



Schuyler Community Schools
Board of Education Regular Meeting
Monday, April 13, 2015 6:30 PM
Schuyler Central High School Music Room
120 W. 20th St.
Schuyler, NE 68661-2400

Attendance Taken at 6:35 PM.

Richard Brabec: Present
Eric Cerny: Present
Holly Hild: Present
Chuck Misek: Present
Virginia Semerad: Present
Brian Vavricek: Present

Present: 6.

I. Call Meeting to Order

STRIVE • COMMIT • SUCCEED - District Mission Statement

Schuyler Community Schools in partnership with parents, students, and the community is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society - District Vision Statement

Notice of this meeting was given in advance according to State Law 84-1411, by giving notice of the meeting to the public. Notice of this meeting was also given in advance to all members of the Board of Education

Meeting called to order by President Brabec. All board members were present. Others present include Dr. Hoelsing, Principals Pavlik, Vrba, Comley, Burton, and Reinsch, Assistant Principal Kovar, Activity Administrator Egr, and Program Directors Grammer and Gibbons.

I.A. Pledge of Allegiance

All present participated in the Pledge of Allegiance. Notice of this meeting was given in advance according to State Law 84-1411, by giving notice of the meeting to the public and to all members of the Board of Education.

President Brabec declared the meeting to be an open session.

I.B. Declaration of Open Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session. A copy of the Open Meetings Act is posted in the hallway outside the Media Center.

II. Approval of Consent Agenda

Discuss, Consider and Take Action on the consent agenda

Motion to approve the consent agenda Passed with a motion by Eric Cerny and a second by Virginia Semerad.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea,
Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

II.A. Agenda

II.B. Minutes

II.C. Acceptance of Claims

II.C.1. Bills of \$5,000 or more

II.D. Financial

II.E. Other Listed Reports

III. Public Forum - We ask that all presentation be limited in their length.

III.A. Recognition of visitors and guests

Elizabeth Lickei was present representing the Schuyler Education Association.

III.B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)

III.C. Student Representative's Report

IV. Action Items

IV.A. Building, Grounds, and Transportation

This committee is responsible for recommending approval of building/grounds and transportation programs, vehicle replacement schedule, building and maintenance and upgrade schedule.

IV.A.1. Consider, discuss, and approve purchase of a 2014 van from Reinecke Motors Co.

We have one bid on a 12 passenger van from Reinecke Motors Co. These vans are tough to purchase because in order to modify them to 10 passengers, they must be used vans. Dealers go to auctions and must know prior to the purchase if the school district will approve or they are stuck with the van. The van has been purchased, but needs formal board approval for the purchase and payment of the vehicle. This van was on the vehicle replacement plan approved last month. See attached information.

This is a used van that will be modified to comply with NDE regulations. A plan is being formulated to record the mileage per year each vehicle in the fleet is driven and how many vehicles are used on a daily basis. Motion to approve purchase of a 2014 van from Reinecke Motors Co. Passed with a motion by Virginia Semerad and a second by Eric Cerny.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

IV.A.2. Consider, discuss, and take action to approve the purchase of a 44 passenger bus.

The purchase of this bus will help relieve the demand for transportation when simultaneous inter-school transport and activity transport are needed. Motion to approve the bid from Nebraska Central Equipment Co. for a 2016 Model Blue Bird Bus. Passed with a motion by Richard

Brabec and a second by Chuck Misek.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek:
Yea, Virginia Semerad: Yea, Brian Vavricek: Yea

Yea: 6, Nay: 0

IV.A.3. Consider, discuss, and take action to accept the bid from Nu-Trend Homes Inc. for the sale of the portable buildings at the preschool site.

Nu-Trend Homes Inc., has made a bid of \$100,000 for the four portable buildings currently located at the preschool site. We had several contracts from other school districts interested in one or two of the buildings, but no bid or commitment to the removal of the buildings. This is the best offer we have at this time. See attached information.

Advertising began last year to sell the modular classrooms. After selling one classroom, ads ceased until this year. Some offers were received but none with a firm bid. The decision was made by the Building & Grounds Committee to sell all four modular buildings to one entity. The area where the modular classrooms stood is scheduled for a landscape upgrade next year. Motion to accept the offer from NuTrend for the sale of the four portable classrooms at the preschool building for a total price of \$100,000 Passed with a motion by Eric Cerny and a second by Brian Vavricek.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek:
Yea, Virginia Semerad: Yea, Brian Vavricek: Yea

Yea: 6, Nay: 0

IV.A.4. Consider, discuss, and take action to accept the bid for the preschool fire escape project.

After months of revisions, we are finally ready to propose an alternate plan for the fire escape project for the preschool building. The changes in the project moved the exit from the south continuing west over the hallway roof, and to the ground on the west side of the gymnasium.

The new plan exits on the west side of the building. This covered stairway will be located in the middle of the building, requiring removal of one of the windows on the southwest classrooms. The second floor will be a doorway, and the 1st floor will need to have the window filled in to provide a fire break.

We receive two bids on this revision. The first bid is from Bierman Contracting Inc. in the amount of \$69,985. The second bid is from Semerad Construction in the amount of \$54,000.

Initial bids were over budget. The new plan exits on the west side of the building. This covered stairway will be located in the middle of the building, requiring removal of one of the windows on the southwest classrooms. The second floor will be a doorway, and the 1st floor will need to have the window filled in to provide a fire break. Motion to

approve the bid from Semerad Construction in the amount of \$54,000 for the fire escape project at the preschool building. Passed with a motion by Holly Hild and a second by Eric Cerny.

Virginia Semerad: Abstain (With Conflict), Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Brian Vavricek: Yea
Yea: 5, Nay: 0, Abstain (With Conflict): 1

IV.B. Budget, finance, negotiations, and personnel

This committee is responsible for budget, finance, and contract negotiations with administration, certificated staff, and support staff.

IV.B.1. Consider, discuss, and take action to approve staff resignations.

Staff Resignations

1. Brianna Birkel: Elementary Teacher
2. Elizabeth James: Elementary Teacher
3. Danielle Vanderlinden: Elementary Teacher
4. Tessa Jacobsen: Elementary Music Teacher
5. Michelle Fry: Elementary Special Education Teacher
6. Michelle Oppliger: Middle School Teacher
7. Amanda Moseman: Kindergarten Teacher

Staff Resignations were received from the following: Brianna Birkel, Elementary Teacher, Elizabeth James, Elementary Teacher, Danielle Vanderlinden, Elementary Teacher, Tessa Jacobsen, Elementary Music Teacher, Michelle Fry, Elementary SPED Teacher Michelle Oppliger, Middle School Teacher, and Amanda Moseman, Kindergarten Teacher. Motion to approve staff resignations as presented Passed with a motion by Richard Brabec and a second by Brian Vavricek.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

IV.B.1.1. Resignations Due to Retirement

1. Tom Hagewood: High School Social Studies
2. Linda Hagewood: SES Teacher

Motion to approve Tom and Linda Hagewoods' resignations, thank them for their service to the district, and wish them well in their retirement Passed with a motion by Brian Vavricek and a second by Virginia Semerad.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

IV.B.2. Consider, discuss, and take action to approve new hire recommendations for the 2015-16 school year.

New Hire Recommendations

1. Jenna Saalfield: 5th Grade Teacher
2. Lauren Burkley: 4th Grade Teacher
3. Tonia Heard: 5th Grade Teacher
4. McKenzie Fricke: 2nd Grade Teacher

5. Crystal Ernst: 4th Grade Teacher
6. Melissa Smith: 1st Grade Teacher
7. Karen Tschida: SES Music Teacher
8. Bryan Irsik: SMS Physical Education Teacher
9. Lewis Evans: SCHS Social Studies Teacher
10. Katherine Bertrand: SCHS Guidance Counselor
11. Kelsey Piper: SCHS Science Teacher
12. Danielle Peckenpaugh: SES Special Education or Kindergarten Teacher

At this time there are three vacant teaching positions with two of them pending the receipt of signed contracts. New teaching contracts were offered to: Jenna Saalfield, 5th Grade; Lauren Burkley, 4th Grade; Tonia Heard, 5th Grade; McKenzie Fricke, 2nd Grade; Melissa Smith, 1st Grade; Karen Tschida, SES Music; Bryan Irsik, SMS Physical Education; Lewis Evans, SCHS Social Studies; Katherine Bertrand, SCHS Guidance Counselor; Kelsey Piper, SCHS Science; Danielle Peckenpaugh, SES SPED or Kindergarten Teacher Motion to approve 2015-16 new hire recommendations Passed with a motion by Brian Vavricek and a second by Virginia Semerad.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
 Yea: 6, Nay: 0

IV.B.3. Consider, discuss, and take action to approve teacher contracts for the 2015-16 school year.

Teacher Contracts

All returning teachers have signed contracts for the 2015-16 school year. If we have resignations from this point forward, their request will need to be accompanied by a request for release from contract.

Motion to approve 2015-16 teaching contracts as presented Passed with a motion by Virginia Semerad and a second by Chuck Misek.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
 Yea: 6, Nay: 0

IV.B.4. Consider, discuss, and take action to approve Principals, Directors, and Coordinator Contracts for the 2015-16 school year.

The finance committee met and reviewed contract recommendations for principals, directors, and program coordinators. See attached information.

Superintendent Hoelsing commended the administration for agreeing to move existing staff to new positions within the district which saved \$150,000 on the 15-16 budget. Motion to approve finance committee recommendation on the 2015-16 principal, director, and program coordinator contracts. Passed with a motion by Brian Vavricek and a second by Virginia Semerad.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek:

Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

IV.B.5. Consider, discuss, and take action to approve the Resolution to authorize the Colfax County Treasurer to withhold April tax receipts in the amount of \$276,112.79 and pay the total withholding to Cargill Meat Solutions Corp on or before May 15, 2015.

Attached is a resolution to the Colfax County Treasurer to pay in advance and withhold from tax receipts the amount of overpayment of real estate taxes, and refund the amount of \$276,112.79 to Cargill Meat Solutions on or before May 15, 2015.

This resolution is a result of an agreement with Cargill to return the money in support of construction of a community recreation center at the middle school location. The Schuyler Foundation and building and grounds committee is working with an architect on the feasibility and design of this project.

SCS District owed tax dollars back to Cargill from a previous overtaxing. The final payment was scheduled to be paid in January of 2016 by the Colfax County Treasurer. Cargill has agreed to return the money to the District to be used toward the creation of a Community Recreation Center to be located at the SMS. The SCS Foundation will cooperate to secure an architect a feasibility study and design. It was stressed that the District needs to continue to build upon our good relationships with all local businesses. Motion to approve the resolution to authorize the Colfax County Treasurer to withhold \$276,112.79 and pay Cargill Meat Solutions Inc. as payment in full on or before April 15 Passed with a motion by Richard Brabec and a second by Brian Vavricek.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

V. Discussion Items and Reports

V.A. Principals Reports

K-2 Principal Report: Darli Jo Vrba

Just a busy...busy time of year!!

All of the K-2 students and teachers have been cheering for our 3rd-4th-5th buddies as they have begun to take their NeSA tests!! Kindergarten decorated 4th grade's, 1st grade decorated 5th grade's and 2nd grade decorated 3rd grade's hallways with posters and words of encouragement! We, all, have done a few intercom cheers to wish them the best!

K-2 students had a Didiers receipt contest! Our second grade class enjoyed ice cream sandwiches because they brought in about 1,000 receipts!

The push is on to finish this school year on a high note! Everyone is working

to meet the goals set before them...may they be reading, math, behavior, etc. The excitement for our 7th Annual S.E.S. Field Day is starting to build along with everyone tuning up their voices for our spring program.

Preschool and 3-5 Principal Report: Bill Comley

Preschool: 93
Kindergarten: 171 1st Grade: 146
2nd Grade: 126 3rd Grade: 136
4th Grade: 150 5th Grade: 130
Total enrollment 952

Preschool round-up was held and we had about 80 parents come in and visit. NeSA testing window is open now for students in grades 3-5. Interviews for open teaching positions have been completed and we have had strong candidates. Friday August 21st NETV/PBS will come back to Schuyler and hold another Early Childhood event at SES.

