| **Date** | **Phase II Groups and Tasks** |
|---|---|
| **July - August, 2025** | Field Study Training - Product #1 |
| **August - October 2025** | Field Test of Product #1 |
| **September - October, 2025** | Field Study Training - Product #2 |
| **October - December 2025** | Field Test of Product #2 |
| **December 2025** | Field Study Committee Recommendation<br>*Montessori*<br>*Core Knowledge*<br>*Elementary*<br>*Middle School*<br>*High School* |
| **January 2026** | Curriculum Planning Committee Recommendation |
| **February 17 and 26, 2026** | Community Review Nights |

# Introduction to PK-12 English Language Arts Matrix

## Introduction

The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21st century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

## Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments. The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning, and describe essential knowledge and skills for college, career, and civic readiness.

The English Language Arts standards, written by teams of Nebraska educators and reviewed by literacy experts, were developed with the following of indicators of quality:

**Measurable**. Standards provide benchmarks against which student progress toward learning goals can be measured.

**Appropriately challenging**. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

**Connected**. Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.

**Clearly worded**. Content area standards must effectively communicate what students should know and be able to do.

**Scaffolded**. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

**Specific**. Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators

## Legend

Cell without text: No State or Millard indicator exists.

## Nomenclature

The nomenclature for the standards and indicators is as follows:

**LA English Language Arts**

**S Nebraska State Standard**
**M Millard Standard**

**K-12 Grade Level**

**K-12 Content Strands**

F Foundations of Reading
RP Reading Prose and Poetry
RI Reading Informational Text
V Vocabulary
FW Foundations of Writing
W Writing
SL Speaking and Listening

**Standard**

1-8 Vary by Content Strand

**Indicator**

a-g Vary by Standard

**Example**

**LA.S.K.F.1.a**

LA English English Language Arts

S State Standard

K Grade Level: Kindergarten

F Content Strand: Foundations of Reading

1 Standard: Concepts of Print - Demonstrate knowledge of the organization and basic concepts of print.

a Indicator: Identify all upper and lowercase letters of the alphabet in isolation and in connected text.

| (LL.01) Listening and Understanding<br>**Demonstrates continual growth in understanding increasingly complex and varied vocabulary** | |
|---|---|
| **3-4 years** | **4-5 years** |
| *Children begin to listen to directions and conversations with understanding.*<br>*Later, children begin to listen to stories that are read aloud, and show understanding through body language, pointing to pictures, or retelling the story.* | *Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when).*<br>*Later, children begin to provide a summary of a story highlighting key ideas in the story and how they relate to one another.* |
| Listens to others and responds to feelings and expressed ideas | Retells 2-3 key events from a well-known story |
| Demonstrates understanding of the meaning of stories, songs, and poems | Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities |
| Follows single, multistep, and complex directions in order. At first with adult support and later on their own | Understands increasingly complex sentences that include multiple concepts |

# PK Language & Literacy Early Learning Guidelines

| (LL.02) Speaking and Communicating<br>**Develops foundational skills to communicate effectively for a variety of purposes** | |
|---|---|
| **3-4 years** | **4-5 years** |
| *Children begin to use complex gestures and actions toenhance communication.*<br>*Later, children begin to use expanded sentences whencommunicating with others.* | *Children begin to use complex sentences.*<br><br>*Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.* |
| Greets and initiates interactions with adults and peers | Attempts to independently solve problems through communicating with other children |
| Uses sentences that include two or more separate ideas using new vocabulary that has been introduced | Follows agreed upon rules for discussions |
| Understands different rules for using language and variation in voice level | Understands and uses most question words |
| Begins to understand body language as a nonverbal means of communication | Uses many frequently occurring prepositions |
| Uses some question words and some prepositions | Begins to use new words and phrases acquired through conversations and exposures to texts |
| Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners | Uses increasingly longer and more complex sentences to communicate ideas |
| Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures) | Changes word tense to indicate time |
| Uses social conventions in language with adult support | Uses language to share ideas and gain information |
| Uses simple pronouns (e.g., I, me, you, mine, he) | Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing) |
| Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common | Maintains a topic of conversation through multiple exchanges |
| **(LL.03) Phonological Awareness**<br>**Demonstrates knowledge of phonological awareness** | |
| **3-4 years** | **4-5 years** |
| *Children begin to engage in word and sound play with adults.*<br>*Later, children begin to distinguish between words that contain similar sounding phonemes (e.g., cat-hat).* | *Children begin to demonstrate basic knowledge of letter-sound correspondence.*<br>*Later, children begin to identify, blend, and segment syllables in spoken words.* |
| Shows enjoyment of rhymes and alliteration | Makes rhymes to simple words |
| Listens to two words and determines whether or not they rhyme | Demonstrates phonemic awareness by playing with sounds to create new words |
| Notices that several words or names begin with the same sound | Able to distinguish and count syllables in words |
| Claps hands for each syllable in words | Isolates the initial sound in some words |
| Recognizes rhyming words in songs, chants or poems | Produces rhyming words or words that have same initial sound |
| Identifies when initial sounds in words are the same (e.g., pumpkin, puppet) | Progresses in listening and telling differences in phonemes |
| Distinguishes individual words in a sentence | Isolates beginning and ending sounds of printed or spoken words |
| **(LL.04) Book Knowledge and Appreciation**<br>**Demonstrates interest in and appreciation of reading-related activities** | |
| **3-4 years** | **4-5 years** |

| | |
|---|---|
| *Children begin to understand that books are comprised ofwritten words. Later, children begin to increase their knowledge about booksand how they typically are read (e.g., holds book right side up,turns pages front to back).* | *Children begin to know features of books such as title, author, and illustrator. Later, children begin to independently choose to "read" books and select a variety of texts including fiction and non-fiction.* |
| Demonstrates interest in and appreciation of reading-related activities | Utilizes books as a source of information |
| Relates events in story to own knowledge and experience | Identifies main components of a story (major plot points) |
| Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures) | Asks people to read stories, signs, or notes |
| Asks people to read stories, signs, and notes | Knows how to care for books |
| Understands that print carries meaning | Shows knowledge of basic print conventions when "reading" picture books |
| Answers questions about a story that has been read or repeats parts of the story | Pretends to read book titles/simple stories |
| Chooses a favorite book | Knows specific words related to books such as author and illustrator |
| Tells stories to others, real and imaginary | |
| Demonstrates an interest in different types of literature (e.g., nonfiction, poetry) | |

**(LL.05) Print Awareness and Early Writing**

**Conveys meaning through drawing, letters, and words**

| 3-4 years | 4-5 years |
|---|---|
| *Children begin to engage in writing activities that consist largely of drawing and scribbling. Children begin to recognize symbols have meaning. Later, children begin to draw or "write" to convey an idea, event or story. Children continue to progress in identifying of letters.* | *Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds. Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.* |
| Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs) | Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion) |
| Shows an interest in early writing | Identifies some letters and numbers and progresses in the identification of letters |
| Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories | Uses pretend writing in play as a purposeful activity |
| Copies simple lines and shapes | Recognizes and/or writes own name on artwork or possessions |
| Writes some letter-like forms and letters with adult support | Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning |
| Identifies his/her writing as distinct from his/her drawing | Recognizes that letters of the alphabet have distinct sound(s) associated with them |
| Labels a drawing with several randomly placed, letter-like shapes | Attends to the beginning letters in sounds and words |
| Recognizes that the letters of the alphabet are a special category of visual graphics that can be named | Recognizably writes a majority of letters in their name |
| Shows awareness of letters (sings ABC song, recognizes letter(s) from own name) | Copies environmental print from signs/labels posted around room |
| Creates writing with the intent of communicating (e.g., makes a pretend list) | Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters) |
| "Reads" familiar environmental print (e.g., logos, signs) | May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator) |
| Recognize the letters in their own name | |

| | |
|---|---|
| **Course** | PK |
| **Instructional Materials** | Heggerty Phonemic Awareness Early Pre-Kindergarten<br><br>Heggerty Phonemic Awareness Pre-Kindergarten<br><br>Creative Curriculum for Preschool Deluxe Edition (Teaching Strategies, 2016) |

| Strand | | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Concepts of Print**<br>Demonstrate knowledge of the organization and basic concepts of print. | | | | | **Mastered at Grade 2 and blended with other skills at this grade level.** | | | | | |
| | **LA.S.K.F.1** | *Demonstrate knowledge of the organization and basic concepts of print.* | **LA.S.1.F.1** | *Demonstrate knowledge of the organization and basic concepts of print.* | **LA.S.2.F.1** | *Demonstrate knowledge of the organization and basic concepts of print.* | | | | | | |
| | LA.S.K.F.1.a | a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text. | LA.S.1.F.1.a | a. Recognize the distinguishing features of a sentence. | LA.S.2.F.1.a | a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. | | | | | | |
| | LA. K.F.1.b | b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. | | | | | | | | | | |

| Strand | | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LA.S.K.F.1.c | c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to- one correspondence between voice and print. | | | | | | | | | | |
| | LA.S.K.F.1.d | d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page. | | | | | | | | | | |
| | **Phonological Awareness** Demonstrate phonological awareness through oral activities. | | | | | | **Mastered at Grade 2 and blended with other skills at this grade level.** | | | | | |
| | **LA.S.K.F.2** | *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).* | **LA.S.1.F.2** | *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).* | **LA.S.2.F.2** | *Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).* | | | | | | |
| | LA.S.K.F.2.a | a. Segment and count spoken sentences into words. | LA.S.1.F.2.a | a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends. | LA.S.2.F.2.a | a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs. | | | | | | |

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| ding | LA.S.K.F.2.b | b. Recognize and begin to produce oral rhymes. | LA.S.1.F.2.b | b. Delete initial and final phonemes in words. | LA.S.2.F.2.b | b. Substitute sounds in words with five or more phonemes. | | | | | | |
| | LA.S.K.F.2.c | c. Count, produce, and segment spoken words into syllables and identify syllable parts. | LA.S.1.F.2.c | c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends. | LA.S.2.F.2.c | c. Delete initial and final phonemes in words including words with blends. | | | | | | |
| | LA.S.K.F.2.d | d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab). | LA.S.1.F.2.d | d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'mat'"). | | | | | | | | |
| | LA.S.K.F.2.e | e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'"). | | | | | | | | | | |

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| Foundations of Rea | LA.S.K.F.2.f | f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. | | | | | | | | | | |
| | **Phonics and Word Analysis**<br>Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text. | | | | | | | | | | | |
| | **LA.S.K.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* | **LA.S.1.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* | **LA.S.2.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* | **LA.S.3.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* | **LA.S.4.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* | **LA.S.5.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* |
| | LA.S.K.F.3.a | a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant. | LA.S.1.F.3.a | a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends. | LA.S.2.F.3.a | a. Decode words with variable vowel teams and vowel diphthongs. | LA.S.3.F.3.a | a. Decode words with common Latin suffixes. | LA.S.4.F.3.a | a. Decode words with common Latin derived words. | LA.S.5.F.3.a | a. Decode words with common Greek derived words. |

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| | LA.S.K.F.3.b | b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels. | LA.S.1.F.3.b | b. Decode and encode simple words with r-controlled vowels. | LA.S.2.F.3.b | b. Decode regularly spelled two-syllable words with long vowels. | LA.S.3.F.3.b | b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. | LA.S.4.F.3.b | b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context. | LA.S.5.F.3.b | b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context. |
| | LA.S.K.F.3.c | c. Decode consonant-vowel-consonant (CVC) words. | LA.S.1.F.3.c | c. Decode and encode regularly spelled one-syllable words. | LA.S.2.F.3.c | c. Decode words with open and closed syllables and consonant -le. | LA.S.3.F.3.c | c. Decode multisyllabic words. | | | | |
| | LA.S.K.F.3.d | d. Encode consonant-vowel-consonant (CVC) words. | LA.S.1.F.3.d | d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds. | LA.S.2.F.3.d | d. Decode words with common Anglo roots and suffixes. | | | | | | |
| | LA.S.K.F.3.e | e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | LA.S.1.F.3.e | e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables. | LA.S.2.F.3.e | e. Decode words with silent letter combinations. | | | | | | |
| | | | LA.S.1.F.3.f | f. Decode and encode words with inflectional endings. | | | | | | | | |

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| | | | LA.S.1.F.3.g | g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | | | | | | | | |
| | | | LA.S.1.F.3.h | h. Recognize and read grade-appropriate, irregularly spelled words. | | | | | | | | |
| | **Fluency**<br>Read grade-level texts with sufficient accuracy and fluency to support comprehension. | | | | | | | | | | | |
| | **LA.S.K.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.* | **LA.S.1.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.* | **LA.S.2.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.* | **LA.S.3.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.* | **LA.S.4.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.* | **LA.S.5.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.* |
| | LA.S.K.F.4.a | a. Recognize upper and lowercase letters automatically and accurately. | LA.S.1.F.4.a | a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning. | LA.S.2.F.4.a | a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning. | LA.S.3.F.4.a | a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text. | LA.S.4.F.4.a | a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text. | LA.S.5.F.4.a | a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning. |

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| | LA.S.K.F.4.b | b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy. | LA.S.1.F.4.b | b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | LA.S.2.F.4.b | b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | LA.S.3.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. | LA.S.4.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. | LA.S.5.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. |
| | LA.S.K.F.4.c | c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials). | | | | | LA.S.3.F.4.c | c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | | | | |
| | **Central Ideas and Details**<br>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts. | | | | | | | | | | | |
| | **LA.S.K.RP.1** | *With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.* | **LA.S.1.RP.1** | *Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.* | **LA.S.2.RP.1** | *Recount narratives and determine their central message, lesson, or moral.* | **LA.S.3.RP.1** | *Identify the central message or lesson in a literary text ~~idea~~ and explain how key details support that idea.* | **LA.S.4.RP.1** | *Determine a theme in a literary text and how it is conveyed through key details.* | **LA.S.5.RP.1** | *Explain the theme in a literary text and how it is conveyed through key details.* |
| | **LA.S.K.RP.2** | *With prompting and support, identify main character(s), setting, and important events in a literary text.* | **LA.S.1.RP.2** | *Identify the main character(s), setting, and important events, drawing on key details in a literary text.* | **LA.S.2.RP.2** | *Describe characters and how they interact with one another.* | **LA.S.3.RP.2** | *Explain how characters respond to major events and challenges in a literary text.* | **LA.S.4.RP.2** | *Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.* | **LA.S.5.RP.2** | *Compare and contrast two or more characters, settings, or events in a literary text or texts.* |