Rural Schools Board Report: Gerry Reinsch

Fishers

April 14-22 NeSA Testing
April 27 Field Trip Henry Doorly Zoo
May 12 Graduation/Awards/Music Programs 2:00/7:00
May 14 Scrub Oaks Stanton
May 20 Color Wars

Students raised over \$1,500 for the Heart Association with Jump Rope for Heart. Thanks to Mr. Burton and PE students for their work.

Richland

April 14-22 NeSA Testing
May 11 Awards and Music Programs 10:00 am/7:00 pm
Field Trip to Columbus Bowling in PM

PE students raised over \$700 for Jump Rope for Heart.

Middle School Board Report: Michelle Burton

NeSa tests are currently underway at SMS. Students and staff have done a great job preparing for the tests. Eighth graders took the first round of testing using their iPads. The remainder of the NeSA tests will be taken on iPads, as well. Free breakfasts are also offered for all students on NeSA testing days.

Current SMS Enrollment:

6th Grade: 124
7th Grade: 126
8th Grade: 116
Total Enrollment: 366 (This is an increase of seven from September's attendance report to the present date.)

We are excited for a wonderful end of the year at SMS! There are several important dates below:

April 19th 5th-12th Vocal and Band Contest

April 28th Schuyler Middle School Track Meet (9:30 a.m. dismissal pending weather)

April 29th Ms. Brown's classroom will be streamed online internationally through Discovery Education

April 30th DiscoveryEd/Eagle Communications Community Night

May 4th Honor Roll Field Trip to Memorial Stadium

May 6th Sixth Grade Orientation (11:30 Dismissal)

May 7th Sixth Grade Field Day

May 12th SMS Vocal and Band School wide Performance

May 12th Academic Awards Night

May 15th Athletic Participation Ceremony

May 20th Eighth Grade Graduation

SCHS Principal Report: Greg Pavlik and Darin Kovar

Enrollment as of 3/5/15 is 488 students. This is +3 from last month

9th grade – 132

10th grade – 130

11th grade – 101

12th grade – 125

Course registration for underclassmen has begun. Ms. Johnson and Ms. Kneen work with students in large and small groups to complete this task. Ms. Kneen also works with students and staff at SMS and the rural satellite schools in preparation for next years 9th graders. The SCHS 2015-16 course description is attached.

NeSA season is upon us. We have taken NeSA Reading and Math over the past two weeks. NeSA science is scheduled for Wednesday April 15th. This is a hectic time of year for high school students and teachers. Between athletics, state level competitions, student activities (student council / tryouts for next years activities) it is hard to maintain continuity, but I think our faculty does their best to make student learning their focus. But for your future planning...

April 25th - Prom / Dance / Post Prom

April 23th and 24th – Nebraska Educational Technology Association (NETA) conference

May 3rd – Fine Arts Awards Night

May 6th – 8th grade visitation (12 noon dismiss)

May 11th – Activity Awards Night

May 12th – Academic Awards Night

May 17th – SCHS Graduation:

SES Enrollment - Preschool, 93; Kindergarten - 171 1st Grade - 146 2nd Grade - 126 3rd Grade - 136 4th Grade - 150 5th Grade - 130 Total enrollment 952 Preschool round-up was held hosting approximately 80 parents. Rural Fishers #24 and Richland #1 - Students raised \$2200 for the Heart Association with Jump Rope for Heart. SMS - Current SMS

Enrollment:366 6th Grade: 124 7th Grade: 126 8th Grade: 116 SCHS - Enrollment is 488 students - 9th grade - 132 10th grade - 130 11th grade - 101 12th grade – 125

V.B. Directors Reports

SCHS Activities Director Report: Michelle Egr

On 4/10, I attended and sat as a member on NSAA Representative Assembly. Each district votes on the membership proposals that passed in three or more districts in January. I enjoy working on NSAA committees and being a NSAA Representative Assembly member as it keeps our school up to date on the new changes in NSAA activities.

Schuyler is hosting the Central Conference Soccer tourney on 4/18. Schuyler is hosting the Central Conference Boys Golf tourney on 5/8. The conference is hosting a coach recognition event on 5/29. For several years, I have served as the East Conference Vice President.

Fred Arnold Trackmeet is 4/23. These next several weeks are busy!

May 3rd is the Fine Arts Award night at 7:30 pm in the East Gym.

Schedules for next year have been rolled over and continue to be proofed. Officials are being hired. I will soon begin working on a better schedule for our activities.

I am working with CHI to schedule physicals in May. We are looking at the same format as we had last school year. I have suggested to CHI that we work to use the corresponding dates each year so planning has some fluidity.

Director of Grants Report: Stephen Grammer

21st Century Grant

After School Program

- The fourth quarter of this school year has been a busy and fun quarter for the After School Program We have more club offerings and more students attending the After School Program.
- At the end of March we had 241 students in the After School Program, K – 8. At the beginning of April we have 200 students at SES and 55 students at SMS for a total of 255. That means we are only 10 students short of our goal at the Middle School and 37 students short at the elementary school. These are great numbers for our program as we finish up the school year.
- We are beginning to plan and develop our summer school program. In June, it will be a Fine Arts & PE Summer School. The summer school will run from June 8th until June 26th from 8:00 to 12:00 p.m. Lunch will be provided at the MS from 11:30 until 1:00 p.m. Some of the offerings are going to be Art, Photography, Athletics, Speech, Music, and scrapbooking.

- On March 9th, Pat Geary, from Midland College, was hired as the After School Program evaluator. Through the 21st Century grant it is a requirement to have an outside evaluator to come in and assess if our program is being successful. Through the month of March we have been working on our self evaluation, video taping our clubs/activities, and putting out surveys to our parents to gather data for the evaluator.

School Improvement Grant (SIG)

- On April 7th, we had our second onsite visit by Randy McIntyre, who oversees our School Improvement Grant (SIG) for the Nebraska Department of Education (NDE). During the three hour visit, Mr. McIntyre meets with our Leadership Team for an hour, visits one to three classrooms for 15 minute observations, and interview three teachers for about 20 minutes. After all of the observations and discussions, Mr. McIntyre has a final conversation with IPM and the district budget manager, to go over the budget and to make sure we are on track. After all of this he then writes up a SIG Visit Report. The report was very complimentary about our growth and development over the school year. The recommendations he made our items that we can work on for the remainder of the year and be ready to implement in the fall. Overall, a very good visit.

Discovery Education

- On March 17th and 18th, the administration of SMS and the Discovery Education staff were involved with multiple phone conversations about the upcoming events in April. On Wednesday, April 29th at 12:00 p.m., Discovery Education will be live streaming video of a math class at SMS. Ms. Brown will be teaching her math class utilizing student iPads and the Math TechBook provided by Discovery Education. We were selected from many schools for this event by Discovery Education because of how well and fast we have developed as a digital school. On Thursday, April 30th from 5:30 until 8:00 p.m., Discovery Education and Eagle Communications are sponsoring a “Schuyler Community Night” at SMS. At this event we will have three teachers presenting, with students, how we are using the iPads and utilizing the techbooks in Science, Social Studies and Math. They will be showcasing student projects and have talks on online safety. Again, a great event and honor to be selected for both of these events. These events will highlight the hard work our staff and students have put into the new curriculums and techbooks.
- On Tuesday, March 24th from noon until 3:00 p.m., Judy and Suzanne, Discovery Education trainers, came to SMS to provide a leadership training for the administration of SMS. During this training, we reviewed the data from the Discovery Education trainers observations of our classrooms. Judy and Suzanne were very complimentary of our staff’s growth and progress throughout the school year. We also complimented them on their work with our staff and were pleased with our progression with Discovery Education.

Community Training and Assistance Center (CTAC)

- CTAC representatives came to Schuyler on Thursday, March 19th for a full day of going to classrooms and completing observations of our teaching staff. On Friday, March 20th, CTAC met with our staff in the afternoon and went over the data of their observations. They were observing if the teachers were implementing engaging strategies in the classroom, their questioning skills and techniques, and if they are building positive relationships with their students by establishing a positive

environment in their classrooms. A very good conversation and discussion by CTAC and staff. Again, as with the Discovery Education trainers, CTAC Reps. were excited and pleasantly surprised by the progress our staff had made in relation to last month's visit.

Middle School Athletics

- The Middle School Track season will began on March 16th. We started out with 150 7th and 8th graders signing up for track. At present, we are down to 140 students out for track. That is 40 more students than we had last year, that is approximately 62% of our 7th and 8th graders out for track. I would like to commend our coaches: Dana Schultz, Todd Block, Pat Halvorsen, Emily Kmiecik, Channa Hess, and Tom Wheeldon for a job well done and for working with such large number of students. Just a quick reminder, our middle school track meet will be on Tuesday, April 28th starting at 10:30 a.m. That would be a great opportunity for you to attend and cheer on our track athletes.

Curriculum, Assessment, Special Programs Director Report: Dave Gibbons

Curriculum – Schuyler Elementary, Richland and Fisher's 24 will be working on the creation of a K-5 Language Arts program to better align instruction with the new standards. We will begin working on this alignment April 23 & 24. This is also being done as a part of our Accountability Grant for SES.

School Improvement – We are halfway between our last external visit and our next external visit. We will be having staff do a self-assessment on our standards to determine where our scores have improved since last visit and where we may still have some work to do to begin prepare for the next visit.

Assessment and Accountability – NeSA Reading, Math and Science testing has gone smoothly so far. We piloted do the assessments on the iPads with the 8th graders. It is believed to have gone so well that we are going to try it out on the 7th graders as well.

I am a member of the Assessment and Accountability Advisory Committee for the Nebraska Department of Education. We will be meeting tomorrow in Lincoln to discuss the new Language Arts Standard assessment and the NCLB waiver that has been submitted by the state.

On Wednesday, April 29th at 12:00 p.m., Discovery Education will be streaming live video internationally of a math class at SMS. Ms. Brown will be teaching her math class utilizing student iPads and the Math TechBook provided by Discovery Education. On Thursday, April 30th from 5:30 until 8:00 p.m., Discovery Education and Eagle Communications are sponsoring a "Schuyler Community Night" at SMS. At this event we will have three teachers presenting, with students, how we are using the iPads and utilizing the tech books in Science, Social Studies, and Math. Schuyler Elementary, Richland #1, and Fisher's 24 will be working on the creation of a K-5 Language Arts program to better align instruction with the new standards.

Dr. Hoelsing was selected as one of forty participants who attended a research project in CA. April 16 APL training will be held at SCHS. Topics to be covered are at-risk youth and a District safety plan.

V.D. Board Member/Committee Reports

1. Share information from the board committee meetings.

The SCS Foundation will recognize three Outstanding Alumni at the 2015 Commencement Ceremony. The Finance Committee is moving forward with the goals of the Strategic Planning sessions and working with the loss of State Aid dollars for upcoming school year.

VI. Correspondence Items

VII. Adjournment

Motion to adjourn at 7:38 PM Passed with a motion by Eric Cerny and a second by Chuck Misek.

Richard Brabec: Yea, Eric Cerny: Yea, Holly Hild: Yea, Chuck Misek: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea

Yea: 6, Nay: 0

Board of Education Regular Meeting
 April 13, 2015 6:30 PM
 Schuyler Central High School Media Center

I. Call Meeting to Order	Rich
A. Pledge of Allegiance	Rich
B. Declaration of Open Meeting	Rich
II. Approval of Consent Agenda	
A. Agenda	
B. Minutes	
C. Acceptance of Claims	
1. Bills of \$5,000 or more	
D. Financial	
E. Other Listed Reports	
III. Public Forum - We ask that all presentation be limited in their length.	
A. Recognition of visitors and guests	Rich
B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)	
C. Student Representative's Report	Rosbin Ravanales
IV. Action Items	
A. Americanism: Curriculum, Assessment, and Instructional Programs	Virginia Semerad, Holly Hild, Rich Brabec
B. Board Policy, Handbooks, and Support Programs	Holly Hild, Brian Vavricek, Rich Brabec
C. Building, Grounds, and Transportation	Chuck Misek, Eric Cerny, Virginia Semerad
1. Consider, discuss, and approve purchase of a 2014 van from Reinecke Motors Co.	Chuck, Virginia, Eric
2. Consider, discuss, and take action to approve the purchase of a 44 passenger bus.	Chuck, Virginia, Eric
3. Consider, discuss, and take action to accept the bid from Nu-Trend Homes Inc. for the sale of the portable buildings at the preschool site.	Chuck, Virginia, Eric
4. Consider, discuss, and take action to accept the bid for the preschool fire escape project.	Chuck, Virginia, Eric
D. Governance: Public Relations, Technology, and Planning	Brian Vavricek, Holly Hild, Virginia Semerad
E. Budget, finance, negotiations, and personnel	Chuck Misek, Rich Brabec, Brian Vavricek
1. Consider, discuss, and take action to approve staff resignations.	Chuck, Rich, Brian
2. Consider, discuss, and take action to approve new hire recommendations for the 2015-16 school year.	Chuck, Rich, Brian
3. Consider, discuss, and take action to approve teacher contracts for the 2015-16 school year.	Chuck, Rich, Brian
4. Consider, discuss, and take action to approve Principals, Directors, and Coordinator Contracts for the 2015-16 school year.	Chuck, Rich,

5. Consider, discuss, and take action to approve the Resolution to authorize the Colfax County Treasurer to withhold April tax receipts in the amount of \$276,112.79 and pay the total withholding to Cargill Meat Solutions Corp on or before May 15, 2015.

Brian
Chuck,
Rich,
Brian

V. Discussion Items and Reports

A. Principals Reports

Building Principals

B. Directors Reports

Directors

C. Superintendent's Report

Dan

D. Board Member/Committee Reports

Board Members

VI. Correspondence Items

VII. Adjournment

Board of Education Regular Meeting

March 09, 2015 6:30 PM

Schuyler Central High School Media Center

Attendance Taken at 6:30 PM:

Present Board Members:

Richard Brabec
Eric Cerny
Holly Hild
Virginia Semerad
Brian Vavricek

Absent Board Members:

Chuck Misek

I. Call Meeting to Order

Discussion:

Meeting was called to order by President Brabec. Board members present were Semerad, Hild, Vavricek, Brabec, and Cerny; Misek was absent. Others present were Dr. Hoelsing, Principals Comley, Burton, Vrba, Pavlik, and Reinsch; Assistant Principal Kovar; and Directors Egr, Grammer, and Gibbons; and Student Council representative Ravanales.

I.A. Pledge of Allegiance

Discussion:

All present participated in the Pledge of Allegiance.

I.B. Declaration of Open Meeting

Discussion:

President Brabec read the District Mission Statement and declared the meeting was in open session and had been advertised in advance. The open meetings act is posted outside the meeting room.

II. Approval of Consent Agenda

Motion Passed: Motion to approve the consent agenda passed with a motion by Brian Vavricek and a second by Virginia Semerad.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

II.A. Agenda

II.B. Minutes

II.C. Acceptance of Claims

II.C.1. Bills of \$5,000 or more

II.D. Financial

II.E. Other Listed Reports

III. Public Forum - We ask that all presentation be limited in their length.

III.A. Recognition of visitors and guests

Discussion:

Representing the ESU7 were Administrator, Larianne Polk, Migrant Director, Dee Condon; and District 9 Board of Director Joyce Baumert. Ms. Polk made a video presentation and highlighted shared services offered and a program directory.

III.B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)

III.C. Student Representative's Report

IV. Action Items

IV.A. Americanism: Curriculum, Assessment, and Instructional Programs

IV.A.1. Consider, discuss, and take action to approve the contract with GI Physical Therapy for occupational therapy services for the 2015-16 school year.

Discussion:

Dr. Hoelsing shared that fees for service and mileage are state approved in advance of services.

Motion Passed: Motion to approve the contract with GI Physical Therapy for occupational therapy services for the 2015-16 school year. passed with a motion by Virginia Semerad and a second by Eric Cerny.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.A.2. Consider, discuss, and take action to approve the 2015 textbook replacement and curriculum updates.

Discussion:

The Americanism committee met and reviewed the 2015 textbook replacement cycle and curriculum updates. Our goal is to keep the budget for replacement materials at \$200,000 annually.

Motion Passed: Motion to approve the 2015-2016 textbook replacement and curriculum updates passed with a motion by Virginia Semerad and a second by Brian Vavricek.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.B. Board Policy, Handbooks, and Support Programs

IV.C. Building, Grounds, and Transportation

IV.C.1. Consider, discuss, and take action to approve the 2015 transportation replacement plan.

Discussion:

Two small vehicles will be added in addition to one full-sized bus and one van used for student transportation will be moved to the maintenance department.

Motion Passed: Motion to approve the vehicle replacement plan as presented. passed with a motion by Richard Brabec and a second by Virginia Semerad.

Richard Brabec	Yes
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Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.C.2. Consider, discuss, and take action to approve the 2015 building and grounds plan for updating and remodeling current district facilities.

Discussion:

A structural stamp is needed for the fire escape plan at the Preschool; construction will proceed if the bid is under \$35,000. A bid has been received for one of the portable classrooms and a second bid has been received for all four remaining classrooms. In addition, the 2015 upgrade/remodeling plan includes work to be done at SCS Preschool, SMS, SCHS, and a garage owned by the district.

Motion Passed: Motion to approve the building and grounds plan as presented. passed with a motion by Holly Hild and a second by Brian Vavricek.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.C.3. Consider, discuss, and take action to approve the preschool playground project.

Discussion:

A bid was received from Crouch Recreation for playground equipment for the SCS Preschool at a cost of \$58,949. A Sixpence grant that must be used by June of 2015 will be put toward the cost. In addition the PTO has pledged financial support. Installation will be an additional cost of \$15,950.

Motion Passed: Motion to approve the proposed playground and installation at the preschool building passed with a motion by Richard Brabec and a second by Eric Cerny.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.C.4. Consider, discuss, and take action to approve the MOU with Schuyler Lumber for the 2015-16 school year.

Discussion:

Prior to our contract with Schuyler Lumber, the school contracted with Neighbor Works on this project. Schuyler Development Company, is also cooperating with this project to propose possible funding; this funding would be in support of the subcontractors also working on this project.

Motion Passed: Motion to approve the MOU with Schuyler Lumber for the housing project for the 2015-16 school year passed with a motion by Brian Vavricek and a second by Holly Hild.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.D. Governance: Public Relations, Technology, and Planning

IV.D.1. Consider, discuss, and take action to approve the district network upgrade.

Discussion:

The RFP proposals request new Wi-Fi network hardware and additional cabling for the additional Wifi access points to be installed in each classroom across the district. Announcement of 471 funding (E-Rate) decisions will be September 1, 2015

Motion Passed: Motion to approve the bid from Heartland to upgrade the district network passed with a motion by Virginia Semerad and a second by Richard Brabec.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.D.2. Consider, discuss, and approve the 2015 technology replacement plan.

Discussion:

The technology replacement plan includes 210 total iPads, tech contracted services, equipment/hardware, supplies training and software. Copy machines will also be included in the technology budget.

Motion Passed: Motion to approve the 2015 technology replacement plan passed with a motion by Richard Brabec and a second by Eric Cerny.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.D.3. Consider, discuss, and take action to approve the 2015-16 school calendar

Discussion:

The first day of the 15-16 school year will be Wednesday, August 12.

Motion Passed: Motion to approve the 2015-16-school calendar as recommended by the board committee. passed with a motion by Brian Vavricek and a second by Holly Hild.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.E. Budget, finance, negotiations, and personnel

IV.E.1. Consider, discuss, and take action to approve teacher early retirement requests.

Discussion:

Four teachers qualified for ERIP (Early Retirement Incentive Program) - Peg Aldrich, Elementary teacher; Jon Knutson, High School Social Studies Teacher; Sheri Melick, Elementary teacher and Tom Wheeldon, Agricultural Education Instructor (FFA.) In addition two teachers qualified at a reduced compensation rate - Jo Lynne Krumel and Roxanne Pontow, both from SMS.

Motion Passed: Motion to approve the early retirement requests and thank them for their service to the district passed with a motion by Richard Brabec and a second by Virginia Semerad.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.E.2. Consider, discuss, and take action to approve staff resignations.

Discussion:

Staff resignations were received from Nancy Kneen, High School Guidance Counselor, effective and the end of the year and Charles James, High School Math Instructor effective April 10th.

Motion Passed: Motion to approve resignations of Nancy Kneen and Charles James and release Charles from his 2014-15 contract duties on April 10th passed with a motion by Holly Hild and a second by Brian Vavricek.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.E.3. Consider, discuss, and take action to approve support staff replacement hires.

Discussion:

Ramona Rodriguez was hired for part-time maintenance at the Richland School and Paloma Lopez was hired as a SES Para Educator.

Motion Passed: Motion to approve administrative recommendations to hire Ramona Rodriguez and Paloma Lopez for the replacement support staff positions passed with a motion by Virginia Semerad and a second by Eric Cerny.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.E.4. Consider, discuss, and take action to approve new hire recommendations for the 2015-16 school year.

Discussion:

Dana Garrison was hired for the Ag Ed/FFA position for the 2015-16 school year.

Motion Passed: Motion to approve hiring Dana Garrison for the Ag Ed/FFA Position for the 2015-16 school year passed with a motion by Richard Brabec and a second by Brian Vavricek.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.E.5. Consider, discuss, and take action on administrative reassignments for the 2015-16 school year.

Discussion:

The following administrative assignments were approved for the 2015-2016 school year: Superintendent: Dr. Daniel Hoelsing; Director of Curriculum, Assessment, and Federal Programs, Dave Gibbons; Special Education Director, Darli Jo Vrba High School Principal, Stephen Grammer; High School Assistant Principal/AD, Michelle Egr; Middle School Principal, Michelle Burton; Middle School Assistant Principal/Rural School Principal, Gerry Reinsch; Preschool/Elementary School Principal, Bill Comley and Elementary School Assistant Principal/K-8 AD, Darin Kovar.

Motion Passed: Motion to approve administrative reassignments as proposed for the 2015-16 school year passed with a motion by Eric Cerny and a second by Brian Vavricek.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

V. Discussion Items and Reports

V.A. Principals Reports

Discussion:

SES official enrollment as of March 2nd is 860 students with an anticipated 15-16 enrollment for SCS Preschool of 120 students. NET Television plans to return in the fall of 2015-2016 to promote family participation in the education process. A local private funder has committed \$30,000 per year for three years to fund parent engagement in the following areas:

Focus groups for parents to determine what needs of the parents are as they begin to engage in the school and their children's education

Formation of a nucleus group of parents to increase parental involvement to decrease isolation

Form a PTO/PTA

Help with school/city organization of children activities.

Three SMS staff, Mrs. Dimas, Mrs. Kment, and Mrs. Lopez will be honored by Center for Survivors and Mr. Schultz, a teacher/coach will be honored at the

Nebraska State Boys Basketball Tournament.

At SCHS enrollment as of 3/5/15 is 485 students. Matt Eller will receive the President's Volunteer Service Award sponsored by Prudential.

V.B. Directors Reports

Discussion:

Our Accreditation Progress report from AdvancEd was accepted. Curriculum review continues in K-5 Social Studies, 6-8 Language Arts, K-8 Physical Education, 9-12 Language Arts and K-12 ESL.

At the end of March we have 191 students at SES and 50 students at SMS for a total of 241 participating in the After School program. On Friday, February 27th, Discovery Education administrators and trainers came to SMS to have a Midyear Partnership review.

As a new component of summer school, coaches will work with K-8 students.

V.C. Superintendent's Report

Discussion:

Staffing recommendations for the 2015-16 school year are in progress; the deadline for continuing contract law for certificated staff is April 15th.

V.D. Board Member/Committee Reports

Discussion:

A support staff member will be added to quarterly Outstanding Educator and Para Educator awards.

VI. Correspondence Items

VII. Adjournment

Motion Passed: Motion to adjourn at 8:12 PM passed with a motion by Eric Cerny and a second by Brian Vavricek.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

Board Secretary

Board of Education Regular Meeting
March 09, 2015
Schuyler Central High School Media Center

Meeting was called to order by President Brabec. Board members present were Semerad, Hild, Vavricek, Brabec, and Cerny; Misek was absent. Others present were Dr. Hoelsing, Principals Comley, Burton, Vrba, Pavlik, and Reinsch; Assistant Principal Kovar; and Directors Egr, Grammer, and Gibbons; and Student Council representative Ravanales. All present participated in the Pledge of Allegiance.