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| ing Prose and Poetry | **Author's Craft**<br>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text. | | | | | | | | | | | |
| | **LA.S.K.RP.3** | *With prompting and support, define the role of author and illustrator in a literary text.* | **LA.S.1.RP.3** | *Explain the difference between the roles of author and narrator or speaker in a literary text.* | **LA.S.2.RP.3** | *Determine and explain who is telling a story within and across literary texts.* | **LA.S.3.RP.3** | *Determine and explain the point of view in a literary text.* | **LA.S.4.RP.3** | *Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.* | **LA.S.5.RP.3** | *Describe how a narrator or speaker's point of view influences the meaning of a literary text.* |
| | **LA.S.K.RP.4** | *With prompting and support, identify the basic characteristics of literary text.* | **LA.S.1.RP.4** | *Identify the basic characteristics of literary text, drawing on a wide range of text types.* | **LA.S.2.RP.4** | *Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.* | **LA.S.3.RP.4** | *Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.* | **LA.S.4.RP.4** | *Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).* | **LA.S.5.RP.4** | *Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.* |
| | **Knowledge and Ideas**<br>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text. | | | | | | | | | | | |
| | **LA.S.K.RP.5** | *With prompting and support, compare and contrast the experiences of characters in familiar stories.* | **LA.S.1.RP.5** | *Compare and contrast the experiences of characters in familiar stories.* | **LA.S.2.RP.5** | *Compare and contrast two or more versions of the same literary text by different authors or from different cultures.* | **LA.S.3.RP.5** | *Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).* | **LA.S.4.RP.5** | *Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.* | **LA.S.5.RP.5** | *Compare and contrast the treatment of themes and topics in literary texts of the same genre.* |

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| Read | LA.S.K.RP.6 | *With prompting and support, ask and answer questions about key details in a literary text.* | LA.S.1.RP.6 | *Ask and answer questions about key details in a literary text.* | LA.S.2.RP.6 | *Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.* | LA.S.3.RP.6 | *Explain what the text says explicitly and draw inferences when asking and answering questions.* | LA.S.4.RP.6 | *Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.* | LA.S.5.RP.6 | *Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.* |
| | LA.S.K.RP.7 | *With prompting and support, make connections between own experiences and other cultures in literary texts.* | LA.S.1.RP.7 | *Make connections between own experiences and other cultures in literary texts.* | LA.S.2.RP.7 | *Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).* | LA.S.3.RP.7 | *Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.* | LA.S.4.RP.7 | *Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.* | LA.S.5.RP.7 | *Explain the relationships (regional, national, and/or multicultural) between two or more characters, events, or ideas in a range of literary texts.* |
| | **Range of Reading and Level of Text Complexity**<br>Read and comprehend complex, grade-level literary texts independently and proficiently. | | | | | | | | | | | |
| | LA.S.K.RP.8 | *Actively engage in group reading activities with purpose and understanding.* | LA.S.1.RP.8 | *With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.* | LA.S.2.RP.8 | *With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.* | LA.S.3.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.* | LA.S.4.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.* | LA.S.5.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.* |
| | **Central Ideas and Details**<br>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts. | | | | | | | | | | | |
| | LA.S.K.RI.1 | *With prompting and support, identify the main topic and key details in an informational text.* | LA.S.1.RI.1 | *Identify the main topic and key details in an informational text.* | LA.S.2.RI.1 | *Identify the main topic and key details in a multi-paragraph text.* | LA.S.3.RI.1 | *Identify the central idea and explain how key details support that idea.* | LA.S.4.RI.1 | *Determine the central idea of an informational text and how it is conveyed through key details.* | LA.S.5.RI.1 | *Explain the central idea in an informational text and how it is conveyed through key details.* |

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| Informational Text | LA.S.K.RI.2 | *With prompting and support, identify key individuals, events, or pieces of information in an informational text.* | LA.S.1.RI.2 | *Identify key individuals, events, or pieces of information in an informational text.* | LA.S.2.RI.2 | *Describe the connections between individuals, historical events, scientific ideas, or steps in a process.* | LA.S.3.RI.2 | *Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.* | LA.S.4.RI.2 | *Analyze an individual, event, scientific idea or concept, or steps in a process.* | LA.S.5.RI.2 | *Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.* |
| | **Author's Craft**<br>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts. | | | | | | | | | | | |
| | LA.S.K.RI.3 | *With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.* | LA.S.1.RI.3 | *Define the role of the author and illustrator in presenting the ideas or information in a text.* | LA.S.2.RI.3 | *Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.* | LA.S.3.RI.3 | *Determine and explain the author's purpose in an informational text.* | LA.S.4.RI.3 | *Compare and contrast authors' perspectives in multiple informational texts of the same topic.* | LA.S.5.RI.3 | *Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.* |
| | LA.S.K.RI.4 | *With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.* | LA.S.1.RI.4 | *Use text features (titles, headings, visuals) to predict or confirm the topic of a text.* | LA.S.2.RI.4 | *Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.* | LA.S.3.RI.4 | *Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.* | LA.S.4.RI.4 | *Describe the overall structure of an informational text and how it contributes to meaning.* | LA.S.5.RI.4 | *Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.* |
| | **Knowledge and Ideas**<br>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts. | | | | | | | | | | | |

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| Reading In | LA.S.K.RI.5 | *With prompting and support, identify basic similarities and differences between two informational texts on the same topic.* | LA.S.1.RI.5 | *Identify basic similarities and differences between two informational texts on the same topic.* | LA.S.2.RI.5 | *Compare and contrast the two most important ideas presented by two informational texts on the same topic.* | LA.S.3.RI.5 | *Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.* | LA.S.4.RI.5 | *Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.* | LA.S.5.RI.5 | *Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.* |
| | LA.S.K.RI.6 | *With prompting and support, explain the difference between facts and opinions about a topic.* | LA.S.1.RI.6 | *Identify an author's opinion(s) about a text.* | LA.S.2.RI.6 | *Explain an author's opinion(s) and supporting evidence from the text.* | LA.S.3.RI.6 | *Identify an author's claim(s) and explain how the author supports the claim(s) in the text.* | LA.S.4.RI.6 | *Identify an author's claim(s) and explain how the author supports the claim in the text.* | LA.S.5.RI.6 | *Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).* |
| | LA.S.K.RI.7 | *With prompting and support, make connections between own experiences and other cultures in informational texts.* | LA.S.1.RI.7 | *Make connections between own experiences and other cultures in informational texts.* | LA.S.2.RI.7 | *Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).* | LA.S.3.RI.7 | *Compare and contrast topics and/or patterns of events in a range of informational texts.* | LA.S.4.RI.7 | *Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.* | LA.S.5.RI.7 | *Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.* |
| | **Range of Reading and Level of Text Complexity**<br>Read and comprehend complex, grade-level informational texts independently and proficiently. | | | | | | | | | | | |
| | LA.S.K.RI.8 | *Actively engage in group reading activities with purpose and understanding.* | LA.S.1.RI.8 | *With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.* | LA.S.2.RI.8 | *With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.* | LA.S.3.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.* | LA.S.4.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.* | LA.S.5.RI.8 | *Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.* |
| | **Acquisition and Use**<br>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. | | | | | | | | | | | |

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| ary | **LA.S.K.V.1** | *Recognize and use conversational and grade-level academic vocabulary.* | **LA.S.1.V.1** | *Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.* | **LA.S.2.V.1** | *Recognize and use conversational and grade-level academic vocabulary.* | **LA.S.3.V.1** | *Acquire and use grade-level academic vocabulary appropriately.* | **LA.S.4.V.1** | *Acquire and use grade-level academic vocabulary appropriately.* | **LA.S.5.V.1** | *Acquire and use grade-level academic vocabulary appropriately.* |
| | LA.S.K.V.1.a | a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly). | LA.S.1.V.1.a | a. Use sentence-level context clues to determine the meaning of a word or phrase. | LA.S.2.V.1.a | a. Use sentence-level context clues to determine the meaning of a word or phrase. | LA.S.3.V.1.a | a. Use sentence-level context clues to determine the meaning of a word or phrase. | LA.S.4.V.1.a | a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases. | LA.S.5.V.1.a | a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. |
| | LA.S.K.V.1.b | b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words. | LA.S.1.V.1.b | b. Use commonly occurring affixes to determine the meaning of unknown words. | LA.S.2.V.1.b | b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy). | LA.S.3.V.1.b | b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable). | LA.S.4.V.1.b | b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph). | LA.S.5.V.1.b | b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. |
| | LA.S.K.V.1.c | c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources. | LA.S.1.V.1.c | c. Identify commonly occurring root words and their inflectional forms. | LA.S.2.V.1.c | c. Use known root words to determine the meaning of unknown words (e.g., addition, additional). | LA.S.3.V.1.c | c. Use known root words to determine the meaning of unknown words (e.g., company, companion). | LA.S.4.V.1.c | c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources. | LA.S.5.V.1.c | c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources. |
| | | | LA.S.1.V.1.d | d. Determine the meanings of key words and phrases using provided reference materials and classroom resources. | LA.S.2.V.1,d | d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse). | LA.S.3.V.1.d | d. Determine the meanings of key words and phrases using reference materials and classroom resources. | | | | |

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| Vocabula | | | | | LA.S.2.V.1.e | e. Determine the meanings of key words and phrases using provided reference materials and classroom resources. | | | | | | |
| | **Context and Connotation**<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | | | | | | | | | | | |
| | **LA.S.K.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.1.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.2.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.3.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.4.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.5.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* |
| | LA.S.K.V.2.a | a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships. | LA.S.1.V.2.a | a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships. | LA.S.2.V.2.a | a. Ask and answer questions about key words and phrases to determine their meaning. | LA.S.3.V.2.a | a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps). | LA.S.4.V.2.a | a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text. | LA.S.5.V.2.a | a. Interpret figurative language, including similes and metaphors, in context. |
| | LA.S.K.V.2.b | b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites. | LA.S.1.V.2.b | b. Define words by their category and simple attributes (e.g., a duck is a bird that swims). | LA.S.2.V.2.b | b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender). | LA.S.3.V.2.b | b. Identify real-life connections between words and their use (e. g., describe people who are friendly or helpful). | LA.S.4.V.2.b | b. Recognize and explain the meaning of commonly occurring idioms and adages. | LA.S.5.V.2.b | b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. |

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| | LA.S.K.V.2.c | c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning. | LA.S.1.V.2.c | c. Ask and answer questions about key words and phrases to determine their meaning. | | | LA.S.3.V.2.c | c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected). | LA.S.4.V.2.c | c. Use knowledge of words by relating them to their antonyms and synonyms. | LA.S.5.V.2.c | c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| | LA.S.K.V.2 .d | d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. | LA.S.1.V.2.d | d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic) | | | | | | | | |
| | **Foundations of Writing**<br>Apply handwriting skills to communicate ideas and information. | | | | | | **Mastered at Grade 2 and blended with other skills at this grade level.** | | | | | |
| | **LA.S.K.FW.1** | *Demonstrate basic handwriting skills.* | **LA.S.1.FW.1** | *Demonstrate and apply handwriting skills.* | **LA.S.2.FW.1** | *Demonstrate and apply handwriting skills.* | | | | | | |
| | LA.S.K.FW.1.a | a. Identify and match upper and lowercase manuscript letters. | LA.S.1.FW.1.a | a. Print all upper and lowercase manuscript letters using correct formation. | LA.S.2.FW.1.a | a. Write legibly using correct formation of letters with automaticity and proper spacing between words | | | | | | |
| | LA.S.K.FW.1.b | b. Print many upper and lowercase manuscript letters using reference materials and classroom resources | LA.S.1.FW.1.b | b. Write the common grapheme (letter or letter group) for each phoneme. | | | | | | | | |

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| | LA.S.K.FW.1.c | c. Write left to right and use appropriate spacing between letters and words. | LA.S.1.FW.1.c | c. Use appropriate spacing between letters and words. | | | | | | | | |
| | **LA.S.K.FW.2** | *Demonstrate sound-letter concepts when writing.* | **LA.S.1.FW.2** | *Demonstrate sound-letter concepts when writing.* | **LA.S.2.FW.2** | *Demonstrate sound-letter concepts when writing.* | | | | | | |
| | LA.S.K.FW.2.a | a. Segment phonemes orally in single-syllable words. | LA.S.1.FW.2.a | a. Segment phonemes in two- and three-phoneme syllables. | LA.S.2.FW.2.a | a. Write common graphemes (letters or letter groups) for each phoneme. | | | | | | |
| | LA.S.K.FW.2.b | b. Demonstrate understanding that syllables are organized around vowel sounds. | LA.S.1.FW.2.b | b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel. | | | | | | | | |
| | LA.S.K.FW.2.c | c. Form upper and lowercase manuscript letters using reference materials and classroom resources. | | | | | | | | | | |

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| | LA.S.K.FW.2.d | d. Write left to right and use appropriate spacing between letters and words. | | | | | | | | | | |
| | **Production of Writing**<br>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context. | | | | | | | | | | | |
| | **LA.S.K.W.1** | *With prompting and support, form and use complete simple sentences in shared language activities.* | **LA.S.1.W.1** | *Write and expand grammatically correct simple sentences and paragraphs.* | **LA.S.2.W.1** | *Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory) and paragraphs.* | **LA.S.3.W.1** | *Write paragraphs using a variety of sentence types.* | **LA.S.4.W.1** | *Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.* | **LA.S.5.W.1** | *Create grammatically correct multi-paragraph compositions with varied sentence structures.* |
| | LA.S.K.W.1.a | a. Capitalize the first word in a sentence and the pronoun I. | LA.S.1.W.1.a | a. Capitalize proper nouns (e.g., days of the week, names of people). | LA.S.2.W.1.a | a. Capitalize proper nouns (e.g., holidays, countries, product names). | LA.S.3.W.1.a | a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles. | LA.S.4.W.1.a | a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks). | LA.S.5.W.1.a | a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. |
| | LA.S.K.W.1.b | b. Recognize and name end punctuation. | LA.S.1.W.1.b | b. Use end punctuation, commas in dates, and commas to separate single words in a series. | LA.S.2.W.1.b | b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives. | LA.S.3.W.1.b | b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives. | LA.S.4.W.1.b | b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses. | LA.S.5.W.1.b | b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. |

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| | LA.S.K.W.1.c | c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action). | LA.S.1.W.1.c | c. Identify and use nouns (e.g., common, proper), pronouns (e. g., personal and possessive), verbs (e. g., past, present), and descriptive adjectives. | LA.S.2.W.1.c | c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions. | LA.S.3.W.1.c | c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses. | LA.S.4.W.1.c | c. Identify and use simple appositive phrases. | LA.S.5.W.1.c | c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. |
| | LA.S.K.W.1.d | d. Form regular plural nouns by adding /s/ or /es/. | LA.S.1.W.1.d | d. Form and use regular and frequently occurring irregular plural nouns. | LA.S.2.W.1d | d. Maintain consistent verb tense across sentences or paragraphs. | LA.S.3.W.1.d | d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. | LA.S.4.W.1.d | d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking). | LA.S.5.W.1.d | d. Distinguish between and use types of adjectives (e.g., comparative, superlative). |
| | LA.S.K.W.1.e | e. Use interrogatives to ask questions. | LA.S.1.W.1.e | e. Use subject-verb agreement in simple and compound sentences. | | | LA.S.3.W.1.e | e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences | LA.S.4.W.1.e | e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they' re) | LA.S.5.W.1.e | e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses |
| | LA.S.K.W.1.f | f. Use subject-verb agreement in simple sentences. | | | | | LA.S.3.W.1.f | f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing. | LA.S.4.W.1.f | f. Identify and revise fragment and run-on sentences in speaking and writing. | | |
| | | | | | | | LA.S.3.W.1.g | g. Use frequently occurring prepositions and prepositional phrases. | | | | |

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| Writing | **LA.S.K.W.2** | *With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.* | **LA.S.1.W.2** | *Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.2.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.3.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.4.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.5.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* |
| | LA.S.K.W.2.a | a. Use prewriting activities and resources to generate ideas. | LA.S.1.W.2.a | a. Use prewriting activities and resources to generate and organize ideas. | LA.S.2.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.S.3.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.S.4.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.S.5.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. |
| | LA.S.K.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.1.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.2.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.3.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.4.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.5.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. |
| | LA.S.K.W.2.c | c. Use feedback from others to improve writing and/or add details. | LA.S.1.W.2.c | c. Use feedback from others to improve writing and/or add details. | LA.S.2.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.S.3.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.S.4.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.S.5.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. |
| | LA.S.K.W.2.d | d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA.S.1.W.2.d | d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA.S.2.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.S.3.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.S.4.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.S.5.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. |

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| | LA.S.K.W.2.e | e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers. | LA.S.1.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.2.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA.S.3.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). | LA.S.4.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). | LA.S.5.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). |
| | | | | | LA.S.2.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.3.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.4.W.2.f | f. Use appropriate print and digital/ multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.5.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. |
| | **Modes of Writing**<br>Write in a variety of modes for a variety of purposes and audiences across disciplines. | | | | | | | | | | | |
| | **LA.S.K.W.3** | *With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating,* | **LA.S.1.W.3** | *With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.* | **LA.S.2.W.3** | *Write personal or fictional narratives that retell two or more appropriately sequenced events.* | **LA.S.3.W.3** | *Write creative and/or expressive pieces that describe a well-developed event or experience.* | **LA.S.4.W.3** | Write creative and/or expressive pieces that describe a well-developed event or experience. | **LA.S.5.W.3** | *Write creative and/or expressive pieces that describe a well-developed event or experience.* |
| | | | LA.S.1.W.3.a | a. Include some relevant details. | LA.S.2.W.3.a | a. Include relevant details about characters and settings. | LA.S.3.W.3.a | a. Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s). | LA.S.4.W.3.a | a. Establish a situation and introduce a narrator and/or character(s). | LA.S.5.W.3.a | a. Establish a situation and introduce a narrator and/or characters. |

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| | | | LA.S.1.W.3.b | b. Use time order words to signal sequence of events. | LA.S.2.W.3.b | b. Use time order words to signal a sequence of events. | LA.S.3.W.3.b | b. Include descriptive details about characters, events, or settings. | LA.S.4.W.3.b | b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings. | LA.S.5.W.3.b | b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. |
| | | | LA.S.1.W.3.c | c. Provide a sense of closure. | LA.S.2.W.3.c | c. Provide a sense of closure. | LA.S.3.W.3.c | c. Use words and phrases to signal a sequence of events. | LA.S.4.W.3.c | c. Use transitional words and phrases to organize a sequence of events that unfolds naturally. | LA.S.5.W.3.c | c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. |
| | | | | | | | LA.S.3.W.3.d | d. Provide a closure related to the creative or expressive event or experience. | LA.S.4.W.3.d | d. Provide a conclusion related to the creative or expressive event or experience. | LA.S.5.W.3.d | d. Provide a conclusion related to the creative or expressive event or experience. |
| | **LA.S.K.W.4** | *With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.* | **LA.S.1.W.4** | *With prompting and support, express an opinion about a topic or text and provide a supporting reason.* | **LA.S.2.W.4** | Express an opinion and provide supporting reasons. | **LA.S.3.W.4** | *Write opinion pieces with supporting reasons and/or evidence.* | **LA.S.4.W.4** | *Write opinion pieces that explain a perspective with supporting reasons and/or evidence.* | **LA.S.5.W.4** | *Write opinion pieces that explain a perspective with supporting reasons and evidence.* |
| | | | LA.S.1.W.4.a | a. Introduce a topic or text. | LA.S.2.W.4.a | a. Introduce a topic or text. | LA.S.3.W.4.a | a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence. | LA.S.4.W.4.a | a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence. | LA.S.5.W.4.a | *a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.* |

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| | | | LA.S.1.W.4.b | b. State an opinion and provide a reason to support the opinion. | LA.S.2.W.4.b | b. State an opinion and provide reasons to support the opinion. | LA.S.3.W.4.b | b. Use linking words and phrases to connect opinions and reasons. | LA.S.4.W.4.b | b. Use facts and details to support reasons and/or evidence. | LA.S.5.W.4.b | b. Use facts and details to support reasons and/or evidence. |
| | | | LA.S.1.W.4.c | c. Provide a sense of closure. | LA.S.2.W.4.c | c. Provide a concluding statement or section. | LA.S.3.W.4.c | c. Provide a concluding statement or section related to the opinion. | LA.S.4.W.4.c | c. Use linking words and phrases to connect ideas. | LA.S.5.W.4.c | c. Use words, phrases, and key vocabulary to connect ideas. |
| | | | | | | | | | LA.S.4.W.4.d | d. Provide a concluding statement or section related to the opinion. | LA.S.5.W.4.d | d. Provide a concluding statement or section related to the perspective. |
| | **LA.S.K.W.5** | *With prompting and support, write informative/ explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating,* | **LA.S.1.W.5** | *With prompting and support, write informative/ explanatory pieces about a topic or text with supporting facts and details.* | **LA.S.2.W.5** | *Write informative/ explanatory pieces about a topic or text with supporting facts and details.* | **LA.S.3.W.5** | *Write informative/ explanatory pieces to examine a topic or text and convey ideas and information.* | **LA.S.4.W.5** | *Write informative/ explanatory pieces to examine a topic or text and convey ideas and information.* | **LA.S.5.W.5** | *Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.* |
| | | | LA.S.1.W.5.a | a. Introduce a topic. | LA.S.2.W.5.a | a. Introduce a topic or text. | LA.S.3.W.5.a | a. Introduce a topic and group related information together, including illustrations when useful to provide clarity. | LA.S.4.W.5.a | a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements. | LA.S.5.W.5.a | a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. |

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| | | | LA.S.1.W.5.b | b. Develop a topic using supporting facts and details. | LA.S.2.W.5.b | b. Develop a topic with facts, details, and definitions. | LA.S.3.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic. | LA.S.4.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. | LA.S.5.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. |
| | | | LA.S.1.W.5.c | c. Use words and phrases related to the topic. | LA.S.2.W.5.c | c. Use words and phrases related to the topic. | LA.S.3.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. | LA.S.4.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. | LA.S.5.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. |
| | | | LA.S.1.W.5.d | d. Provide a sense of closure. | LA.S.2.W.5.d | d. Provide a concluding statement or section. | LA.S.3.W.5.d | d. Provide a concluding statement or section related to the topic. | LA.S.4.W.5.d | d. Provide a concluding statement or section related to the information or explanation(s). | LA.S.5.W.5.d | d. Provide a concluding statement or section related to the information or explanation(s). |
| | **LA.S.K.W.6** | *With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.* | **LA.S.1.W.6** | *With prompting and support, identify information from provided sources to answer a question.* | **LA.S.2.W.6** | *Locate information from provided sources to answer questions about a topic.* | **LA.S.3.W.6** | *Locate evidence from literary and/or informational text sources to answer questions about a topic.* | **LA.S.4.W.6** | *Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.* | **LA.S.5.W.6** | *Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.* |
| | | | LA.S.1.W.6.a | a. Retell or recall information from provided sources. | LA.S.2.W.6.a | a. Retell information from provided sources to support ideas while avoiding plagiarism. | LA.S.3.W.6.a | a. Paraphrase information from sources to support ideas while avoiding plagiarism. | LA.S.4.W.6.a | a. Paraphrase information and evidence to support ideas while avoiding plagiarism. | LA.S.5.W.6.a | a. Paraphrase information and evidence to support ideas while avoiding plagiarism. |

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| | | | LA.S.1.W.6.b | b. Use provided print and/or digital tools to gather information and ideas to answer questions. | LA.S.2.W.6.b | b. Identify print and digital tools to gather information and ideas and answer questions. | LA.S.3.W.6.b | b. Identify print and digital tools to gather information and ideas to answer questions. | LA.S.4.W.6.b | b. Identify print and digital tools to gather information and evidence. | LA.S.5.W.6.b | b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. |
| | | | LA.S.1.W.6.c | c. Sort evidence and information into categories. | LA.S.2.W.6.c | c. Sort evidence and information into categories. | LA.S.3.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. | LA.S.4.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. | LA.S.5.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. |
| | | | LA.S.1.W.6.d | d. Use provided print and/or digital tools to gather information and ideas and to answer questions. | LA.S.2.W.6.d | d. Demonstrate academic integrity by referencing sources in writing and speaking. | LA.S.3.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. | LA.S.4.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. | LA.S.5.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. |

| Strand | | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | LA.S.1.W.6.e | e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). | LA.S.2.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.3.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.4.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.5.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). |
| | **Comprehension and Collaboration**<br>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. | | | | | | | | | | | |
| | | **LA.S.K.SL.1** | *With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.* | **LA.S.1.SL.1** | *Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.* | **LA.S.2.SL.1** | *Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.* | **LA.S.3.SL.1** | *Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.* | **LA.S.4.SL.1** | *Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.* | **LA.S.5.SL.1** | *Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.* |
| | | LA.S.K.SL.1.a | a. Ask pertinent questions to acquire or confirm information. | LA.S.1.SL.1.a | a. Ask pertinent questions to acquire or confirm information. | LA.S.2.SL.1.a | a. Ask pertinent questions to acquire or confirm information. | LA.S.3.SL.1.a | a. Ask relevant questions to build on ideas and acquire or confirm information. | LA.S.4.SL.1.a | a. Ask relevant questions to build on ideas or acquire or confirm information. | LA.S.5.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. |
| | | LA.S.K.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.1.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.2.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.3.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration. | LA.S.4.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.5.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. |

| Strand | | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Speaking and Listening | LA.S.K.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.1.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.2.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.3.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.4.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.5.SL.1.c | c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives. |
| | LA.S.K.SL.1.d | d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). | LA.S.1.SL.1.d | d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). | LA.S.2.SL.1.d | d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling). | LA.S.3.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). | LA.S.4.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). | LA.S.5.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning). |
| | LA.S.K.SL.1.e | e. Complete a task following one/two-step directions. | LA.S.1.SL.1.e | e. Complete a task following one/two-step directions. | LA.S.2.SL.1.e | e. Complete a task following multi-step directions. | LA.S.3.SL.1.e | e. Complete a task following multi-step directions. | LA.S.4.SL.1.e | e. Complete a task following multi-step directions. | LA.S.5.SL.1.e | e. Complete a task following multi-step directions. |
| | **Presentation of Knowledge and Ideas**<br>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context. | | | | | | | | | | | |
| | **LA.S.K.SL.2** | *With prompting and support, describe familiar people, places, things, and events, and provide additional detail.* | **LA.S.1.SL.2** | *Tell a story or recount experiences with appropriate facts and pertinent descriptive details.* | **LA.S.2.SL.2** | *Tell a story or recount an experience with appropriate facts and pertinent descriptive details.* | **LA.S.3.SL.2** | *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.* | **LA.S.4.SL.2** | *Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central* | **LA.S.5.SL.2** | *Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.* |