President Brabec read the District Mission Statement and declared the meeting was in open session and had been advertised in advance. The open meetings act is posted outside the meeting room.

Motion to approve the consent agenda passed with a motion by Vavricek and a second by Semerad.

Representing the ESU7 were Administrator, Larianne Polk; Migrant Director, Dee Condon; and District 9 Board of Director Joyce Baumert. Ms. Polk made a video presentation and highlighted shared services offered and a program directory.

Americanism: Curriculum, Assessment, and Instructional Programs

Motion to approve the contract with GI Physical Therapy for occupational therapy services for the 2015-16 school year passed with a motion by Semerad and a second by Cerny.

Dr. Hoelsing shared that fees for service and mileage are state approved in advance of services.

Motion to approve the 2015-2016 textbook replacement and curriculum updates passed with a motion by Semerad and a second by Vavricek.

The Americanism committee met and reviewed the 2015 textbook replacement cycle and curriculum updates. Our goal is to keep the budget for replacement materials at \$200,000 annually.

Building, Grounds, and Transportation

Motion to approve the vehicle replacement plan as presented passed with a motion by Brabec and a second by Semerad.

Two small vehicles will be added in addition to one full-sized bus and one van used for student transportation will be moved to the maintenance department.

Motion to approve the building and grounds plan as presented passed with a motion by Hild and a second by Vavricek.

A structural stamp is needed for the fire escape plan at the Preschool; construction will proceed if the bid is under \$35,000. A bid has been received for one of the portable classrooms and a second bid has been received for all four remaining classrooms. In addition, the 2015 upgrade/remodeling plan includes work to be done at SCS Preschool, SMS, SCHS, and a garage owned by the district.

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A bid was received from Crouch Recreation for playground equipment for the SCS Preschool at a cost of \$58,949. A Sixpence grant that must be used by June of 2015 will be put toward the cost. In addition the PTO has pledged financial support. Installation will be an additional cost of \$15,950.

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Governance: Public Relations, Technology, and Planning

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Motion to approve the 2015 technology replacement plan passed with a motion by Brabec and a second by Cerny.

The technology replacement plan includes 210 total iPads, tech contracted services, equipment/hardware, supplies, training, and software. Copy machines will also be included in the technology budget.

Motion to approve the 2015-16-school calendar as recommended by the board committee passed with a motion by Vavricek and a second by Hild.

The first day of the 15-16 school year will be Wednesday, August 12.

Budget, Finance, Negotiations, and Personnel

Motion to approve the early retirement requests and thank them for their service to the district passed with a motion by Richard Brabec and a second by Virginia

Four teachers qualified for ERIP (Early Retirement Incentive Program) - Peg Aldrich, Elementary teacher; Jon Knutson, High School Social Studies Teacher; Sheri Melick, Elementary teacher and Tom Wheeldon, Agricultural Education Instructor (FFA.) In addition two teachers qualified at a reduced compensation rate - Jo Lynne Krudel and Roxanne Pontow, both from SMS.

Motion to approve resignations of Nancy Kneen and Charles James and release Charles James from his 2014-15 contract duties on April 10th passed with a motion by Hild and a second by Vavricek.

Motion to approve administrative recommendations to hire Ramona Rodriguez and Paloma Lopez for the replacement support staff positions passed with a motion by Semerad and a second by Cerny.

Ramona Rodriguez was hired for part-time maintenance at the Richland School and Paloma Lopez was hired as a SES Para Educator.

Motion to approve hiring Dana Garrison for the Ag Ed/FFA Position for the 2015-16 school year passed with a motion by Brabec and a second by Vavricek.

Motion to approve administrative reassignments as proposed for the 2015-16 school year passed with a motion by Cerny and a second by Vavricek.

The following administrative assignments were approved for the 2015-2016 school year: Superintendent: Dr. Daniel Hoising; Director of Curriculum, Assessment, and Federal Programs, Dave Gibbons; Special Education Director, Darli Jo Vrba; High School Principal, Stephen Grammer; High School Assistant Principal/AD, Michelle Egr; Middle School Principal, Michelle Burton; Middle School Assistant Principal/Rural School Principal, Gerry Reinsch; Preschool/Elementary School Principal, Bill Comley and Elementary School Assistant Principal/K-8 AD, Darin Kovar.

Reports

Principals - SES official enrollment as of March 2nd is 860 students with an anticipated 15-16 enrollment for SCS Preschool of 120 students. NET Television plans to return in the fall of 2015-2016 to promote family participation in the education process. A local private funder has committed \$30,000 per year for three years to fund parent engagement in the following areas:

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Directors - Our Accreditation Progress report from AdvancEd was accepted. Curriculum review continues in K-5 Social Studies, 6-8 Language Arts, K-8 Physical Education, 9-12 Language Arts and K-12 ESL.

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As a new component of summer school, coaches will work with K-8 students.

Superintendent - Staffing recommendations for the 2015-16 school year are in progress; the deadline for continuing contract law for certificated staff is April 15th.

Committees - A support staff member will be added to quarterly Outstanding Educator and Para Educator awards.

Motion to adjourn at 8:12 PM passed with a motion by Cerny and a second by Vavricek.

Respectfully submitted,
Cathie Marking
Recording Secretary

SCHUYLER COMMUNITY SCHOOLS
MONTHLY DISBURSEMENT REPORT
For the month of April 2015

GENERAL FUND

Check #	Date	Vendor	Description	Amount
00033350	4/13/2015	Aegis Therapies	PT services - school age	2,582.74
00033351	4/13/2015	SYNCB/AMAZON	books	1,028.14
00033352	4/13/2015	Americom Communications	access control labor	1,085.00
00033353	4/13/2015	Martha Arroyo	translating at pt conf	110.00
00033354	4/13/2015	ASB Piano Service	High school piano	215.00
00033355	4/13/2015	BOMGAARS	supplies	419.12
00033356	4/13/2015	Lana Brady	translating	110.00
00033357	4/13/2015	Carrier Enterprise, LLC	circuit board	40.96
00033358	4/13/2015	Jessica Carrillo	translating	36.00
00033359	4/13/2015	Caseys General Stores, Inc	gas	119.84
00033360	4/13/2015	CCS Presentation Systems	smart notebook adv class	123.00
00033361	4/13/2015	Cenex Fleetcard	gas	688.63
00033362	4/13/2015	Central Community College	Friesz & Jakub reg	158.00
00033363	4/13/2015	CenturyLink	telephone	1,805.40
00033364	4/13/2015	Central Nebraska Rehab Services	school age OT	5,718.50
00033365	4/13/2015	Charleston Inc	heater for ag shop	114.32
00033366	4/13/2015	CHI Health	AED/CPR class	400.00
00033367	4/13/2015	Graciela Ciriaco	interpreting	36.00
00033368	4/13/2015	Columbus Public Schools	March SPED billing	2,150.00
00033369	4/13/2015	Columbus Telegram	printing	921.83
00033370	4/13/2015	Comfort Inn - Hastings Ne	Honors festival rooms	158.00
00033371	4/13/2015	Community Internet Systems	internet	209.85
00033372	4/13/2015	Computer Information Concepts	campus schema/sql training	600.00
00033373	4/13/2015	Continuum Retail Energy Services, LLC	natural gas	9,253.36
00033374	4/13/2015	Cornhusker Public Power District	electricity	2,215.21
00033375	4/13/2015	Jasmin Corona	interpreting	108.00
00033376	4/13/2015	Crete Public Schools	Infant Massage USA	800.00
00033377	4/13/2015	Crouch Recreational Design, Inc	payground equipment	45,950.00
00033378	4/13/2015	Culligan Water Conditioning	water for science	182.95
00033379	4/13/2015	Demco	supplies	68.19
00033380	4/13/2015	Department Of Utilities	water/electricity/sewer	25,059.70
00033381	4/13/2015	Didier Grocery	supplies	833.87
00033382	4/13/2015	Discovery Education	math middle school	4,875.00
00033383	4/13/2015	Dennis F. Dubsky	trimmer repair	52.60
00033384	4/13/2015	Eagle Communications	point to point service	575.00
00033385	4/13/2015	Eakes Office Products Center	copies	3,530.50
00033386	4/13/2015	Electrical Engineering & Equipment Co	supplies	861.29
00033387	4/13/2015	Educational Serv Unit #7 Network	tech services	344.57
00033388	4/13/2015	Educational Service Unit #7	laminated signs	23.93
00033389	4/13/2015	ESU 7 Distance learning	monthly billing	710.37
00033390	4/13/2015	ESU #7 Special Education	SPED services	55,665.55
00033391	4/13/2015	Faltys Electric LLC	equipment rental	350.00
00033392	4/13/2015	Farner-Bocken Company	popcorn	82.66
00033393	4/13/2015	FGR Group	Evaluate activites	5,000.00
00033394	4/13/2015	Follett School Solutions, Inc	books	149.06
00033395	4/13/2015	Fremont Sanitation	services	763.49
00033396	4/13/2015	Fremont Winnelson Co	aerator	19.00
00033397	4/13/2015	Frontier	telephone	74.58
00033398	4/13/2015	Jeff Gall	snow removal	1,375.00
00033399	4/13/2015	Jose Garcia	interpreting	103.50
00033400	4/13/2015	Gartner & Associates Co Inc	supplies	761.68
00033401	4/13/2015	Ulises Gomez	interpreting	67.50
00033402	4/13/2015	Sandra Grimaldo	interpreting	103.50
00033403	4/13/2015	Guarantee Roofing & Sheet Metal Inc	roof leaks ses	835.00
00033404	4/13/2015	Monica Gutierrez	interpreting	36.00
00033405	4/13/2015	Harris School Solutions	fund accting annual maint	3,645.57
00033406	4/13/2015	Hiland Dairy Foods Company LLC	milk for after school program	1,415.52
00033407	4/13/2015	Midtown Holiday Inn	room for Powell	123.95
00033408	4/13/2015	Insect Lore	caterpillars	149.52