| Strand | | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Speaking | LA.S.K.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. | LA.S.1.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts. | LA.S.2.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts. | LA.S.3.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts. | LA.S.4.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts. | LA.S.5.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. |
| | LA.S.K.SL.2.b | b. Convey a personal perspective with clear reasons. | LA.S.1.SL.2.b | b. Convey a personal perspective with clear reasons. | LA.S.2.SL.2.b | b. Convey a personal perspective with clear reasons. | LA.S.3.SL.2.b | b. Convey a perspective with clear reasoning and support. | LA.S.4.SL.2.b | b. Convey a perspective with clear reasoning and support. | LA.S.5.SL.2.b | b. Convey a perspective with clear reasoning and support. |
| | LA.S.K.SL.2.c | c. Explain the purpose of information being presented. | LA.S.1.SL.2.c | c. With prompting and support, explain the purpose of information being presented. | LA.S.2.SL.2.c | c. Explain the purpose and credibility of information being presented. | LA.S.3.SL.2.c | c. Identify the purpose and credibility of information being presented. | LA.S.4.SL.2.c | c. Identify the purpose and credibility of information being presented. | LA.S.5.SL.2.c | c. Identify the purpose and credibility of information being presented. |
| | LA.S.K.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/ hurtful words). | LA.S.1.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/ hurtful words). | LA.S.2.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/ hurtful words). | LA.S.3.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereo-types, multiple meanings of words). | LA.S.4.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereo-types, multiple meanings of words). | LA.S.5.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereo-types, multiple meanings of words). |
| | LA.S.K.SL.2.e | e. Use appropriate visual and/or digital tools to support verbal communication. | LA.S.1.SL.2.e | e. Use appropriate visual and/or digital tools to support verbal communication. | LA.S.2.SL.2.e | e. Use appropriate visual and/or digital tools to support verbal communication. | LA.S.3.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.S.4.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.S.5.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. |

| Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| **Course** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Instructional Materials** | Amplify CKLA, 3rd Edition | Amplify CKLA, 3rd Edition | Amplify CKLA, 3rd Edition | Amplify CKLA, 3rd Edition | Amplify CKLA, 3rd Edition | Amplify CKLA, 3rd Edition |

| Strand | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9 | | Grades 10 | | Grades 11 | | Grades 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FOUNDATIONS OF READING | **Concepts of Print** | | **Foundations of Reading mastered in K-5 (Grade 6-12 starts at Reading Prose & Poetry)** | | | | | | | | | | | | | |
| | **Phonological Awareness** | | **Mastered at Grade 2 and blended with other skills at this grade level.** | | | | | | | | | | | | | |
| | **Phonics and Word Analysis** Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text. | | **Mastered at Grade 2 and blended with other skills at this grade level.** | | | | | | | | | | | | | |
| | **LA.S.5.F.3** | *Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.* | | | | | | | | | | | | | | |
| | LA.S.5.F.3.a | a. Decode words with common Greek derived words. | | | | | | | | | | | | | | |
| | LA.S.5.F.3.b | b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context. | | | | | | | | | | | | | | |
| | **Fluency** Read grade-level texts with sufficient accuracy and fluency to support | | **Mastered at Grade 2 and blended with other skills at this grade level.** | | | | | | | | | | | | | |
| | **LA.S.5.F.4** | *Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.* | | | | | | | | | | | | | | |

| Strand | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9 | | Grades 10 | | Grades 11 | | Grades 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | LA.S.5.F.4.a | a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning. | | | | | | | | | | | | | | |
| | LA.S.5.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. | | | | | | | | | | | | | | |
| etry | | **Central Ideas and Details**<br>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts. | | | | | | | | | | | | | | |
| | **LA.S.5.RP.1** | *Explain the theme in a literary text and how it is conveyed through key details.* | **LA.S.6.RP.1** | *Determine the implied or explicit theme of a literary text and how it develops over the course of a text.* | **LA.S.7.RP.1** | *Determine two or more implied or explicit themes in a literary text and how they are supported with key details.* | **LA.S.8.RP.1** | *Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.* | **LA.MS.9.RP.1** | *Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.* | **LA.S.10.RP.1** | *Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.* | **LA.M.11.RP.1** | *Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.* | **LA.S.12.RP.1** | *Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.* |
| | **LA.S.5.RP.2** | *Compare and contrast two or more characters, settings, or events in a literary text or texts.* | **LA.S.6.RP.2** | *Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.* | **LA.S.7.RP.2** | *Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.* | **LA.S.8.RP.2** | *Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.* | **LA.M.9.RP.2** | *Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.* | **LA.S.10.RP.2** | *Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.* | **LA.M.11.RP.2** | *Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.* | **LA.S.12.RP.2** | *Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.* |
| | | **Author's Craft**<br>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text. | | | | | | | | | | | | | | |
| | **LA.S.5.RP.3** | *Describe how a narrator or speaker's point of view influences the meaning of a literary text.* | **LA.S.6.RP.3** | *Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.* | **LA.S.7.RP.3** | *Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.* | **LA.S.8.RP.3** | *Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.* | **LA.M.9.RP.3** | *Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.* | **LA.S.10.RP.3** | *Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.* | **LA.M.11.RP.3** | *Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.* | **LA.S.12.RP.3** | *Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.* |

| Strand | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9 | | Grades 10 | | Grades 11 | | Grades 12 |
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| Reading Prose and Poe | LA.S.5.RP.4 | *Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.* | LA.S.6.RP.4 | *Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).* | LA.S.7.RP.4 | *Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.* | LA.S.8.RP.4 | *Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.* | LA.M.9.RP.4 | *Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.* | LA.M.10.RP.4 | *~~Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.~~ Analyze how an author uses text structure and literary devices (allegory, motif, symbolism, etc.) to contribute to the overall meaning or aesthetic of a literary text.* | LA.M.11.RP.4 | *Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.* | LA.S.12.RP.4 | *Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.* |
| | **Knowledge and Ideas**<br>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text. | | | | | | | | | | | | | | | |
| | LA.S.5.RP.5 | *Compare and contrast the treatment of themes and topics in literary texts of the same genre.* | LA.S.6.RP.5 | *Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.* | LA.S.7.RP.5 | *Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.* | LA.S.8.RP.5 | *Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.* | LA.M.9.RP.5 | *Analyze how an author draws on and transforms source material in a specific work / uses allusions (e.g., how Shakespeare treats a theme or topic from the Bible).* | LA.M.10.RP.5 | *Analyze how an author draws on and transforms source material in a specific work / uses allusions (e.g., how Shakespeare treats a theme or topic from the Bible).* | LA.M.11.RP.5 | *Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.* | LA.S.12.RP.5 | *Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.* |
| | LA.S.5.RP.6 | *Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.* | LA.S.6.RP.6 | *Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.* | LA.S.7.RP.6 | *Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.* | LA.S.8.RP.6 | *Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.* | LA.M.9.RP.6 | *Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.* | LA.S.10.RP.6 | *Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.* | LA.M.11.RP.6 | *Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.* | LA.S.12.RP.6 | *Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.* |
| | LA.S.5.RP.7 | *Explain the relationships (regional, national, and/or multicultural) between two or more characters, events, or ideas in a range of literary texts.* | LA.S.6.RP.7 | *Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.* | LA.S.7.RP.7 | *Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.* | LA.S.8.RP.7 | *Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.* | LA.M.9.RP.7 | *Analyze multiple perspectives within and across a wide range of literary texts.* | LA.S.10.RP.7 | *Analyze multiple perspectives within and across a wide range of literary texts.* | LA.M.11.RP.7 | *Analyze and evaluate multiple perspectives within and across a wide range of literary texts.* | LA.S.12.RP.7 | *Analyze and evaluate multiple perspectives within and across a wide range of literary texts.* |
| | **Range of Reading and Level of Text Complexity**<br>Read and comprehend complex, grade-level literary texts independently and proficiently. | | | | | | | | | | | | | | | |

| Strand | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9 | | Grades 10 | | Grades 11 | | Grades 12 |
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| | LA.S.5.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.* | LA.S.6.RP.8 | *Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.S.7.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.S.8.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.* | LA.M.9.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.S.10.RP.8 | *Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.M.11.RP.8 | *Read and comprehend a wide range of literary texts in the 11-CCR grade band independently and proficiently, with scaffolding as needed at the high end of the range.* | LA.S.12.RP.8 | *Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.* |
| Informational Text | **Central Ideas and Details**<br>Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts. | | | | | | | | | | | | | | | |
| | LA.S.5.RI.1 | *Explain the central idea in an informational text and how it is conveyed through key details.* | LA.S.6.RI.1 | *Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.* | LA.S.7.RI.1 | *Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.* | LA.S.8.RI.1 | *Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.* | LA.M.9.RI.1 | *Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.* | LA.S.10.RI.1 | *Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.* | LA.M.11.RI.1 | *Evaluate the development of central ideas over the course of an informational text or texts.* | LA.S.12.RI.1 | *Evaluate the development of central ideas over the course of an informational text or texts.* |
| | LA.S.5.RI.2 | *Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.* | LA.S.6.RI.2 | *Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.* | LA.S.7.RI.2 | *Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.* | LA.S.8.RI.2 | *Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.* | LA.M.9.RI.2 | *Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.* | LA.S.10.RI.2 | *Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.* | LA.M.11.RI.2 | *Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.* | LA.S.12.RI.2 | *Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.* |
| | **Author's Craft**<br>Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts. | | | | | | | | | | | | | | | |
| | LA.S.5.RI.3 | *Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.* | LA.S.6.RI.3 | *Explain how an author establishes and conveys a perspective or purpose in an informational text.* | LA.S.7.RI.3 | *Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.* | LA.S.8.RI.3 | *Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.* | LA.M.9.RI.3 | *Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.* | LA.S.10.RI.3 | *Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.* | LA.M.11.RI.3 | *Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.* | LA.S.12.RI.3 | *Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.* |
| | LA.S.5.RI.4 | *Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.* | LA.S.6.RI.4 | *Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.* | LA.S.7.RI.4 | *Analyze how the major sections of text contribute to the development of ideas in an informational text.* | LA.S.8.RI.4 | *Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.* | LA.M.9.RI.4 | *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).* | LA.S.10.RI.4 | *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).* | LA.M.11.RI.4 | *Evaluate an author's perspective (accounting for background and time period), purpose, motivation, and/or credibility, and how it contributes to the meaning, significance, tone, or aesthetic of an informational text.* | LA.M.12.RI.4 | *Evaluate an author's perspective (accounting for background and time period), purpose, motivation, and/or credibility, and how it contributes to the meaning, significance, tone, or aesthetic of an informational text.* |
| | **Knowledge and Ideas**<br>Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts. | | | | | | | | | | | | | | | |

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| Reading Info | LA.S.5.RI.5 | *Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.* | LA.S.6.RI.5 | *Compare and contrast one author's presentation of information with that of another.* | LA.S.7.RI.5 | *Analyze how the major sections of text contribute to the development of ideas in an informational text.* | LA.S.8.RI.5 | *Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.* | LA.M.9.RI.5 | *Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.* | LA.S.10.RI.5 | *Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.* | LA.M.11.RI.5 | *Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style, making connections and evaluating relevancy.* | LA.M.12.RI.5 | *Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style, making connections and evaluating relevancy.* |
| | LA.S.5.RI.6 | *Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).* | LA.S.6.RI.6 | *Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.* | LA.S.7.RI.6 | *Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.* | LA.S.8.RI.6 | *Analyze the development of an argument and evaluate the effectiveness of the type (s) of reasoning used to support the argument.* | LA.M.9.RI.6 | *Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.* | LA.S.10.RI.6 | *Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.* | LA.M.11.RI.6 | *Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.* | LA.S.12.RI.6 | *Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.* |
| | LA.S.5.RI.7 | *Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.* | LA.S.6.RI.7 | *Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.* | LA.S.7.RI.7 | *Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.* | LA.S.8.RI.7 | *Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.* | LA.M.9.RI.7 | *Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.* | LA.S.10.RI.7 | *Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.* | LA.M.11.RI.7 | *Analyze and evaluate multiple perspectives within and across a wide range of informational texts.* | LA.S.12.RI.7 | *Analyze and evaluate multiple perspectives within and across a wide range of informational texts.* |
| | **Range of Reading and Level of Text Complexity**<br>Read and comprehend complex, grade-level informational texts independently and proficiently. | | | | | | | | | | | | | | | |
| | LA.S.5.RI.8 | *Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.* | LA.S.6.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.S.7.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.S.8.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.* | LA.M.9.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9- 10 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.S.10.RI.8 | *Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9- 10 grade band proficiently, with scaffolding as needed at the high end of the range.* | LA.M.11.RI.8 | *Read and comprehend a wide range of informational texts in the 11-CCR grade band independently and proficiently, with scaffolding as needed at the high end of the range.* | LA.S.12.RI.8 | *Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.* |
| | **Acquisition and Use**<br>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. | | | | | | | | | | | | | | | |
| | LA.S.5.V.1 | *Acquire and use grade-level academic vocabulary appropriately.* | LA.S.6.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* | LA.S.7.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* | LA.S.8.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* | LA.M.9.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* | LA.S.10.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* | LA.M.11.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* | LA.S.12.V.1 | *Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.* |

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| Vocabulary | LA.S.5.V.1.a | a. Use context clues (e. g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. | LA.S.6.V.1.a | a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. | LA.S.7.V.1.a | a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. | LA.S.8.V.1.a | a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. | LA.M.9.V.1.a | a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. | LA.S.10.V.1.a | a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. | LA.M.11.V.1.a | a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. | LA.S.12.V.1.a | a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. |
| | LA.S.5.V.1.b | b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. | LA.S.6.V.1.b | b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). | LA.S.7.V.1.b | b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). | LA.S.8.V.1.b | b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede). | LA.M.9.V.1.b | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). | LA.S.10.V.1.b | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). | LA.M.11.V.1.b | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | LA.S.12.V.1.b | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| | LA.S.5.V.1.c | c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources. | LA.S.6.V.1.c | c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words. | LA.S.7.V.1.c | c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words. | LA.S.8.V.1.c | c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words. | LA.M.9.V.1.c | c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words. | LA.S.10.V.1.c | c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words. | LA.M.11.V.1.c | c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. | LA.S.12.V.1.c | c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. |
| | **Context and Connotation**<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | | | | | | | | | | | | | | | |
| | **LA.S.5.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.6.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.7.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.8.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.M.9.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.10.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.M.11.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* | **LA.S.12.V.2** | *Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.* |
| | LA.S.5.V.2.a | a. Interpret figurative language, including similes and metaphors, in context. | LA.S.6.V.2.a | a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. | LA.S.7.V.2.a | a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. | LA.S.8.V.2.a | a. Interpret figures of speech (e.g., verbal irony, puns) in context. | LA.M.9.V.2.a | a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. | LA.S.10.V.2.a | a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. | LA.M.11.V.2.a | a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. | LA.S.12.V.2.a | a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. |
| | LA.S.5.V.2.b | b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. | LA.S.6.V.2.b | b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). | LA.S.7.V.2.b | b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). | LA.S.8.V.2.b | b. Determine the relationship between particular words to better understand each of the words. | LA.M.9.V.2.b | b.Analyze nuances in the meanings of words with similar denotations. | LA.S.10.V.2.b | b.Analyze nuances in the meanings of words with similar denotations. | LA.M.11.V.2.b | b. Analyze nuances in the meanings of words with similar denotations. | LA.S.12.V.2.b | b. Analyze nuances in the meanings of words with similar denotations. |
| | LA.S.5.V.2.c | c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | LA.S.6.V.2.c | c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty). | LA.S.7.V.2.c | c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic). | LA.S.8.V.2.c | c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute). | | | | | | | | |

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| | **Foundations of Writing<br>Mastered at Grade 2** | | | | | | | | | | | | | | | |
| | **Production of Writing**<br>Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context. | | | | | | | | | | | | | | | |
| | **LA.S.5.W.1** | *Create grammatically correct multi-paragraph compositions with varied sentence structures.* | **LA.S.6.W.1** | *Create grammatically correct multi-paragraph compositions with varied sentence structures.* | **LA.S.7.W.1** | *Create grammatically correct multi-paragraph compositions with varied sentence structures.* | **LA.S.8.W.1** | *Create grammatically correct multi-paragraph compositions with varied sentence structures.* | **LA.M.9.W.1** | *Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.* | **LA.S.10.W.1** | *Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.* | **LA.M.11.W.1** | *Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.* | **LA.S.12.W.1** | *Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.* |
| | LA.S.5.W.1.a | a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. | LA.S.6.W.1.a | a. Apply knowledge of rules for capitalization. | LA.S.7.W.1.a | a. Apply knowledge of rules for capitalization. | LA.S.8.W.1.a | a. Apply knowledge of rules for capitalization. | LA.M.9.W.1.a | a. Apply knowledge of rules for capitalization. | LA.S.10.W.1.a | a. Apply knowledge of rules for capitalization. | LA.M.11.W.1.a | a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. | LA.S.12.W.1.a | a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. |
| | LA.S.5.W.1.b | b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. | LA.S.6.W.1.b | b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses. | LA.S.7.W.1.b | b. Use a comma to separate coordinate adjectives. | LA.S.8.W.1.b | b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission. | LA.M.9.W.1.b | b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. | LA.S.10.W.1.b | b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. | LA.M.11.W.1.b | b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. | LA.S.12.W.1.b | b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. |
| | LA.S.5.W.1.c | c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. | LA.S.6.W.1.c | c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses. | LA.S.7.W.1.c | c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). | LA.S.8.W.1.c | c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives). | LA.M.9.W.1.c | c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. | LA.S.10.W.1.c | c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. | | | | |
| | LA.S.5.W.1.d | d. Distinguish between and use types of adjectives (e.g., comparative, superlative). | LA.S.6.W.1.d | d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing. | LA.S.7.W.1.d | d. Use a variety of prepositional and appositive phrases in sentences and paragraphs. | LA.S.8.W.1.d | d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative). | LA.M.9.W.1.d | d. Select and use verbs with appropriate voice and mood. | LA.S.10.W.1.d | d. Select and use verbs with appropriate voice and mood. | | | | |
| | LA.S.5.W.1.e | e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. | LA.S.6.W.1.e | e. Identify and use verb tenses (e.g., progressive). | LA.S.7.W.1.e | e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. | LA.S.8.W.1.e | e. Use appropriate parallel structure in words, phrases, and clauses. | LA.M.9.W.1.e | e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure. | LA.S.10.W.1.e | e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure. | | | | |
| | | | LA.S.6.W.1.f | f. Distinguish between and use different types of phrases (e.g., prepositional and appositive). | | | LA.S.8.W.1.f | f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood. | | | | | | | | |

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| | | | LA.S.6.W.1.g | g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. | | | | | | | | | | | | |
| | **LA.S.5.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.6.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.7.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.8.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.M.9.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.10.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.M.11.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* | **LA.S.12.W.2** | *Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.* |
| | LA.S.5.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.S.6.W.2.a | a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. | LA.S.7.W.2.a | a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. | LA.S.8.W.2.a | a. Identify and use resources and inquiry tools to plan, organize, and draft writing. | LA.M.9.W.2.a | a. Identify and use resources and inquiry tools to plan, organize, and draft writing. | LA.S.10.W.2.a | a. Identify and use resources and inquiry tools to plan, organize, and draft writing. | LA.M.11.W.2.a | a. Identify and use resources and inquiry tools to plan, organize, and draft writing. | LA.S.12.W.2.a | a. Identify and use resources and inquiry tools to plan, organize, and draft writing. |
| | LA.S.5.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.6.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.7.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.8.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.M.9.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.10.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.M.11.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.S.12.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. |
| | LA.S.5.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.S.6.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.S.7.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.S.8.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.M.9.W.2.c | c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. | LA.S.10.W.2.c | c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. | LA.M.11.W.2.c | c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. | LA.S.12.W.2.c | c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. |
| | LA.S.5.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.S.6.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.S.7.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.S.8.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.M.9.W.2.d | d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. | LA.S.10.W.2.d | d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. | LA.M.11.W.2.d | d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. | LA.S.12.W.2.d | d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. |
| | LA.S.5.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols) | LA.S.6.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.7.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.8.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.M.9.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.10.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.M.11.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.S.12.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. |
| | LA.S.5.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | | | | | | | | | | | | | | |

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| Writing | **Modes of Writing**<br>Write in a variety of modes for a variety of purposes and audiences across disciplines. | | | | | | | | | | | | | | | |
| | **LA.S.5.W.3** | *Write creative and/or expressive pieces that describe a well-developed event or experience.* | **LA.S.6.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.* | **LA.S.7.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.* | **LA.S.8.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.* | **LA.M.9.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and* | **LA.S.10.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and* | **LA.M.11.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.* | **LA.S.12.W.3** | *Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.* |
| | LA.S.5.W.3.a | a. Establish a situation and introduce a narrator and/or characters. | LA.S.6.W.3.a | a. Engage and orient the reader by establishing a context and introducing a narrator and/or character (s) and point of view; organize an event sequence that unfolds naturally and logically. | LA.S.7.W.3.a | a. Engage and orient the reader by establishing a context and introducing a narrator and/or character (s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically. | LA.S.8.W.3.a | a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically. | LA.M.9.W.3.a | a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | LA.S.10.W.3.a | a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | LA.M.11.W.3.a | a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | LA.S.12.W.3.a | a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| | LA.S.5.W.3.b | b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. | LA.S.6.W.3.b | b. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts. | LA.S.7.W.3.b | b. Use literary techniques (e. g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. | LA.S.8.W.3.b | b. Use literary techniques (e. g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings). | LA.M.9.W.3.b | b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. | LA.S.10.W.3.b | b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. | LA.M.11.W.3.b | b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. | LA.S.12.W.3.b | b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. |
| | LA.S.5.W.3.c | c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. | LA.S.6.W.3.c | c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. | LA.S.7.W.3.c | c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. | LA.S.8.W.3.c | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | LA.M.9.W.3.c | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | LA.S.10.W.3.c | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | LA.M.11.W.3.c | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | LA.S.12.W.3.c | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| | LA.S.5.W.3.d | d. Provide a conclusion related to the creative or expressive event or experience. | LA.S.6.W.3.d | d. Use precise words and phrases, descriptive/ sensory details, and figurative language to express personal or narrative voice. | LA.S.7.W.3.d | d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. | LA.S.8.W.3.d | d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture. | LA.M.9.W.3.d | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. | LA.S.10.W.3.d | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. | LA.M.11.W.3.d | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. | LA.S.12.W.3.d | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. |
| | | | LA.S.6.W.3.e | e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. | LA.S.7.W.3.e | e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. | LA.S.8.W.3.e | e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece. | LA.M.9.W.3.e | e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. | LA.S.10.W.3.e | e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. | LA.M.11.W.3.e | e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. | LA.S.12.W.3.e | e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. |

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| | **LA.S.5.W.4** | *Write opinion pieces that explain a perspective with supporting reasons and evidence.* | **LA.S.6.W.4** | *Write arguments that explain a perspective with supporting reasons and evidence.* | **LA.S.7.W.4** | *Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.* | **LA.S.8.W.4** | *Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.* | **LA.M.9.W.4** | *Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.* | **LA.S.10.W.4** | *Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.* | **LA.M.11.W.4** | *Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.* | **LA.S.12.W.4** | *Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.* |
| | LA.S.5.W.4.a | *a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.* | LA.S.6.W.4.a | *a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.* | LA.S.7.W.4.a | *a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.* | LA.S.8.W.4.a | *a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.* | LA.M.9.W.4.a | *a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.* | LA.S.10.W.4.a | *a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.* | LA.M.11.W.4.a | *a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.* | LA.S.12.W.4.a | *a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.* |
| | LA.S.5.W.4.b | b. Use facts and details to support reasons and/or evidence. | LA.S.6.W.4.b | b. Use relevant evidence from two or more credible sources. | LA.S.7.W.4.b | b. Explain and cite relevant evidence from multiple credible sources. | LA.S.8.W.4.b | b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. | LA.M.9.W.4.b | b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. | LA.S.10.W.4.b | b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. | LA.M.11.W.4.b | b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. | LA.S.12.W.4.b | b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. |
| | LA.S.5.W.4.c | c. Use words, phrases, and key vocabulary to connect ideas. | LA.S.6.W.4.c | c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. | LA.S.7.W.4.c | c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim (s) and supporting evidence. | LA.S.8.W.4.c | c. Explain and cite relevant evidence from multiple credible sources. | LA.M.9.W.4.c | c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. | LA.S.10.W.4.c | c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. | LA.M.11.W.4.c | c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. | LA.S.12.W.4.c | c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. |
| | LA.S.5.W.4.d | d. Provide a concluding statement or section related to the perspective. | LA.S.6.W.4.d | d. Provide a concluding statement or section that follows from the argument presented. | LA.S.7.W.4.d | d. Provide a concluding statement or section that follows from and supports the argument(s) presented. | LA.S.8.W.4.d | *d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.* | LA.M.9.W.4.d | *d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.* | LA.S.10.W.4.d | *d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.* | LA.M.11.W.4.d | *d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.* | LA.S.12.W.4.d | *d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.* |
| | | | | | | | LA.S.8.W.4.e | e. Adapt style and tone appropriate to the norms and conventions of the task and discipline. | LA.M.9.W.4.e | e. Provide a conclusion that follows from and supports the argument(s) presented. | LA.S.10.W.4.e | e. Provide a conclusion that follows from and supports the argument(s) presented. | LA.M.11.W.4.e | e. Provide a conclusion that follows from and supports the argument(s) presented. | LA.S.12.W.4.e | e. Provide a conclusion that follows from and supports the argument(s) presented. |
| | | | | | | | LA.S.8.W.4.f | f. Provide a conclusion that follows from and supports the argument(s) presented. | | | | | | | | |

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| | **LA.S.5.W.5** | *Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.* | **LA.S.6.W.5** | *Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.* | **LA.S.7.W.5** | *Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.* | **LA.S.8.W.5** | *Write informative/ explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.* | **LA.M.9.W.5** | *Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.* | **LA.S.10.W.5** | *Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.* | **LA.M.11.W.5** | *Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.* | **LA.S.12.W.5** | *Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.* |
| | LA.S.5.W.5.a | a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. | LA.S.6.W.5.a | a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. | LA.S.7.W.5.a | a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements. | LA.S.8.W.5.a | a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements. | LA.M.9.W.5.a | a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. | LA.S.10.W.5.a | a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. | LA.M.11.W.5.a | a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. | LA.S.12.W.5.a | a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. |
| | LA.S.5.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. | LA.S.6.W.5.b | b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. | LA.S.7.W.5.b | b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. | LA.S.8.W.5.b | b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. | LA.S.9.W.5.b | b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples | LA.S.10.W.5.b | b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples | LA.M.11.W.5.b | b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples | LA.S.12.W.5.b | b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples |
| | LA.S.5.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. | LA.S.6.W.5.c | c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. | LA.S.7.W.5.c | c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. | LA.S.8.W.5.c | c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts. | LA.M.9.W.5.c | c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. | LA.S.10.W.5.c | c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. | LA.M11.W.5.c | c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. | LA.S.12.W.5.c | c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. |
| | LA.S.5.W.5.d | d. Provide a concluding statement or section related to the information or explanation(s). | LA.S.6.W.5.d | d. Provide a concluding statement or section that follows from the information or explanation(s). | LA.S.7.W.5.d | d. Provide a concluding statement or section that follows from the information or explanation(s). | LA.S.8.W.5.d | d. Provide a concluding statement or section that follows from the information or explanation(s). | LA.M.9.W.5.d | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. | LA.S.10.W.5.d | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. | LA.M.11.W.5.d | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. | LA.S.12.W.5.d | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. |
| | | | | | | | | | LA.M.9.W.5.e | e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. | LA.S.10.W.5.e | e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. | LA.M.11.W.5.e | e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. | LA.S.12.W.5.e | e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. |
| | **LA.S.5.W.6** | *Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.* | **LA.S.6.W.6** | *Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.* | **LA.S.7.W.6** | *Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.* | **LA.S.8.W.6** | *Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).* | **LA.M.9.W.6** | *Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).* | **LA.S.10.W.6** | *Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).* | **LA.M.11.W.6** | *Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).* | **LA.S.12.W.6** | *Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).* |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LA.S.5.W.6.a | a. Paraphrase information and evidence to support ideas while avoiding plagiarism. | LA.S.6.W.6.a | a. Paraphrase and quote evidence to support ideas while avoiding plagiarism. | LA.S.7.W.6.a | a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. | LA.S.8.W.6.a | a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. | LA.M.9.W.6.a | a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. | LA.S.10.W.6.a | a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. | LA.M.11.W.6.a | a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. | LA.S.12.W.6.a | a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. |
| | LA.S.5.W.6.b | b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. | LA.S.6.W.6.b | b. Locate and evaluate credibility of evidence (e. g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. | LA.S.7.W.6.b | b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. | LA.S.8.W.6.b | b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings. | LA.M.9.W.6.b | b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. | LA.S.10.W.6.b | b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. | LA.M.11.W.6.b | b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. | LA.S.12.W.6.b | b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. |
| | LA.S.5.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. | LA.S.6.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. | LA.S.7.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. | LA.S.8.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. | LA.M.9.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. | LA.S.10.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. | LA.M.11.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. | LA.S.12.W.6.c | c. Select and use appropriate note-taking formats to collect and organize information. |
| | LA.S.5.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. | LA.S.6.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. | LA.S.7.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. | LA.S.8.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. | LA.M.9.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago). | LA.S.10.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago). | LA.M.11.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). | LA.S.12.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). |
| | LA.S.5.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.6.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.7.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.8.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.M.9.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.10.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.M.11.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.S.12.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). |
| | **Comprehension and Collaboration**<br>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. | | | | | | | | | | | | | | | |