Check #	Date	Vendor	Description	Amount
00033409	4/13/2015	Instrumentalist Awards LLC	certificates	15.50
00033410	4/13/2015	Institute for Healthcare Advancement	books	600.00
00033411	4/13/2015	J & B Auto Parts	supplies	386.77
00033412	4/13/2015	Jackson Services Inc	services	954.47
00033413	4/13/2015	Johnstone Supply	air filters and ac science roo	1,583.35
00033414	4/13/2015	John's Tire Sales & Services	repairs	82.09
00033415	4/13/2015	Jostens, Inc	honor medals	240.84
00033416	4/13/2015	J W Pepper & Sons Inc.	music	154.48
00033417	4/13/2015	Karel And Seckman	legal services	411.25
00033418	4/13/2015	Kriz-Davis Co	supplies	459.26
00033419	4/13/2015	Kroeger Body Shop	interior door panels	175.57
00033420	4/13/2015	Ashley Lopez	interpreting	63.00
00033421	4/13/2015	Victor Lozano	interpreting	36.00
00033422	4/13/2015	Luis O Lucar	video service	270.00
00033423	4/13/2015	Matheson Trigas	welding supplies	102.86
00033424	4/13/2015	Maria Mejia	interpreting	81.90
00033425	4/13/2015	Menards	supplies	280.07
00033426	4/13/2015	Ana Mendoza	interpreting	22.50
00033427	4/13/2015	Midwest Service & Sales Co	supplies	381.00
00033428	4/13/2015	Midwest Storage Company	storage unit	400.00
00033429	4/13/2015	Nebraska Council of School Administrators	NASES conference	150.00
00033430	4/13/2015	Nebraska Link Holding LLC	ethernet	236.03
00033431	4/13/2015	Nebraska Public Health Environmental Laborato	water samples	45.00
00033432	4/13/2015	NE DOL/Boiler Inspection Program	inspection	67.50
00033433	4/13/2015	NETA 2015 Conference Registration	NETA registrations	5,365.00
00033434	4/13/2015	Yamilet Navarez	interpreting	36.00
00033435	4/13/2015	North Bend Eagle	ad	7.06
00033436	4/13/2015	Nova Fitness Equipment Company	bike chain	25.51
00033437	4/13/2015	NSAA District 2	District music contest	420.00
00033438	4/13/2015	Omaha World-herald	ads	1,517.60
00033439	4/13/2015	One Source	March background checks	75.00
00033440	4/13/2015	Omaha Public Power District	electricity	710.59
00033441	4/13/2015	Phonak, LLC	books	1,679.39
00033442	4/13/2015	Presto-X	services	280.00
00033443	4/13/2015	PSAT	PSAT	10.00
00033444	4/13/2015	Qc Supply, Llc	supplies	158.79
00033445	4/13/2015	Jailene Ramirez	interpreting	72.00
00033446	4/13/2015	Reinecke Motor Co.	repairs	1,500.09
00033447	4/13/2015	Raymundo Roman	interpreting	67.50
00033448	4/13/2015	Melizza Ruiz	interpreting	103.50
00033449	4/13/2015	Sam's Club Direct	fee	3.15
00033450	4/13/2015	Saunders County Clerk	election costs	50.00
00033451	4/13/2015	Schmitt Music Company	repairs	148.40
00033452	4/13/2015	Scholastic Inc	SRC renewal fee	700.00
00033453	4/13/2015	Schuyler Coop Association	gas & propane	1,928.03
00033454	4/13/2015	Schuyler Lumber Company, Inc.	supplies	375.15
00033455	4/13/2015	SCS ACTIVITY FUND	SPED spring conf	218.00
00033456	4/13/2015	S.P.A.R.K.	curriculum set	798.00
00033457	4/13/2015	The Thompson Co	snacks	6,131.48
00033458	4/13/2015	The Thompson Co	snacks	200.18
00033459	4/13/2015	Truck Center Companies	repair bus	174.42
00033460	4/13/2015	University of Nebraska-Lincoln	State ag registration	236.00
00033461	4/13/2015	U.S. Postmaster	renewal	220.00
00033462	4/13/2015	Verizon Wireless	cell phones	510.05
00033463	4/13/2015	VISA	fee	5.00
00033464	4/13/2015	Visa	After school	519.51
00033465	4/13/2015	VISA	postage	18.44
00033466	4/13/2015	Visa	after school conf	500.00
00033467	4/13/2015	VISA	NSBA ROOMS	281.25
00033468	4/13/2015	WageWorks	fees	290.00
00033469	4/13/2015	Wards Natural Science	science supplies	249.57
00033470	4/13/2015	Diane Wolfe	grant writing monthly fee	3,469.58
00033470	4/13/2015	Jessica Carrillo	translating	63.00
02015-23	4/13/2015	Robert Vodehnal	bus permit reimb	7.50

Check #	Date	Vendor	Description	Amount
02015-24	4/13/2015	Paola Acosta	visitation mileage	70.72
02015-25	4/13/2015	Jeff Droge	extension cord	14.98
02015-26	4/13/2015	Lindsay Ferguson	mileage	24.15
02015-27	4/13/2015	Amanda O'Malley	mileage	89.12
02015-28	4/13/2015	Darla Orender	bus permit	7.50
02015-29	4/13/2015	Gerry Reinsch	mileage	<u>188.02</u>
				\$221,714.62

DEPRECIATION FUND

00002168	4/13/2015	Nebraska Central Equipment Inc	2016 Bluebird Bus	98,000.00
00002169	4/13/2015	Reinecke Motor Co.	2014 Club wagon VAN	<u>24,500.00</u>
TOTAL DEPRECIATION FUND				\$122,500.00

EMPLOYEE BENEFITS FUND

ach041315	4/13/2015	Nebraska Department of Labor	unempl -Splichal/Rosario	\$1,677.00
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SPECIAL BUILDING FUND

00001117	4/13/2015	Electrical Engineering & Equipment Co	gym lights	128.66
00001118	4/13/2015	Kriz-Davis Co	gym lights	<u>8,033.60</u>
TOTAL SPECIAL BUILDING FUND				\$8,162.26

STUDENT FEE FUND

00000284	4/13/2015	Haan Crafts, LLC	projects	106.20
00000285	4/13/2015	Mark R Oliva	repairs	273.38
00000286	4/13/2015	Omaha Orpheum Theater	Golden Dragon acrobats	660.00
00000287	4/13/2015	PSAT	testing	<u>156.00</u>
TOTAL STUDENT FEE FUND				\$1,195.58

**SCHUYLER COMMUNITY SCHOOLS
MONTHLY OVER \$5000 REPORT
For the month of April 2015**

GENERAL FUND

Check #	Date	Vendor	Description	Amount
00033393	4/13/2015	FGR Group	Evaluate activites	5,000.00
00033433	4/13/2015	NETA 2015 Conference Registration	NETA registrations	5,365.00
00033364	4/13/2015	Central Nebraska Rehab Services	school age OT	5,718.50
00033457	4/13/2015	The Thompson Co	snacks	6,131.48
00033373	4/13/2015	Continuum Retail Energy Services, LLC	natural gas	9,253.36
00033380	4/13/2015	Department Of Utilities	water/electricity/sewer	25,059.70
00033377	4/13/2015	Crouch Recreational Design, Inc	payground equipment	45,950.00
00033390	4/13/2015	ESU #7 Special Education	SPED services	55,665.55
				\$158,143.59

DEPRECIATION FUND

00002168	4/13/2015	Nebraska Central Equipment Inc	2016 Bluebird Bus	98,000.00
00002169	4/13/2015	Reinecke Motor Co.	2014 Club wagon VAN	<u>24,500.00</u>
TOTAL DEPRECIATION FUND				\$122,500.00

SPECIAL BUILDING FUND

00001118	4/13/2015	Kriz-Davis Co	gym lights	<u>8,033.60</u>
TOTAL SPECIAL BUILDING FUND				\$8,033.60

Current Cash Balance Report

ALL Data

Date: 03/01/2015 thru 03/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACADEMIC					
1100 CONSORTIUM PAYROLL	232.84	0.00	0.00	0.00	232.84
1200 DISTANCE LEARNING	0.00	0.00	0.00	0.00	0.00
1500 ARC EQUIP SPEC.ED.	0.00	0.00	0.00	0.00	0.00
A ACADEMIC Totals:	232.84	0.00	0.00	0.00	232.84
B ATHLETIC					
2100 BASKETBALL B	140.96	0.00	0.00	0.00	140.96
2150 BASKETBALL G	-289.73	0.00	0.00	0.00	-289.73
2200 CROSS COUNTRY B & G	621.60	0.00	0.00	0.00	621.60
2250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
2300 FOOTBALL	1,789.33	0.00	1,699.72	0.00	89.61
2350 GOLF B	1,500.00	0.00	0.00	0.00	1,500.00
2375 GOLF G	980.00	0.00	0.00	0.00	980.00
2400 SOFTBALL	2,230.17	0.00	0.00	0.00	2,230.17
2450 SOCCER B	3,000.00	0.00	950.00	0.00	2,050.00
2500 SOCCER G	2,673.77	0.00	590.00	0.00	2,083.77
2600 TRACK	1,213.00	0.00	220.00	0.00	993.00
2650 TRACK G	0.00	0.00	0.00	0.00	0.00
2700 VOLLEYBALL	111.61	0.00	0.00	0.00	111.61
2750 WRESTLING	-8,546.44	0.00	1,079.00	0.00	-9,625.44
2755 WEIGHT ROOM EQUIPMENT	353.01	0.00	0.00	0.00	353.01
2800 SMS ATHLETICS	4,279.91	200.00	110.00	0.00	4,369.91
2850 LAUNDRY	0.00	0.00	0.00	0.00	0.00
2900 GENERAL	30,411.52	4,153.10	788.72	1,799.00	35,574.90
2950 MEDICAL	1,100.00	0.00	0.00	0.00	1,100.00
2970 BOOSTER CLUB DONATION	-6,568.12	12,445.09	0.00	-1,799.00	4,077.97
2975 AYSO DONATION	1.97	0.00	0.00	0.00	1.97
B ATHLETIC Totals:	35,002.56	16,798.19	5,437.44	0.00	46,363.31
C DISTRICT					
3100 ADULT EDUCATION	2,455.84	0.00	0.00	0.00	2,455.84
3110 COLLEGE CREDIT	-1,043.85	0.00	0.00	0.00	-1,043.85
3200 GENERAL	1,157.21	41.66	258.00	-11.00	929.87
3300 FINES	710.74	2.00	0.00	0.00	712.74
3400 HIGH SCHOOL--- BOOK FINES	3,844.75	0.00	0.00	0.00	3,844.75
C DISTRICT Totals:	7,124.69	43.66	258.00	-11.00	6,899.35
D DEPARTMENTS					
4000 BAND	4,256.50	0.00	0.00	0.00	4,256.50
4025 Musical	5,902.96	0.00	0.00	0.00	5,902.96
4050 VOCAL	181.40	0.00	0.00	0.00	181.40
D DEPARTMENTS Totals:	10,340.86	0.00	0.00	0.00	10,340.86
E UNIFORMS & EQUIPMENT					
4500 BAND (UNIFORM DEP)	828.18	0.00	0.00	0.00	828.18
4550 CHEERLEADER UNIFORM	0.00	0.00	0.00	0.00	0.00
4600 DANCE TEAM UNIFORM	0.00	0.00	0.00	0.00	0.00
4650 FLAG CORPS	-14.86	0.00	0.00	0.00	-14.86
4700 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
4750 BAND PARENTS	0.00	0.00	0.00	0.00	0.00
4770 AMBASSADORS	1,839.30	0.00	0.00	0.00	1,839.30
UNIFORMS & EQUIPMENT Totals:	2,652.62	0.00	0.00	0.00	2,652.62
CLUBS ORGANIZATIONS					
5000 ART	1,483.16	0.00	0.00	-25.00	1,458.16
5005 ATHS	573.39	0.00	0.00	0.00	573.39
5050 CHEERLEADERS	832.28	0.00	100.00	0.00	732.28

ALL Data

Current Cash Balance Report

Arranged by:

Date: 03/01/2015 thru 03/31/2015

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5100 DRAMATICS, SPEECH	24.04	0.00	0.00	0.00	24.04
5105 One Act	-406.70	0.00	0.00	0.00	-406.70
5125 NEWSPAPER	-56.77	0.00	0.00	0.00	-56.77
5150 DANCE TEAM	315.42	0.00	353.27	0.00	-37.85
5175 EMERGENCY RESPNSE TEAM	138.77	0.00	0.00	0.00	138.77
5200 FFA	8,783.42	656.00	1,014.08	0.00	8,425.34
5250 FCCLA	2,766.28	555.00	518.00	0.00	2,803.28
5300 CULTURAL UNITY	1,011.58	0.00	301.16	0.00	710.42
5350 NATIONAL HONOR SOCIETY	755.61	10.00	0.00	-25.00	740.61
5400 S-CLUB	554.34	0.00	0.00	0.00	554.34
5450 SADD	0.00	0.00	0.00	0.00	0.00
5500 SCIENCE & mATH cLUB	4,731.44	0.00	0.00	0.00	4,731.44
5510 SCIENCE TRIP	31.26	0.00	0.00	0.00	31.26
5515 MONSANTO SCIENCE	2,016.88	0.00	0.00	0.00	2,016.88
5525 SCIENCE FAIR	973.36	0.00	207.90	0.00	765.46
5550 STUDENT COUNCIL	6,393.08	525.79	158.00	50.00	6,810.87
5575 504 R ACTIVITY FUND	319.22	0.00	0.00	0.00	319.22
5600 RICHLAND ACTIVITY FUND	2,433.58	300.00	0.00	0.00	2,733.58
5610 FISHER 24 ACTIVITY FUND	3,298.95	0.00	0.00	0.00	3,298.95
5620 SCHUYLER ELEMENTARY SCHOOL	1,413.40	2,148.42	2,116.28	0.00	1,445.54
5621 SES FELICIATIONS	630.75	0.00	0.00	0.00	630.75
5622 SES FIELD DAY	7,329.35	0.00	0.00	0.00	7,329.35
5623 SES Vocal Music Club	484.65	0.00	0.00	0.00	484.65
5624 SES LIBRARY	966.65	3,551.66	3,551.66	0.00	966.65
5625 SES FIRST GRADE	0.00	0.00	0.00	0.00	0.00
5626 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
5627 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
5628 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
5629 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
5649 ELECTRIC CAR	0.00	0.00	0.00	0.00	0.00
5650 BRAINSTORMING	31.88	0.00	0.00	0.00	31.88
5675 TEEN MOM'S	133.86	0.00	0.00	0.00	133.86
5700 A.S.K.	1,002.12	50.00	0.00	0.00	1,052.12
5725 STUDENT COUNCIL MAKE A WISH	1,096.11	186.00	0.00	0.00	1,282.11
5750 FELLOWSHIP CHRISTIANS FOR ATHLETICS	103.13	0.00	0.00	0.00	103.13
5775 INDUSTRIAL TECH ACCOUNT	69.95	0.00	0.00	0.00	69.95
5800 SHEEL CREEK WATER TESTING	0.00	0.00	0.00	0.00	0.00
5825 PRESCHOOL	0.00	0.00	0.00	0.00	0.00
5900 SMS GENERAL ACTIVITY	1,287.80	70.66	47.36	-197.44	1,113.66
5901 SMS STUDENT COUNCIL	2,861.03	429.63	52.78	0.00	3,237.88
5902 SMS LIBRARY	1,590.14	0.00	0.00	0.00	1,590.14
5903 SMS RESOURCE ROOM	2,965.08	0.00	0.00	0.00	2,965.08
5904 SMS BAND CLUB	309.97	0.00	0.00	0.00	309.97
5905 SMS TEACHER POP 7702463	-442.64	134.95	0.00	197.44	-110.25
5906 SMS SADD	165.62	0.00	0.00	0.00	165.62
5907 SMS ENTREPRENEURSHIP	114.49	0.00	0.00	0.00	114.49
F CLUBS ORGANIZATIONS Totals:	59,085.93	8,618.11	8,420.49	0.00	59,283.55
G CONCESSION/VENDING					
6000 CONCESSION	2,348.95	117.66	8.34	0.00	2,458.27
6010 Imp. Fund-10%	5,869.18	17.11	0.00	0.00	5,886.29
6100 SCHS PEPSI 7701503	-913.83	951.39	1,050.01	11.00	-1,001.45
6200 STUDENT POP	5,141.29	6.98	0.00	0.00	5,148.27
6300 TEACHER POP	2,914.64	52.34	0.00	0.00	2,966.98

Current Cash Balance Report

ALL Data

Date: 03/01/2015 thru 03/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
6400 S-CLUB JUICE	367.55	6.98	0.00	0.00	374.53
6500 MAINTENANCE	3,153.21	37.73	0.00	0.00	3,190.94
6600 MILK MACHINE - FCCLA	171.53	0.00	0.00	0.00	171.53
G CONCESSION/VENDING Totals:	19,052.52	1,190.19	1,058.35	11.00	19,195.36
H SALES					
5908 SMS Teammates	0.00	0.00	0.00	0.00	0.00
7000 HORTICULTURE	4,042.31	414.00	182.00	0.00	4,274.31
7010 HOUSE CONSTRUCTION	1,188.42	0.00	55.01	0.00	1,133.41
7020 RENTAL HOUSE	2,350.69	400.00	0.00	0.00	2,750.69
7050 MANUFACTURING	0.00	0.00	0.00	0.00	0.00
7100 VIDEO FUND	0.00	0.00	0.00	0.00	0.00
7150 BBB CLUB ACCOUNT	3,186.24	0.00	249.74	0.00	2,936.50
7200 GBB CLUB ACCOUNT	1,634.05	0.00	107.86	0.00	1,526.19
7215 BOYS GOLF CLUB ACCT.	148.36	0.00	0.00	0.00	148.36
7225 GIRLS GOLF CLUB ACCOUNT	992.70	0.00	0.00	0.00	992.70
7250 WRESTLING CLUB ACCOUNT	2,083.88	86.00	565.00	0.00	1,604.88
7275 WRESTLING AIDS	774.17	0.00	0.00	0.00	774.17
7300 BSOC CLUB ACCOUNT	712.07	0.00	0.00	0.00	712.07
7325 GSOC CLUB ACCOUNT	1,503.63	4,887.25	0.00	0.00	6,390.88
7350 G/B CROSS COUNTRY CLUB	2,043.03	0.00	0.00	-1,035.00	1,008.03
7400 FOOTBALL CLUB ACCOUNT	6,391.45	0.00	54.00	0.00	6,337.45
7450 VOLLEYBALL CLUB ACCT.	2,951.35	0.00	0.00	0.00	2,951.35
7500 SB CLUB ACCOUNT	1,372.74	197.64	20.00	0.00	1,550.38
7550 STUDENT PURCHASES	177.78	182.00	182.00	0.00	177.78
7575 PROJECT S	0.00	0.00	0.00	0.00	0.00
7600 TR. CLUB ACCT	-830.40	0.00	0.00	1,035.00	204.60
7650 BAKESHOP	0.00	0.00	0.00	0.00	0.00
H SALES Totals:	30,722.47	6,166.89	1,415.61	0.00	35,473.75
I CLASSES					
5630 SES POP FUND	187.30	862.30	203.85	0.00	845.75
8000 CLASS OF 1998	0.00	0.00	0.00	0.00	0.00
8005 CLASS OF 1954	0.00	0.00	0.00	0.00	0.00
8050 CLASS OF 1999	0.00	0.00	0.00	0.00	0.00
8075 CLASS OF 2000	0.00	0.00	0.00	0.00	0.00
8100 CLASS OF 2000/01	0.00	0.00	0.00	0.00	0.00
8150 CLASS OF 2001/02	0.00	0.00	0.00	0.00	0.00
8200 CLASS OF 2003	0.00	0.00	0.00	0.00	0.00
8205 CLASS OF 2004	0.00	0.00	0.00	0.00	0.00
8210 Class of 2005	0.00	0.00	0.00	0.00	0.00
8215 CLASS OF 2006	0.00	0.00	0.00	0.00	0.00
8220 CLASS OF 2007	0.00	0.00	0.00	0.00	0.00
8225 Class 2008	0.00	0.00	0.00	0.00	0.00
8230 CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
8235 CLASSES OF 2010	0.00	0.00	0.00	0.00	0.00
8240 CLASS OF 2011	0.00	0.00	0.00	0.00	0.00
8245 CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
8250 ALUMNI ACCOUNT	1,386.24	0.00	0.00	0.00	1,386.24
8255 CLASSES OF 2013	719.22	0.00	0.00	0.00	719.22
8260 CLASS 2014	382.63	0.00	0.00	0.00	382.63
8265 CLASS OF 2015	-566.85	0.00	0.00	0.00	-566.85
8270 CLASS OF 2016	4,243.40	0.00	3,053.81	0.00	1,189.59
8275 CLASS OF 2017	853.62	0.00	0.00	0.00	853.62
8280 CLASS 2018	7.70	177.00	0.00	0.00	184.70

Current Cash Balance Report

ALL Data

Arranged by:

Date: 03/01/2015 thru 03/31/2015

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
I CLASSES Totals:	7,213.26	1,039.30	3,257.66	0.00	4,994.90
J YEARBOOK					
8500 1998-99	0.00	0.00	0.00	0.00	0.00
8550 1999-00	0.00	0.00	0.00	0.00	0.00
8555 2000-2001	0.00	0.00	0.00	0.00	0.00
8560 YEARBOOK	259.52	568.00	0.00	0.00	827.52
8600 MISC. YEARBOOK	0.00	0.00	0.00	0.00	0.00
J YEARBOOK Totals:	259.52	568.00	0.00	0.00	827.52
K MISCELLANEOUS					
9000 STUDENT COUNCIL SCHOOL IMPROVMENT	1,304.25	0.00	0.00	0.00	1,304.25
9025 SAVE THE CHILDREN	300.00	0.00	0.00	0.00	300.00
9030 AFTERSCHOOL PROGRAM	2,890.00	2,270.00	0.00	0.00	5,160.00
9050 FELICITATIONS	301.96	0.00	0.00	0.00	301.96
9075 KEY DEPOSITS	200.00	0.00	0.00	0.00	200.00
9100 BLOOD MOBILE	270.43	0.00	0.00	0.00	270.43
9115 LUNCH CARD	1,734.05	0.00	0.00	0.00	1,734.05
9125 TMH	190.00	0.00	50.00	0.00	140.00
9150 PRINCIPAL	1,763.77	429.00	133.50	0.00	2,059.27
9175 Technology Fee	11,338.81	165.00	0.00	0.00	11,503.81
K MISCELLANEOUS Totals:	20,293.27	2,864.00	183.50	0.00	22,973.77
L SCHOLARSHIPS/MEMORIALS					
9200 TOUR	0.00	0.00	0.00	0.00	0.00
9500 JOHNSONS SILENT AUCTION	914.68	0.00	0.00	0.00	914.68
SCHOLARSHIPS/MEMORIALS Totals:	914.68	0.00	0.00	0.00	914.68
Report Totals:	192,895.22	37,288.34	20,031.05	0.00	210,152.51