| Strand | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9 | | Grades 10 | | Grades 11 | | Grades 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Speaking and Listening | **LA.S.5.SL.1** | *Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.* | **LA.S.6.SL.1** | *Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.* | **LA.S.7.SL.1** | *Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.* | **LA.S.8.SL.1** | *Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.* | **LA.M.9.SL.1** | *Initiate and participate in structured discussions and collaborations about grade-level topics and texts.* | **LA.S.10.SL.1** | *Initiate and participate in structured discussions and collaborations about grade-level topics and texts.* | **LA.M.11.SL.1** | *Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new* | **LA.S.12.SL.1** | *Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new* |
| | LA.S.5.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | LA.S.6.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | LA.S.7.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | LA.S.8.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | LA.M.9.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | LA.S.10.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | A.M.11.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. | LA.S.12.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. |
| | LA.S.5.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.6.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.7.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.8.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.M.9.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.10.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.M.11.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.S.12.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. |
| | LA.S.5.SL.1.c | c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse | LA.S.6.SL.1.c | c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives | LA.S.7.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives | LA.S.8.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.M.9.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.10.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.M.11.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.S.12.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. |
| | LA.S.5.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) | LA.S.6.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) | LA.S.7.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). | LA.S.8.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). | LA.M.9.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). | LA.S.10.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). | LA.M.11.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). | LA.S.12.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). |
| | LA.S.5.SL.1.e | e. Complete a task following multi-step directions. | LA.S.6.SL.1.e | e. Complete a task following multi-step directions. | LA.S.7.SL.1.e | e. Complete a task following multi-step directions. | LA.S.8.SL.1.e | e. Complete a task following complex, multi-step directions. | LA.M.9.SL.1.e | e. Complete a task following complex, multi-step directions. | LA.S.10.SL.1.e | e. Complete a task following complex, multi-step directions. | LA.M.11.SL.1.e | e. Complete a task following complex, multi-step directions. | LA.S.12.SL.1.e | e. Complete a task following complex, multi-step directions. |
| | **Presentation of Knowledge and Ideas**<br>Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context. | | | | | | | | | | | | | | | |
| | **LA.S.5.SL.2** | *Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or* | **LA.S.6.SL.2** | *Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.* | **LA.S.7.SL.2** | *Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.* | **LA.S.8.SL.2** | *Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.* | **LA.M.9.SL.2** | *Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.* | **LA.S.10.SL.2** | *Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.* | **LA.M.11.SL.2** | *Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.* | **LA.S.12.SL.2** | *Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.* |

| Strand | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9 | | Grades 10 | | Grades 11 | | Grades 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Speak | LA.S.5.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. | LA.S.6.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts. | LA.S.7.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts. | LA.S.8.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts. | LA.M.9.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. | LA.S.10.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. | LA.M.11.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. | LA.S.12.SL.2.a | a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. |
| | LA.S.5.SL.2.b | b. Convey a perspective with clear reasoning and support. | LA.S.6.SL.2.b | b. Convey a perspective with clear reasoning and support. | LA.S.7.SL.2.b | b. Convey a perspective with clear reasoning and valid evidence. | LA.S.8.SL.2.b | b. Convey a perspective with clear reasoning and valid evidence. | LA.M.9.SL.2.b | b. Convey a perspective with clear reasoning and valid evidence. | LA.S.10.SL.2.b | b. Convey a perspective with clear reasoning and valid evidence. | LA.M.11.SL.2.b | b. Convey a perspective with clear reasoning and valid evidence. | LA.S.12.SL.2.b | b. Convey a perspective with clear reasoning and valid evidence. |
| | LA.S.5.SL.2.c | c. Identify the purpose and credibility of information being presented. | LA.S.6.SL.2.c | c. Analyze the purpose and credibility of information being presented. | LA.S.7.SL.2.c | c. Analyze the purpose and credibility of information being presented. | LA.S.8.SL.2.c | c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political). | LA.M.9.SL.2.c | c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility. | LA.S.10.SL.2.c | c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility. | LA.M.11.SL.2.c | c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility. | LA.S.12.SL.2.c | c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility. |
| | LA.S.5.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). | LA.S.6.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language). | LA.S.7.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e. g., stereotypes, multiple meanings of words). | LA.S.8.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e. g., stereotypes, multiple meanings of words). | LA.M.9.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e. g., stereotypes, multiple meanings of words). | LA.S.10.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e. g., stereotypes, multiple meanings of words). | LA.M.11.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e. g., stereotypes, multiple meanings of words). | LA.S.12.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e. g., stereotypes, multiple meanings of words). |
| | LA.S.5.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.S.6.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.S.7.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.S.8.SL.2.e | e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.M.9.SL.2.e | e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.S.10.SL.2.e | e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.M.11.SL.2.e | e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. | LA.S.12.SL.2.e | e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. |
| **Courses** | | **Grade 5** | | English Language Arts 6<br>Honors English 6 (CMS)<br>IB English Language Arts 6 (NMS)<br>Montessori Language Arts 6 (RMS) | | English Language Arts 7<br>Honors English 7 (CMS)<br>IB English Language Arts 7 (NMS)<br>Montessori Language Arts 7, 8 (RMS) | | English Language Arts 8<br>Honors English 8<br>IB English Language Arts 8 (NMS)<br>IB Honors English 8 (NMS)<br>Montessori Language Arts 7, 8 (RMS) | | **English 9**<br>**Honors English 9** | | **English 10** | | **Honors English 10**<br>**English 11** | | Updates coming in 2026-2027. |
| **Instructional Materials** | | Amplify CKLA, 3rd Edition | | *Study Sync* (McGraw Hill) | | *Study Sync* (McGraw Hill) | | *Study Sync* (McGraw Hill) | | *Into Literature* (HMH) | | *Into Literature* (HMH) | | *Into Literature* (HMH) | | Updates coming in 2026-2027. |

# Appendix

# PK-12 English Language Arts Courses and Electives

Introduction

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

Background

Committees spent a semester completing research and participating in discussions focused on current course offerings, materials, resources, assessment data, and literacy development while working with the 2021 Nebraska English Language Arts Standards and Indicators.

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

Discussions led to purposeful decisions to serve the needs of all students. Focus was given to the current proficiency levels of students to ensure 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 required courses PK-12th grades. 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.

# English Language Arts Courses and Electives

**Elementary**
Preschool English Language Arts
Kindergarten English Language Arts
Grade 1 English Language Arts
Grade 2 English Language Arts
Grade 3 English Language Arts
Grade 4 English Language Arts
Grade 5 English Language Arts

**Middle School**
English Language Arts 6
Honors English 6 *(Bridge to Early College only)*
IB English Language Arts 6 *(MNMS only)*
Montessori Language Arts 6 *(RMS only)*
English Language Arts 7
Honors English 7 *(Bridge to Early College only)*
IB English Language Arts 7 *(MNMS only)*
English Language Arts 8
Honors English 8
IB English Language Arts 8 *(MNMS only)*
IB Honors English 8 *(MNMS only)*
Montessori Language Arts 7, 8 *(RMS only)*
Creative Writing 6
Communications 7
Drama 8
Popular Literature 6, 7, and 8
Reading Workshop 6, 7, and 8
Literacy Lab 6, 7, and 8

**High School**
English 9
English 9 Literacy Enrichment
Honors English 9
English 10
English 10 Literacy Enrichment
Honors English 10
English 11
Advanced Placement® English Language and Composition
Advanced Placement® English Literature and Composition
Advanced Placement® Research
IB English: Literature HL I *(MNHS only)*
IB English: Literature HL II *(MNHS only)*
College Writing
Contemporary Literature
Creative Nonfiction: Writing the World
Creative Writing
Global Perspectives through Literature
IB Film SL *(MNHS only)*
IB Film HL I *(MNHS only)*
IB Film HL II *(MNHS only)*
Intro to Women's Literature
Literacy for Life
Literature and Film
Media Analysis
Speech
Debate
Competitive Speech: Forensics
Competitive Debate
Theatre Appreciation
Theatre Technology
Theatre and Performance
Advanced Theatre and Performance
Intro to Journalism, Photojournalism, and Broadcast Journalism
Advanced Journalism
Broadcast Journalism
Yearbook

**Course Adjustments**
**Secondary Curriculum Planning Committee ~ February 5, 2025**

| Current Course | Proposed Change | Notes |
|---|---|---|
| Creative Writing 6 | **Revamp** | Keep one iteration of the course but rewrite it to include the best units from all three of our existing Creative Writing courses. |
| Creative Writing 7 | **Abandon & replace** with Communications 7* | In our annual 8th - 9th grade transition surveys, students claim to feel least prepared for the amount of speaking they are asked to do in high school. We would like to offer a fun, engaging way for students to sharpen their written and oral communication skills before high school. |
| *NEW | **Add** Communications 7 | |
| Creative Writing 8 | **Abandon & replace** with Drama 8* | By adding this course, we would be able to teach the Fine Arts Theatre Standards while still allowing students to write and communicate creatively. This would be yet another opportunity to practice speaking prior to the high school years. |
| *NEW | **Add** Drama 8 | |
| Success Strategies 6, 7, 8 | **Restructure & rename** Reading Workshop and Literacy Lab | Based on the findings from Strategy 1.1, we would like to intervene with more students. Through *Language Live* and other intervention tools or programs, buildings can structure more sections and more individualized levels of literacy support. The math department can continue to use the Success Strategies course name without confusion between the two areas. |
| Young Adult Literature 6, 7, 8 | **Rename** as Popular Literature | This course will still be available for avid readers and/or for students who do not wish to take Spanish. Our Curriculum Planning Committee thought that Popular Literature might be a more appealing and descriptive title. |
| Contemporary Literature<br><br>Popular Genres in Literature | **Merge** elements of both courses and **keep Contemporary Literature as title. Replace** Popular Genres with Creative Nonfiction* | The similarities in these two literature-based courses created a redundancy in our course sequence. By blending them into one, we are able to add another elective to appeal to our student writers. In addition, middle school will now be able to use the concept of Popular Genres as a course for avid readers, titled Popular Literature. |
| *NEW | **Add** Creative Nonfiction: Writing the World | |
| Literacy Enrichment 11 | **Abandon and replace** slot with Intro to Women's Literature* | Because we have altered our Demonstration of Proficiency portfolio for graduation, we can now support these students through co-taught English 11 classes and Literacy for Life, as needed. In addition, remedial courses are not NCAA approved as English credit in the university system. We prefer to replace it with an engaging elective that will count, instead. |
| *NEW | **Add** Intro to Women's Literature | |

| | | |
|---|---|---|
| | | Intro to Women's Literature is commonly offered at the university level and may potentially serve as a dual-enrollment option for us in Millard. This course broadens the literary experience through various genres and themes addressed in works written by female authors. |
| Literacy for Life | **Revamp** | As we transition a small number of students through the Literacy Enrichment path, we would like to place more emphasis on real-world reading and more authentic writing and communication opportunities within this existing course. |

**Course Descriptions for New Courses**

**Creative Writing 6** **1 Hexter**

This course is an introduction to creative writing for students who enjoy writing, have fun using powerful words and their imaginations, and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will survey a variety of genres, share their writing, and explore avenues for publishing.

**Communications 7** **1 Hexter**

In this interactive (and entertaining!) course, students will develop essential communication skills that will help them in both school and everyday life. From writing clear and effective emails to creating engaging presentations, this class covers a wide range of skills. Students will learn how to express themselves confidently and collaborate effectively. Through hands-on activities, role-playing, and group projects, students will feel more comfortable and prepared to communicate effectively in any situation!

**Drama 8** **1 Hexter**

This dynamic and creative drama class will introduce students to the world of performance through reading plays, performing in readers' theatre, exploring poetry, and generating their very own podcasts! Students will have the chance to dive into exciting scripts, act out scenes, and bring stories to life through voice and expression. In addition to traditional theatre, the class will explore the power of poetry, helping students discover how rhythm, language, and emotion can enhance performance and develop confidence. As a unique twist, students will also learn the art of podcasting, where they'll collaborate to write, record, and produce their own audio stories.

**Popular Literature 6/7/8** **1, 2, or 3 Hexters**

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole-class texts and within smaller literature circles. Emphasis will be placed on student choice and active reading while developing critical thinking skills and appreciation of different perspectives.

**Literacy Lab 6/7/8** **Schedule varies by building and student need**

This course will support students with essential reading skills through targeted instruction on foundational skills, reading fluency, word analysis, vocabulary, reading comprehension, grammar, and writing in response to reading. The overall goal of this supplemental course is to build proficient and independent readers as students move through middle school.

*Prerequisite: Administrator recommendation*

**Contemporary Literature** **5 Credits**

This course will explore novels written within popular genres of literature during the last few decades. Students will engage in reading, writing, and discussing a variety of genres, including sports literature, mystery,

fantasy/science fiction, action/adventure, dystopian literature, and creative nonfiction. Throughout the semester, students will critically examine how and why different genres resonate with audiences and the role literature plays in their lives. The course will involve reading a variety of novels, some as a class, some in small groups, and others independently. Students will be assessed through a range of methods, such as essays, presentations, journals, creative critical thinking activities, discussions, and blogs, to rigorously respond to the texts.
*Prerequisite: Successful completion of English 11 or Honors English 10*

**Creative Nonfiction: Writing the World** **5 Credits**
In this 21st-century writing course, students explore the art of creative nonfiction—where true stories meet compelling storytelling. Students will read and write about real-life topics by exploring modes such as personal essays, graphic memoirs, travel and nature writing, observational commentary, and more. They will analyze and respond to works that blend narrative, lyricism, imagery, and theme. Students will also experiment with multimodal storytelling, integrating digital elements such as sound, podcasting, animation, and hypertext to enhance their narratives.
*Prerequisite: Successful completion of English 11 or Honors English 10*

**Intro to Women's Literature** **5 Credits**
This course offers a survey of literature written by women in which students explore diverse voices, historical contexts, and themes that have shaped the literary landscape. Students read a variety of writings (fiction, poetry, essays, plays) while studying the social, cultural, economic and political influences that have impacted women throughout literary history. Students respond to these writings analytically, creatively, and personally.
*Prerequisite: Successful completion of English 11 or Honors English 10*

# PS2Ed Language Arts
## Major Reading Selections

### English Language Arts 6

**Primary Resources**
*Study Sync,* Grade 6, McGraw Hill

**Required Cornerstone Text**
*All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team*

**Suggested Titles for Lit Circles**
*Literature circle options may vary based on building availability.*
*Across the Desert*
*Alone*
*A Long Walk to Water*
*Ice Dogs*
*Sarah Journeys West*
*The Cay*
*Under the Blood Red Sun*

**HAL Literature Circle Titles**
*Bud, Not Buddy*
*Savvy*
*The Bad Beginning*
*The Lion, the Witch, and the Wardrobe**

**also an option in PopLit6*

### Honors English 6 (Bridge to Early College Program)

**Primary Resources**
*Study Sync,* Grade 6, McGraw Hill

**Required Cornerstone Texts**
Choose one:
*Where Watermelons Grow*
*Roll of Thunder, Hear My Cry*

**Suggested Titles for Lit Circles**
*Drums, Girls, and Dangerous Pie*
*The Young Landlords*
*Savvy*
*The Pearl/Island of the Blue Dolphins*

### English Language Arts 7

**Primary Resources**
*Study Sync,* Grade 7, McGraw Hill

**Required Cornerstone Texts**
*The Inheritance Games*
*The Outsiders*

**Suggested Titles for Lit Circles**
Literature circle options may vary based on building availability.
*Freak the Mighty**
*Holes**
*The Girl Who Was Supposed to Die*
*The New Phenomenon*
*The Watsons Go to Birmingham, 1963*
*Touching Spirit Bear*
*Walk Two Moons*
**also an option in PopLit7*

**HAL Literature Circle Titles**
*Freak the Mighty*
*The Case of the Missing Marquess*
*The Watsons Go to Birmingham, 1963*
*Where the Watermelons Grow*

### Honors English 7 (Bridge to Early College Program)

**Primary Resources**
*Study Sync,* Grade 7, McGraw Hill

**Required Cornerstone Texts**
*The Giver**
*The Outsiders*
*The Inheritance Games*
**also an option in PopLit7*

**Suggested Titles for Literature Circles**
- *The Watsons Go to Birmingham*
- *Walk Two Moons*
- *Holes*
- *Freak the Mighty*
- *Marcus Vega Doesn't Speak Spanish*
- *The Girl Who Was Supposed to Die*
- *The New Phenomenon*
- *Touching Spirit Bear*
- Non-fiction texts to support debate

## English Language Arts 8

**Primary Resources**
*Study Sync,* Grade 8, McGraw Hill

**Required Cornerstone Text**
*Eyes of the Forest*

**Suggested Texts for Lit Circles**
For the "Trying Times" Unit
*The Bletchley Riddle*
*Code Talkers*
*I Must Betray You*
*Projekt 1065*
*Refugee*
*This Light Between Us*
*and any additional previously-approved lit circle titles in buildings*

## Honors English 8

**Primary Resources**
*Study Sync,* Grade 8, McGraw Hill

**Required Cornerstone Novels**
*Queen of the Tiles*
*I Have Lived a Thousand Years*

**Suggested Texts for Lit Circles**
For the "Trying Times" Unit
*The Bletchley Riddle*
*Code Talkers*
*I Must Betray You*
*Projekt 1065*
*Refugee*
*This Light Between Us*
*and any additional previously-approved lit circle titles in buildings*

**Suggested Fiction and Nonfiction for Lit Circles**
Literature circle options may vary based on building availability.
For the "Beyond Reality" Unit
*Legend*
*Divergent**
*Uglies**
*Ender's Game**
*The Hunger Games**
*Red Queen**
*The Giver*
**also an option in PopLit8*

## Popular Literature 6

**Primary Readings**
*The Lion, the Witch, and the Wardrobe*
*Miles Morales: Spiderman*

## Popular Literature 7

**Primary Readings**
*Cinder*
*The Giver*
*Red Cell*
*Harry Potter and the Sorcerer's Stone*
*Holes**
*Michael Vey: The Prisoner of Cell 25*
*Freak the Mighty**
**also an option in ELA7*

**Independent Reading Choices**
*Insignificant Events in the Life of a Cactus*
*Orbiting Jupiter*

## Popular Literature 8

**Journeys**
Choose one of the following:
*The Hunger Games**
*The Hobbit*
*Alice's Adventures in Wonderland*
*Treasure Island*
**also an option in ELA8 or HE8*

**Alternate Worlds**
Choose one of the following:
*Ender's Game**
*Divergent**
*Uglies**
*The Hobbit*
*Scythe*
*Red Queen**
*Alice's Adventures in Wonderland*
*Miss Peregrine's Home for Peculiar Children*
**also an option in ELA8 or HE8*

**Rebels**
Choose one of the following:
*The Hunger Games**
*Divergent**
*Uglies**
*And Then There Were None*
*Scythe*
*Red Queen**
*The Compound*
*Miss Peregrine's Home for Peculiar Children*
**also an option in ELA8 or HE8*

| **English 9**<br>**Introduction to Composition and Literature** | | | | **Primary Resource**<br>*Into Literature* Grade 9, HMH |
|---|---|---|---|---|
| **Required Long Reads** | | | | |
| **Cornerstone Title - Semester 1**<br>*Romeo & Juliet* | | **Cornerstone Titles - Semester 2**<br>*Nimona, To Kill a Mockingbird,* and *The Odyssey* | | |
| Qtr 1: Crime Scenes<br>Choose one of the following:<br>*Long Way Down*<br>*Promise Boys* | Qtr 2: Love and Loss<br>*Romeo & Juliet* | Qtr 3: Freedom at all Costs<br>*Nimona* | Qtr 3-4: Breaking Through Barriers<br>*To Kill a Mockingbird* | Qtr 4: Epic Journeys<br>*The Odyssey* |

| **Honors English 9 ~ World Literature and Advanced Composition** | | **Primary Resource**<br>*Into Literature* Grade 9, HMH |
|---|---|---|
| **Required Long Reads** | | |
| **Cornerstone Texts -** *Romeo and Juliet* (Qtr 1) and *To Kill a Mockingbird* (Qtr 3) | | |
| Quarter 1: Love and Loss<br>from Unit 4 in Into Literature<br>*Romeo & Juliet* | Quarter 2: Choose a Unit<br>Unit 1, 3, 5, or 6 from Into Literature<br>See column to the right for details. → | Unit 1: Against All Odds<br>Choose one of the following:<br>*Into Thin Air*<br>*Lord of the Flies*<br>*The Kite Runner*<br><br>Unit 3: Crime Scenes<br>*Promise Boys* |
| Quarter 3: Breaking Through Barriers<br>from Unit 2 in Into Literature<br>*To Kill a Mockingbird* | Quarter 4: Choose a Unit<br>Unit 1, 3, 5, or 6 from Into Literature<br>See column to the right for details. → | Unit 5: Freedom at all Costs<br>Choose one of the following:<br>*Animal Farm*<br>*The Kite Runner*<br><br>Unit 6: Epic Journeys<br>Choose one of the following:<br>*The Odyssey*<br>*Beowulf*<br>*The Kite Runner*<br>*Nimona* |

| **English 10 ~ World Literature and Composition** | | | **Primary Resource**<br>*Into Literature* Grade 10, HMH |
|---|---|---|---|
| **Required Long Reads - Select two units for Semester 1** | | | |
| **Unit 1: Conflict and Connection**<br>Choose one of the following:<br>*Animal Farm*<br>*Beowulf*<br>*The Joy Luck Club*<br>*Night*<br>*Twelfth Night* | **Unit 2: The Power of Perception**<br>Choose one of the following:<br>*Finding Miracles*<br>*The Curious Incident of the Dog in the Nighttime*<br>*A Thousand Splendid Suns*<br>*American Born Chinese*<br>*Twelfth Night* | **Unit 5: Forces of Change**<br>Choose one of the following:<br>*A Thousand Splendid Suns*<br>*The Joy Luck Club*<br>*It's Trevor Noah: Born a Crime*<br>*Finding Miracles*<br>*The Curious Incident of the Dog in the Nighttime* | |

| Required Long Reads - Select one unit for Semester 2 | | |
|---|---|---|
| **Unit 3: Hard-Won Liberty**<br>Choose one of the following:<br>*Night*<br>*A Thousand Splendid Suns*<br>*Frankenstein*<br>*It's Trevor Noah: Born a Crime* | **Unit 4: Reckless Ambition**<br>Choose one of the following:<br>*Animal Farm*<br>*Macbeth*<br>*Frankenstein*<br>*Julius Caesar*<br>*Beowulf* | **Cornerstone Novel**<br>*Lord of the Flies*<br>*must teach Quarter 3 or 4* |

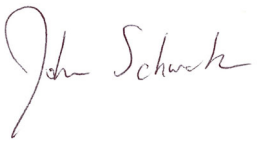
| **Honors English 10 ~ American Literature and Advanced Composition** | **Primary Resource**<br>*Into Literature* Grade 11, HMH |
|---|---|
| **Cornerstone Novel -** *Fahrenheit 451* | **Supplemental Resources**<br>*A Book of Plays*<br>*Grammar Practice: Grade 11*, HMH |

| Required Long Reads | | | |
|---|---|---|---|
| **Identity & Culture**<br>Choose at least one title:<br>*Kindred*<br>*Absolutely True Diary of a Part-time Indian*<br>*Catcher in the Rye*<br>*Escape to Gold Mountain*<br>*Narrative of the Life of Frederick Douglass*<br>*The Chosen* | **Evolving American Dream**<br>Choose at least one title:<br>*The Great Gatsby*<br>*Of Mice and Men*<br>*The House on Mango Street*<br>*Narrative of the Life of Frederick Douglass*<br>*The Awakening*<br>*Escape to Gold Mountain* | **Conformity & Censorship**<br>Choose at least one title:<br>*The Catcher in the Rye*<br>*Twelve Angry Men*<br>*The Secret Life of Bees*<br>*American Born Chinese*<br>*Kindred*<br>*The Great Gatsby*<br>*The Crucible* | **Courage & Truth**<br>Choose at least one title:<br>*The Things They Carried*<br>*The Other Wes Moore*<br>*Warriors Don't Cry*<br>*Cat's Cradle*<br>*Escape to Gold Mountain*<br>*The Crucible*<br>*Of Mice and Men* |

| **English 11 ~ American Literature and Composition** | **Primary Resource**<br>*Into Literature* Grade 11, HMH |
|---|---|

| Required Long Reads | | |
|---|---|---|
| **Cornerstone Novel -** *The Great Gatsby* during Semester 1 | | |
| **Foundations & Encounters**<br>Choose at least one title:<br>• *Absolutely True Diary of a Part-Time Indian*<br>• *The Adventures of Huckleberry Finn*<br>• *The Crucible*<br>• *Everything I Never Told You*<br>• *The Nickel Boys*<br>• *The Arrival* | **Building a Democracy**<br>Choose at least one title:<br>• *Kindred*<br>• *And the Earth Did Not Devour Him*<br>• *Of Mice and Men*<br>• *Fahrenheit 451*<br>• *The Bluest Eye*<br>• *The Adventures of Huckleberry Finn*<br>• *Warriors Don't Cry* | **The Individual & Society**<br>Choose at least one title:<br>• *Fahrenheit 451*<br>• *The Great Gatsby*<br>• *Everything I Never Told You*<br>• *And the Earth Did Not Devour Him*<br>• *The Adventures of Huckleberry Finn*<br>• *The Catcher in the Rye*<br>• *The Arrival* |
| **The Quest for Freedom**<br>Choose at least one title:<br>• *The Bluest Eye*<br>• *Kindred*<br>• *Twelve Angry Men*<br>• *Of Mice and Men*<br>• *Warriors Don't Cry*<br>• *The Catcher in the Rye* | **America Transformed**<br>Choose at least one title:<br>• *Fahrenheit 451*<br>• *The Great Gatsby*<br>• *Warriors Don't Cry*<br>• *The Things They Carried*<br>• *The Nickel Boys* | **Modern & Contemporary Voices**<br>Choose at least one title:<br>• *The Things They Carried*<br>• *Absolutely True Diary of a Part-Time Indian*<br>• *Everything I Never Told You*<br>• *The Catcher in the Rye*<br>• *The Bluest Eye*<br>• *The Arrival* |

# AGENDA SUMMARY SHEET

| | |
|---|---|
| **Agenda Item:** | **Human Resources** |
| **Meeting Date:** | **April 13, 2026** |
| **Background** | |
| **Description:** | **Personnel Items: (1) Recommendation to Hire Agenda; (2) Resignation Agenda; (3) Leave of Absence; (4) Contract Addendum** |
| **Action Desired:** | **Approval** |
| **Policy / Strategic Plan Reference:** | **N/A** |
| **Responsible Person(s):** | **Dr Kevin Chick<br>Associate Superintendent of Human Resources** |
| **Superintendent's Signature** |  |