EXPENDITURE REPORT	2011-12	%	2012-13	%	2013-14	%	2014-15	%
September Total	\$1,759,164.66	10.43%	\$1,849,309.87	10.70%	\$1,617,997.97	9.11%	\$1,586,003.98	7.93%
Payroll and Benefits	\$1,109,493.87	8.20%	\$1,227,892.31	8.69%	\$1,283,591.68	8.75%	\$1,293,637.93	7.79%
Accounts Payable	\$649,670.79	19.49%	\$621,417.56	19.70%	\$334,406.29	10.83%	\$292,366.05	8.60%
October Total	\$1,299,400.64	18.13%	\$1,333,822.76	18.41%	\$1,401,716.38	17.00%	\$1,610,650.56	15.98%
Payroll and Benefits	\$1,091,566.40	16.26%	\$1,143,367.18	16.78%	\$1,181,349.20	16.79%	\$1,258,567.43	15.37%
Accounts Payable	\$207,834.24	25.73%	\$190,455.58	25.73%	\$220,367.18	17.97%	\$352,083.13	18.95%
November Total	\$1,384,552.47	26.34%	\$1,445,993.76	26.77%	\$1,536,909.02	25.65%	\$1,478,880.75	23.38%
Payroll and Benefits	\$1,093,862.55	24.34%	\$1,150,477.61	24.91%	\$1,198,104.30	24.96%	\$1,271,292.91	23.03%
Accounts Payable	\$290,689.92	34.45%	\$295,516.15	35.10%	\$338,804.72	28.95%	\$207,587.84	25.06%
December Total	\$1,279,880.67	33.93%	\$1,357,283.75	34.62%	\$1,344,398.22	33.22%	\$1,446,578.00	30.61%
Payroll and Benefits	\$1,098,299.05	32.46%	\$1,148,765.66	33.04%	\$1,185,882.01	33.04%	\$1,244,464.16	30.53%
Accounts Payable	\$181,581.62	39.90%	\$208,518.09	41.71%	\$158,516.21	34.08%	\$202,113.84	31.00%
January total	\$1,247,065.16	41.32%	\$1,264,922.47	41.94%	\$1,312,879.88	40.61%	\$1,416,599.92	37.69%
Payroll and Benefits	\$1,079,676.90	40.44%	\$1,120,649.98	40.97%	\$1,177,040.50	41.05%	\$1,257,022.65	38.10%
Accounts Payable	\$167,388.26	44.92%	\$144,272.49	46.28%	\$135,839.38	38.48%	\$159,577.27	35.70%
February Total	\$1,295,196.27	49.00%	\$1,311,064.49	49.52%	\$1,403,873.80	48.51%	\$1,618,399.15	45.79%
Payroll and Benefits	\$1,101,865.39	48.58%	\$1,137,572.54	49.02%	\$1,191,361.71	49.17%	\$1,256,823.51	45.67%
Accounts Payable	\$193,330.88	50.72%	\$173,491.95	51.78%	\$212,512.09	45.37%	\$361,575.64	46.33%
March total	\$1,268,120.61	56.52%	\$1,325,835.62	57.19%	\$1,349,916.60	56.11%	\$1,487,699.54	53.22%
Payroll and Benefits	\$1,101,146.24	56.71%	\$1,153,519.72	57.18%	\$1,198,109.22	57.33%	\$1,290,767.24	53.45%
Accounts Payable	\$166,974.37	55.73%	\$172,315.90	57.24%	\$151,807.38	50.29%	\$196,932.30	52.13%
April Total	\$1,294,787.02	64.19%	\$1,280,538.15	64.60%	\$1,330,513.12	63.60%	\$0.00	53.22%
Payroll and Benefits	\$1,106,418.33	64.89%	\$1,130,521.26	65.17%	\$1,181,684.00	65.38%		53.45%
Accounts Payable	\$188,368.69	61.39%	\$150,016.89	62.00%	\$148,829.12	55.11%		52.13%
May Total	\$1,321,231.78	72.03%	\$1,350,912.94	72.41%	\$1,454,410.75	71.79%	\$0.00	53.22%
Payroll and Benefits	\$1,112,271.54	73.10%	\$1,159,091.91	73.37%	\$1,192,409.39	73.51%		53.45%
Accounts Payable	\$208,960.24	67.66%	\$191,821.03	68.08%	\$262,001.36	63.60%		52.13%
June Total	\$1,401,973.35	80.34%	\$1,500,316.16	81.09%	\$1,478,554.44	80.11%	\$0.00	53.22%
Payroll and Benefits	\$1,081,601.05	81.09%	\$1,147,558.00	81.49%	\$1,188,929.32	81.61%		53.45%
Accounts Payable	\$320,372.30	77.27%	\$352,758.16	79.26%	\$289,625.12	72.98%		52.13%
July Total	\$1,288,886.37	87.98%	\$1,340,066.51	88.84%	\$1,318,578.29	87.53%	\$0.00	53.22%
Payroll and Benefits	\$1,039,447.31	88.77%	\$1,119,731.82	89.41%	\$1,163,519.86	89.54%		53.45%
Accounts Payable	\$249,439.06	84.75%	\$220,334.69	86.24%	\$155,058.43	78.00%		52.13%
August Total	\$1,447,832.80	96.56%	\$1,326,233.19	96.51%	\$1,916,892.73	98.32%	\$0.00	53.22%
Payroll and Benefits	\$1,082,327.56	96.77%	\$1,188,034.58	97.82%	\$1,215,792.69	97.82%		53.45%
Accounts Payable	\$365,505.24	95.72%	\$138,198.61	90.62%	\$701,100.04	100.71%		52.13%
Total Expended	\$16,288,091.80	96.56%	\$16,686,299.67	96.51%	\$17,466,641.20	98.32%	\$10,644,811.90	53.22%
Total Budgeted	\$16,867,821.00		\$17,290,444.00		\$17,647,736.00		\$19,999,791.00	
Payroll and Benefits	\$13,535,040.00		\$14,135,441.00		\$14,677,899.00		\$16,599,826.53	
Accounts Payable	\$3,332,781.00		\$3,155,003.00		\$3,086,837.00		\$3,399,964.47	
Over/Under	(579,729.20)	3.44%	(604,144.33)	3.49%	(298,094.80)	1.68%	(9,354,979.10)	46.78%

REVENUE REPORT	2011-12	%	2012-13	%	2013-14	%	2014-15	%
September Total	\$2,972,868.38	18.07%	\$3,243,881.77	20.05%	\$3,265,998.95	18.78%	\$3,689,300.73	17.69%
Local/County	\$2,365,384.97	26.82%	\$2,721,553.23	29.79%	\$2,722,697.71	27.36%	\$2,959,876.38	25.25%
State	\$552,137.62	8.10%	\$486,165.87	8.37%	\$517,078.69	8.34%	\$581,961.52	8.41%
Federal	\$54,732.30	6.97%	\$35,044.21	2.85%	\$26,108.00	2.12%	\$147,462.83	6.66%
Other	\$613.49	1.98%	\$1,118.46	22.37%	\$114.55	2.29%	\$0.00	0.00%
October Total	\$785,233.43	22.84%	\$800,294.79	25.00%	\$849,385.19	23.67%	\$819,772.20	21.62%
Local/County	\$183,867.79	28.90%	\$269,910.85	32.75%	\$259,569.32	29.96%	\$225,585.97	27.18%
State	\$561,687.62	16.34%	\$493,020.87	16.85%	\$523,529.69	16.79%	\$588,572.52	16.92%
Federal	\$38,471.69	11.88%	\$35,048.93	5.70%	\$349.10	2.15%	\$3,548.58	6.82%
Other	\$1,206.33	5.87%	\$2,314.14	68.65%	\$65,937.08	1321.03%	\$2,065.13	206513.00%
November Total	\$729,594.34	27.28%	\$681,651.52	29.21%	\$670,719.61	27.53%	\$704,918.79	25.00%
Local/County	\$118,026.85	30.24%	\$95,304.63	33.79%	\$112,741.80	31.10%	\$98,109.77	28.01%
State	\$552,137.62	24.44%	\$483,165.87	25.17%	\$515,078.69	25.09%	\$581,961.52	25.33%
Federal	\$59,129.73	19.41%	\$97,466.14	13.62%	\$35,415.49	5.03%	\$24,291.13	7.92%
Other	\$300.14	6.84%	\$5,714.88	182.95%	\$7,483.63	1470.71%	\$556.37	262150.00%
December Total	\$890,744.44	32.69%	\$862,123.68	34.54%	\$800,090.95	32.13%	\$894,606.37	29.29%
Local/County	\$98,406.54	31.35%	\$272,803.54	36.78%	\$192,538.93	33.03%	\$226,629.75	29.95%
State	\$646,837.62	33.93%	\$569,949.87	34.98%	\$607,161.69	34.89%	\$655,231.52	34.80%
Federal	\$142,948.83	37.62%	\$3,417.77	13.90%	\$0.00	5.03%	\$7,379.81	8.25%
Other	\$2,551.45	15.07%	\$15,952.50	502.00%	\$390.33	1478.51%	\$5,365.29	798679.00%
January total	\$1,468,935.43	41.62%	\$1,292,143.75	42.52%	\$2,125,248.63	44.35%	\$1,840,957.36	38.12%
Local/County	\$773,645.01	40.12%	\$665,610.57	44.07%	\$1,194,008.87	45.03%	\$1,173,520.62	39.96%
State	\$647,367.62	43.43%	\$572,198.87	44.83%	\$606,631.69	44.67%	\$655,231.52	44.27%
Federal	\$47,377.37	43.66%	\$44,861.18	17.55%	\$324,573.84	31.44%	\$11,844.10	8.79%
Other	\$545.43	16.83%	\$9,473.13	691.46%	\$34.23	1479.20%	\$361.12	834791.00%
February Total	\$1,156,853.11	48.65%	\$1,220,138.54	50.07%	\$1,148,504.60	50.96%	\$1,728,208.84	46.41%
Local/County	\$283,067.17	43.33%	\$252,933.44	46.84%	\$247,669.25	47.52%	\$255,338.86	42.14%
State	\$865,700.40	56.13%	\$845,016.92	59.37%	\$891,484.60	59.05%	\$1,030,379.73	59.16%
Federal	\$7,882.60	44.67%	\$3,615.29	17.84%	\$8,725.67	32.15%	\$442,490.25	28.78%
Other	\$202.94	17.48%	\$118,572.89	3062.92%	\$625.08	1491.70%	\$0.00	834791.00%
March total	\$1,089,119.94	55.27%	\$1,555,657.68	59.68%	\$1,088,408.12	57.22%	\$1,211,095.78	52.21%
Local/County	\$419,165.91	48.08%	\$452,827.33	51.79%	\$322,560.66	50.76%	\$425,766.41	45.77%
State	\$647,826.62	65.64%	\$575,647.87	69.28%	\$628,728.00	69.19%	\$664,297.52	68.76%
Federal	\$22,003.40	47.47%	\$526,637.48	60.66%	\$136,430.87	43.25%	\$120,632.85	34.23%
Other	\$124.01	17.88%	\$545.00	3073.82%	\$688.59	1505.47%	\$399.00	874691.00%
April Total	\$1,341,308.74	63.42%	\$1,171,427.67	66.92%	\$1,633,241.15	66.61%	\$0.00	52.21%
Local/County	\$606,887.10	54.96%	\$549,372.21	57.81%	\$1,008,894.58	60.89%		45.77%
State	\$650,143.62	75.18%	\$534,523.87	78.48%	\$608,417.69	79.01%		68.76%
Federal	\$83,063.69	58.05%	\$87,131.59	67.75%	\$13,969.09	44.39%		34.23%
Other	\$1,214.33	21.80%	\$400.00	3081.82%	\$1,959.79	1544.67%		874691.00%
May Total	\$3,658,422.12	85.66%	\$3,940,649.71	91.28%	\$3,932,891.88	89.23%	\$0.00	52.21%
Local/County	\$3,014,145.73	89.13%	\$3,090,817.05	91.64%	\$3,268,977.47	93.74%		45.77%
State	\$640,348.62	84.57%	\$723,278.87	90.93%	\$609,889.66	88.85%		68.76%
Federal	\$71.13	58.06%	\$110,514.87	76.73%	\$48,453.34	48.33%		34.23%
Other	\$3,856.64	34.24%	\$16,038.92	3402.60%	\$5,571.41	1656.09%		874691.00%
June Total	\$1,185,589.05	92.87%	\$1,127,680.84	98.25%	\$1,133,300.30	95.75%	\$0.00	52.21%
Local/County	\$247,284.43	91.94%	\$490,950.58	97.02%	\$316,040.03	96.91%		45.77%
State	\$658,335.57	94.23%	\$612,293.90	101.47%	\$666,530.56	99.60%		68.76%
Federal	\$252,507.08	90.24%	\$23,735.41	78.66%	\$149,047.80	60.45%		34.23%
Other	\$27,461.97	122.83%	\$700.95	3416.62%	\$1,681.91	1689.73%		874691.00%
July Total	\$253,253.81	94.40%	\$175,787.22	99.33%	\$211,749.74	96.97%	\$0.00	52.21%
Local/County	\$133,184.89	93.45%	\$136,849.87	98.52%	\$77,114.79	97.69%		45.77%
State	\$6,125.00	94.32%	\$0.00	101.47%	\$6,837.50	99.71%		68.76%
Federal	\$68,890.73	99.01%	\$35,598.85	81.56%	\$127,411.04	70.82%		34.23%
Other	\$45,053.19	268.16%	\$3,338.50	3483.39%	\$386.41	1697.46%		874691.00%
August Total	\$497,051.31	97.43%	\$587,272.25	102.96%	\$439,373.88	99.50%	\$0.00	52.21%
Local/County	\$243,922.95	96.21%	\$310,399.36	101.92%	\$358,946.75	101.29%		45.77%
State	\$0.00	94.32%	\$0.00	101.47%	\$41,490.58	100.38%		68.76%
Federal	\$218,304.47	126.83%	\$229,726.99	100.24%	\$38,925.14	73.99%		34.23%
Other	\$34,823.89	380.50%	\$47,145.90	4426.31%	\$11.41	1697.69%		874691.00%
Total Received	\$16,028,974.10	97.43%	\$16,658,709.42	102.96%	\$17,298,913.00	99.50%	\$10,888,860.07	52.21%
Total Budgeted	\$16,452,447.00		\$16,179,118.00		\$17,386,713.00		\$20,854,313.00	
Local/County Budgeted	\$8,821,000.00		\$9,134,315.00		\$9,953,110.00		\$11,721,501.00	
State Budgeted	\$6,815,626.00		\$5,809,931.00		\$6,199,437.00		\$6,919,305.00	
Federal Budgeted	\$784,821.00		\$1,229,872.00		\$1,229,166.00		\$2,213,506.00	
Others Budgeted	\$31,000.00		\$5,000.00		\$5,000.00		\$1.00	
Over/Under	(423,472.90)	-2.57%	479,591.42	2.96%	(87,800.00)	-0.50%	(9,965,452.93)	-47.79%