**April 13, 2026**

## TEACHER RECOMMENDED FOR HIRE

**Recommend: The following teachers be hired for the 2026-2027 school year:**

1. Eric S. Peterson – MA – Doane State College. Counselor at Millard West High School for the 2026-2027 school year. Previous Experience: Papillion La Vista Community Schools (2020-2024); Millard Public Schools (2011-2020)
2. Jennifer S. Miller – MA+27 University of Nebraska, Omaha. English Language Arts teacher at Horizon High School for the 2026-2027 school year. Previous Experience: Colorado Public Schools (2024-Present); Millard Public Schools (2010-2023); Omaha Public Schools (2008-2010)
3. Hanna R. Sunquist – Metropolitan Community College. STS teacher at Millard South High School for the 2026-2027 school year.
4. Natalie E. Bentjen – BA – University of Nebraska, Kearney. Special Education Resource teacher at Beadle Middle School for the 2026-2027 school year. Previous Experience: Papillion La Vista Community Schools (2025-Present)
5. Ian A. Bengston – BA – Wayne State College. Special Education Resource teacher at Millard North High School for the 2026-2027 school year. Previous Experience: Norfolk Public Schools (2025-Present)
6. Erin G. Smail – MA – University of Northern Colorado. Grade 5 teacher at Wheeler Elementary School for the 2026-2027 school year. Previous Experience: District 6, Greely, CO (2015-2023)
7. Latosha M. Vavak – BA – University of North Dakota. Special Education ACP teacher at Millard South High School for the 2026-2027 school year.
8. Kelli J. Heller – MA+9 – Doane University. Behavior Facilitator for Millard Public Schools. Previous Experience: Gretna Public Schools (2023-Current); Brook Valley, ESU 3 (2020-2023); Millard Public Schools (2013-2020); Omaha Public Schools (2000-2007)
9. Krista R. Malmos – MA – Doane University. School Librarian at Bryan Elementary School for the 2026-2027 school year. Previous Experience: Westside Community Schools (2013-2022); Sacred Heart Parochial School, Omaha, NE (2012-2013)
10. Alyssa J. Callaghan – MA – University of Nebraska, Omaha. Grade 5 teacher at Upchurch Elementary School for the 2026-2027 school year. Previous Experience: Bennington Public Schools (2022-Present)
11. Tonja K. Sullivan – MA – University of Nebraska, Omaha. Grade 5 teacher at Morton Elementary School for the 2026-2027 school year. Previous Experience: Bellevue Public Schools (2020-Present)
12. Alexandra GM Jones – BA – University of Nebraska, Omaha. Grade 5 teacher at Wheeler Elementary School for the 2026-2027 school year.

13. Cara A. Schrock – MA+36 – Concordia University. School Counselor at Norris Elementary for the 2026-2027 school year. Previous Experience: Elkhorn Public Schools (2019-Present); Millard Public Schools (2012-2019); Omaha Public Schools (2007-2012)
14. Alicia C. Wickham – BA – Midland University. Kindergarten teacher at Cody Elementary School for the 2026-2027 school year.
15. Madison M. Devericks – BA – University of Nebraska, Lincoln. Social Studies teacher at Beadle Middle School for the 2026-2027 school year.
16. Cole T. Snook – BA – University of Nebraska, Lincoln. Social Studies teacher at Horizon High School for the 2026-2027 school year.

**April 13, 2026**

**RESIGNATIONS**

**Recommend: The following resignation(s) be accepted:**

1. Brandi L. Haltom – Language Arts Teacher at Andersen Middle School. Resigning at the end of the 2025-2026 school year to take a teaching position for ESU 2.
2. Tressa J. Curtis – Early Childhood Preschool teacher at Cody Elementary School. Resigning for personal family reasons at the end of the 2025-2026 school year.
3. Stacy M. Nash – Grade 5 teacher at Rohwer Elementary School. Resigning at the end the 2025-2026 school for personal reasons. (Currently on a Leave of Absence)
4. John R. Teigland – English Learner teacher at Millard South High School. Resigning at the end of the 2025-2026 school year for employment outside of education.
5. Jacqueline D. Lockett – READ teacher at Sandoz Elementary School. Resigning at the end of the 2025-2026 school year for personal family reasons. (Currently on a Leave of Absence)
6. Macaulay M. Montague-Loeffler – Language Arts teacher at Millard West High School. Resigning at the end of the 2025-2026 school year for personal reasons.
7. Megan E. Spomer – Grade 2 teacher at Ackerman Elementary School. Resigning at the end of the 2025-2026 school year to take a teaching position with Bennington Public Schools.
8. Emily U. Benson – Grade 4 teacher at Ezra Elementary School. Resigning at the end of the 2025-2026 school year for personal family reasons.
9. Linda S. Silva – CORE teacher at Cather Elementary School. Retiring at the end of the 2025-2026 school year.
10. Taylor J. Jackson – Kindergarten teacher at Black Elk Elementary School. Resigning at the end of the 2025-2026 school year for employment outside of education. (Currently on a Leave of Absence)
11. Morgan D. Rickley --- Grade 1 teacher at Harvey Oaks Elementary School. Resigning at the end of the 2025-2026 school year to take a teaching position with Elkhorn Public Schools.
12. Nicholas S. Uy Bico – Math teacher at Millard West High School. Resigning at the end of the 2025-2026 school year because of family relocation. (Currently on a Leave of Absence)
13. Ashley N. Sellers – Special Education Resource Teacher at Ackerman Elementary School. Resigning at the end of the 2025-2026 school year because of family relocation.
14. Skylar R. Gracey – Grade 2 teacher at Reagan Elementary School. Resigning at the end of the 2025-2026 school year because of family relocation.
15. Nicholas A. Thier – READ teacher at Wheeler Elementary School. Resigning at the end of the 2025-2026 school year because of family relocation.
16. Mistyne J. Aiken – Special Education Resource teacher at Millard West High School. Resigning at the end of the 2025-2026 school year to take a teaching position with Gretna Public Schools.

17. Sailor N. Bails – Grade 1 teacher at Reagan Elementary School. Resigning at the end of the 2025-2026 school year for other education opportunities.
18. Andrea B. Turner – World Language teacher at Millard West High School. Resigning at the end of the 2025-2026 school year for personal family reasons.
19. Kirk M. McLeod – Grade 5 teacher at Reagan Elementary School. Resigning at the end of the 2025-2026 school year for employment outside of education.
20. Laura M. Anderson – Language Arts teacher at Millard South High School. Resigning at the end of the 2025-2026 school year because of family relocation.
21. Anna E. Dennis – Special Education Resource teacher at Black Elk Elementary School. Resigning at the end of the 2025-2026 school year for personal family reasons. (Currently on a Leave of Absence)
22. Bridget K. Bliefernich – Family and Consumer Science teacher at Millard North Middle School. Resigning at the end of the 2025-2026 school year to take an administrative position with Westside Community Schools.
23. Michael W. Thedinga – Social Studies teacher at Beadle Middle School. Resigning at the end of the 2025-2026 school year to take a teaching position with Gretna Public Schools.

**April 13, 2026**

## LEAVE OF ABSENCE

**Recommend: The following Leave of Absence be accepted:**

1. Monica A. Simpson – World Language teacher at Central Middle School. Requesting a Leave of Absence effective immediately for the remainder of the 2025-2026 school year.
2. Stacy A. Kester-Pearson – MEA President. Requesting a Leave of Absence for the 2026-2027 school year.
3. Timothy D. Royers – Requesting an Association-related Leave of Absence for the 2026-2027 school year.
4. Ashley A. Levins – Grade 5 teacher at Holling Heights Elementary. Requesting a Leave of Absence for the 2026-2027 school year.
5. Sarah M. Partlow – Special Education Resource teacher at Cather and Montclair Elementary Schools. Requesting a Leave of Absence for personal reasons for the 2026-2027 school year.

**April 13, 2026**

## AMENDMENT TO CONTINUING CONTRACTS

**Recommend: Amendment to the following contract:**

1. Nicole M. Comstock – Special Education teacher at Millard South High School and Russell Middle School. Amend contract from (1.0) FTE to (.5) FTE for the 2026-2027 school year.
2. McKenna H. Cutler – English Learner teacher at Disney Elementary School. Amend contract from (1.0) FTE to (.5) FTE for the 2026-2027 school year.
3. Joan C. Nelson – Special Education Resource teacher at Disney Elementary School. Amend contract from (.5) FTE to (1.0) FTE for the 2026-2027 school year.
4. Brianne M. Hanson – READ teacher at Neihardt/Sandoz Elementary Schools. Amend contract from (.5) FTE to (.75) FTE at Sandoz Elementary for the 2026-2027 school year.
5. Danelle A. Brown – Instructional Facilitator at Wheeler Elementary School. Amend contract from (.5) FTE to (1.0) FTE for the 2026-2027 school year.
6. Anjela A. Stanek – Math Interventionist/Resource teacher at Disney/Norris Elementary Schools. Amend contract from (1.0) FTE to (.5) FTE Interventionist at Norris Elementary for the 2026-2027 school year.

# AGENDA SUMMARY SHEET

| | |
|---|---|
| **Agenda Item:** | High School Small Class Size Report |
| **Meeting Date:** | April 13, 2026 |
| **Background/ Description:** | On April 6, 2015, the Selective Abandonment Report regarding High School Small Class Size Analysis was shared with the Board of Education. At that time, it was recommended that Educational Services reinstate the Board of Education Policy: Curriculum, Instruction, and Assessment: Secondary Class Size, which was approved by the Board of Education on May 5, 2015, as Policy 6225. The policy calls for an annual Board of Education report of course class sizes within secondary schools with recommendation of courses to be combined, canceled, or to be monitored based on enrollment of 14 or less students for three consecutive school years. |
| **Action Desired:** | Information Only |
| **Policy/Strategic Plan Reference:** | District Strategic Plan: Parameter – No existing program, course, and/or service will be maintained unless it: meets a clearly demonstrated mission related need and survives a cost-benefit analysis and periodic evaluation. |
| **Responsible Person(s):** | Dr. Todd Tripple, Dr. Tony Weers, Dr. Melanie Olson |

**Superintendent's Approval:**



As per Board of Education Policy 6225, an analysis of course sizes within the high schools has been completed. A list of courses that have not met the minimum class size of 14 students and recommendations for consideration are noted. Enrollment history is gathered from Synergy (Millard Public Schools Student Information System) records.

The following statement was posted inside the cover of the 2026-2027 High School Curriculum Handbook and Registration Guide:

*It is the intent of District and High School administrators to offer all courses and programs as noted within the 2026-2027 High School Curriculum Handbook and Registration Guide. However, courses and/or program offerings may be canceled due to budget constraints and/or low enrollment numbers.*

**Cancel**

The following course(s) are recommended for cancellation:
Millard West- 0815 Athletic Training & Sports Injuries Internship

**Retain and Continue to Monitor**

Based on the increase or fluctuation of class size for the following courses, they are being recommended to be retained and monitored. While some have been below 15 students for three consecutive school years, consideration was given to monitor and allow buildings to adjust accordingly during the next school year pending student enrollment.

| Building | Course Code | Course Name | 2023-24 Actual | 2024-25 Actual | 2025-26 Actual | 2026-27 Early Enrollment |
|---|---|---|---|---|---|---|
| North HS | 0115 | German III | 13 | 13 | 12 | 10 |
| | 0066 | Advanced Journalism | 14 | 10 | 11 | 12 |
| | 0077 | Broadcast Journalism | 12 | 11 | 13 | 17 |
| | 0384 | AP Physics 2: Algebra-based | 5 | 7 | 13 | 16 |
| | 0161 | IB Latin SL | 1 | 2 | 9 | 4 |
| | 0172 | AP Latin | 13 | 12 | 12 | 11 |
| | 0074 | IB Film HL I | 6 | 2 | 10 | 13 |
| | 0075 | IB Film HL II | 7 | 2 | 2 | 10 |
| | 0375 | IB Biology SL | 14 | 13 | 13 | 16 |
| | 0380 | IB Physics SL | 9 | 8 | 9 | 16 |
| South HS | 0724 | AP Drawing | 12 | 14 | 7 | 12 |
| | 0021 | Forensics: Competitive Speech | 13 | 11 | 14 | 14 |
| | 0025 | Theatre and Performance: Advanced | 14 | 14 | 12 | 13 |
| West HS | 0541 | AP Microeconomics | 12 | 12 | 14 | 28 |
| | 0542 | Accounting III | 4 | 6 | 8 | 10 |
| | 0556 | Digital Marketing | 8 | 10 | 9 | 8 |
| | 0799 | AP Music Theory | 4 | 9 | 3 | 4 |
| | 0117 | German IV | 7 | 4 | 5 | 4 |
| | 0119 | AP German | 6 | 8 | 11 | 10 |
| | 0136 | Honors French III | 8 | 6 | 12 | 9 |
| | 0135 | French III | 9 | 12 | 6 | 9 |
| | 0139 | AP French | 4 | 4 | 1 | 10 |

**Combine with another Course**

Due to low class sizes consecutively the past three years, the following courses are being recommended for combination with a similar course. These courses will continue to be monitored during the 2026-2027 school year.

| Building | Course Code | Course Name | 2023-24 Actual | 2024-25 Actual | 2025-26 Actual | 2026-27 Early Enrollment |
|---|---|---|---|---|---|---|
| Millard North | 0140<br>0139 | IB French B SL combined with<br>AP French | 3 | 8 | 12 | 7 |
| Millard South | 0117<br>0119 | German IV combined with<br>AP German | 9<br>12 | 4<br>2 | 6<br>9 | 6<br>5 |
| | 0683<br>0682 | Precision Machining B combined with<br>Precision Machining A | 5 | 1 | 5 | 5 |
| | 0675<br>0664 | Civil Eng. & Architecture A combined<br>Engineering and Design B | 10<br>2 | 4<br>4 | 11<br>4 | 3<br>4 |
| | 0692<br>0693 | Robotics A combined with<br>Robotics B | 13<br>3 | 14<br>3 | 8<br>6 | 22<br>4 |
| Millard West | | None | | | | |