2014-15 School Year

01	General Fund	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	SPED Expenditures	1,798,565.00	102,442.05	172,922.76	169,245.45	171,446.92	174,786.55	168,728.74	172,024.69	1,131,597.16	666,967.84	62.92%
	Non-SPED Expenditures	18,201,226.00	1,483,561.93	1,437,727.80	1,309,635.30	1,275,131.08	1,241,813.37	1,449,670.41	1,315,674.85	9,513,214.74	8,688,011.26	52.27%
	Total Expenditures	19,999,791.00	1,586,003.98	1,610,650.56	1,478,880.75	1,446,578.00	1,416,599.92	1,618,399.15	1,487,699.54	10,644,811.90	9,354,979.10	53.22%
	Total Receipts	20,854,313.00	3,689,300.73	819,772.20	704,918.79	894,606.37	1,840,957.36	1,728,208.84	1,211,095.78	10,888,860.07	9,965,452.93	52.21%
	Monthly Inter-Fund Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	Cash Balance	170,773.80	2,274,070.55	1,483,192.19	709,230.23	157,258.60	581,616.04	691,425.73	414,821.97			
02	Depreciation Fund	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	849,307.00	160,611.97	56,398.40	0.00	5,694.98	0.00	0.00	0.00	222,705.35	626,601.65	26.22%
	Receipts	400,000.00	150.25	129.98	149.76	127.06	114.94	107.30	165.50	944.79	399,055.21	0.24%
	Loan to General Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Outstanding		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	Cash Balance	866,514.27	706,052.55	649,784.13	649,933.89	644,365.97	644,480.91	644,588.21	644,753.71			
03	Employee Benefit	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	145,560.00	12,660.07	14,812.49	19,655.28	6,544.25	17,151.59	11,830.60	9,578.32	92,232.60	53,327.40	63.36%
	Receipts	95,695.00	37,607.47	7,873.14	7,881.46	7,873.13	7,806.64	7,814.72	7,806.64	84,663.20	11,031.80	88.47%
	Cash Balance	50,961.20	75,908.60	68,969.25	57,195.43	58,524.31	49,179.36	45,163.48	43,391.80			
04	QCPUF	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,230,000.00	0.00	0.00	0.00	119,710.00	0.00	0.00	0.00	119,710.00	1,110,290.00	9.73%
	Receipts	501,067.00	154,074.36	9,793.12	113,560.93	8,839.00	51,013.59	8,689.70	17,462.75	363,433.45	137,633.55	72.53%
	Cash Balance	1,348,689.37	1,502,763.73	1,512,556.85	1,626,117.78	1,515,246.78	1,566,260.37	1,574,950.07	1,592,412.82			
05	Activities	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	500,000.00	45,003.44	46,774.86	16,626.64	44,063.28	18,226.54	51,708.14	20,031.05	242,433.95	257,566.05	48.49%
	Receipts	295,568.00	49,075.00	33,655.38	34,245.70	21,642.35	25,345.34	16,516.96	37,288.34	217,769.07	77,798.93	73.68%
	Cash Balance	234,817.39	238,888.95	225,769.47	243,388.53	220,967.60	228,086.40	192,895.22	210,152.51			
06	School Lunch	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,026,851.00	70,346.31	108,763.90	102,106.14	96,021.71	73,535.66	97,738.76	88,552.53	637,065.01	389,785.99	62.04%
	Receipts	891,700.00	64,406.53	117,431.39	108,095.46	91,320.14	86,634.98	95,406.23	94,037.37	657,332.10	234,367.90	73.72%
	Cash Balance	58,177.29	52,237.51	60,905.00	66,894.32	62,192.75	75,292.07	72,959.54	78,444.38			
07	Bond	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	575,000.00	0.00	0.00	0.00	355,133.75	0.00	0.00	0.00	355,133.75	219,866.25	61.76%
	Receipts	501,849.00	144,070.52	14,350.88	8,830.33	8,589.42	43,236.79	12,628.88	19,947.55	251,654.37	250,194.63	50.15%
	Cash Balance	454,536.18	598,606.70	612,957.58	621,787.91	275,243.58	318,480.37	331,109.25	351,056.80			
08	Special Building	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,875,000.00	26,926.74	16,095.64	54,361.77	212.13	0.00	2,400.00	0.00	99,996.28	1,775,003.72	5.33%
	Receipts	500,811.00	59,559.61	4,032.08	51,437.27	7,947.80	49,376.51	7,712.40	16,827.99	196,893.66	303,917.34	39.31%
	Loan Balance to Gen. Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Outstanding		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	Cash Balance	1,683,873.18	1,716,506.05	1,704,442.49	1,701,517.99	1,709,253.66	1,758,630.17	1,763,942.57	1,780,770.56			
09	Student Fees	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	50,000.00	146.39	1,669.21	2,256.30	700.60	2,366.00	1,060.55	1,600.27	9,799.32	40,200.68	19.60%
	Receipts	22,677.00	2,597.80	3,988.60	454.25	1,234.00	662.25	516.00	1,099.40	10,552.30	12,124.70	46.53%
	Cash Balance	25,634.39	28,085.80	30,405.19	28,603.14	29,136.54	27,432.79	26,888.24	26,387.37			
Cash Balance		Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Cash Balance	4,893,977.07	7,193,120.44	6,348,982.15	5,704,669.22	4,672,189.79	5,249,458.48	5,343,922.31	5,142,191.92			

2013-14 School Year

01	General Fund	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	SPED Expenditures	1,729,389.00	116,667.96	142,679.28	151,706.31	147,301.66	146,374.14	147,110.83	152,304.02	1,701,444.77	27,944.23	98.38%
	Non-SPED Expenditures	16,035,347.00	1,501,394.02	1,259,037.10	1,385,202.71	1,197,096.56	1,166,505.74	1,256,762.97	1,197,612.58	15,809,341.48	226,005.52	98.59%
	Total Expenditures	17,764,736.00	1,618,061.98	1,401,716.38	1,536,909.02	1,344,398.22	1,312,879.88	1,403,873.80	1,349,916.60	17,466,705.21	298,030.79	98.32%
	Total Receipts	17,386,713.00	3,265,998.95	849,385.19	670,719.61	800,090.95	2,125,248.63	1,148,504.60	1,088,408.12	17,391,898.71	(5,185.71)	100.03%
	Monthly Inter-Fund Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	Cash Balance	245,580.30	1,893,517.27	1,341,186.08	474,996.67	-69,310.60	743,058.15	487,688.95	226,180.47			
02	Depreciation Fund	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,344,945.00	728,822.01	0.00	1,447.00	13,675.00	14,166.00	0.00	0.00	779,256.05	565,688.95	57.94%
	Receipts	693.27	230.77	107.39	141.78	110.03	105.79	137.59	105.01	301,518.59	(300,825.32)	43492.23%
	Loan to General Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Outstanding		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	Cash Balance	1,344,251.73	615,660.49	615,767.88	614,462.66	600,897.69	586,837.48	586,975.07	587,080.08			
03	Employee Benefit	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	329,770.00	5,278.86	82,273.30	15,304.35	9,379.99	17,895.39	9,347.41	8,242.85	190,030.17	139,739.83	57.63%
	Receipts	209,344.91	28,390.81	8,392.48	8,405.76	8,392.48	8,392.68	8,400.65	8,362.68	120,566.28	88,778.63	57.59%
	Cash Balance	120,425.09	143,537.04	69,656.22	62,757.63	61,770.12	52,267.41	51,320.65	51,440.48			
04	QCPUF	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,225,009.00	0.00	119,210.00	0.00	119,710.00	0.00	0.00	0.00	358,130.00	866,879.00	29.23%
	Receipts	496,747.00	139,633.01	10,819.26	114,450.56	8,548.22	57,989.65	9,087.22	14,796.85	719,829.38	(223,082.38)	144.91%
	Cash Balance	986,989.99	1,126,623.00	1,018,232.26	1,132,682.82	1,021,521.04	1,079,510.69	1,088,597.91	1,103,394.76			
05	Activities	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	500,000.00	24,385.27	47,298.43	25,014.38	33,319.53	21,958.64	21,240.33	26,825.68	295,221.96	204,778.04	59.04%
	Receipts	324,156.65	42,028.99	57,616.39	26,174.35	37,087.69	20,644.67	22,388.30	18,835.03	360,305.11	(36,148.46)	111.15%
	Cash Balance	175,843.35	193,487.07	203,805.03	204,965.00	208,733.16	207,419.19	208,567.16	200,576.51			
06	School Lunch	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,026,851.00	76,175.24	85,855.61	102,724.57	83,723.61	67,498.50	89,322.96	83,313.76	887,277.09	139,573.91	86.41%
	Receipts	965,664.86	72,255.58	100,201.83	104,685.23	89,563.73	72,539.08	94,758.84	85,343.94	884,268.24	81,396.62	91.57%
	Cash Balance	61,186.14	57,266.48	71,612.70	73,573.36	79,413.48	84,454.06	89,889.94	91,920.12			
07	Bond	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	575,028.00	0.00	0.00	0.00	340,683.75	0.00	0.00	0.00	406,317.50	168,710.50	70.66%
	Receipts	499,920.00	132,290.19	131,294.08	9,334.79	8,617.31	57,868.62	21,067.22	15,014.42	630,717.35	(130,797.35)	126.16%
	Cash Balance	230,136.33	362,426.52	493,720.60	503,055.39	170,988.95	228,857.57	249,924.79	264,939.21			
08	Special Building	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	1,875,185.00	547.89	4.70	337.83	0.00	0.00	0.00	0.00	401,628.34	1,473,556.66	21.42%
	Receipts	191,059.00	111,916.86	8,976.21	3,285.38	4,328.66	28,219.72	4,480.79	6,551.74	505,157.64	(314,098.64)	264.40%
	Loan Balance to Gen. Fund	0.00	0.00	0.00	0.00	(700,000.00)	0.00	0.00	0.00	Outstanding		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	700,000.00	0.00	0.00	0.00	0.00		
	Cash Balance	1,580,343.88	1,691,712.85	1,700,684.36	1,703,631.91	1,707,960.57	1,736,180.29	1,740,661.08	1,747,212.82			
09	Student Fees	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec
	Expenditures	13,500.00	259.80	57.00	3,126.10	246.75	1,034.35	2,255.53	860.17	13,399.94	100.06	99.26%
	Receipts	11,500.00	2,187.50	3,010.05	771.00	1,726.39	1,282.00	795.00	514.00	15,211.29	(3,711.29)	132.27%
	Cash Balance	23,823.04	25,750.74	28,703.79	26,348.69	27,828.33	28,075.98	26,615.45	26,269.28			
Cash Balance	Budgeted/Beginning	September	October	November	December	January	February	March	Year to Date	Balance	% Spent/Rec	
	Cash Balance	4,768,579.85	6,109,981.46	5,543,368.92	4,796,474.13	3,809,802.74	4,746,660.82	4,530,241.00	4,299,013.73			

Current Cash Balance Report

ALL Data

Date: 03/01/2015 thru 03/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACADEMIC					
1100 CONSORTIUM PAYROLL	232.84	0.00	0.00	0.00	232.84
1200 DISTANCE LEARNING	0.00	0.00	0.00	0.00	0.00
1500 ARC EQUIP SPEC.ED.	0.00	0.00	0.00	0.00	0.00
A ACADEMIC Totals:	<u>232.84</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>232.84</u>
B ATHLETIC					
2100 BASKETBALL B	140.96	0.00	0.00	0.00	140.96
2150 BASKETBALL G	-289.73	0.00	0.00	0.00	-289.73
2200 CROSS COUNTRY B & G	621.60	0.00	0.00	0.00	621.60
2250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
2300 FOOTBALL	1,789.33	0.00	1,699.72	0.00	89.61
2350 GOLF B	1,500.00	0.00	0.00	0.00	1,500.00
2375 GOLF G	980.00	0.00	0.00	0.00	980.00
2400 SOFTBALL	2,230.17	0.00	0.00	0.00	2,230.17
2450 SOCCER B	3,000.00	0.00	950.00	0.00	2,050.00
2500 SOCCER G	2,673.77	0.00	590.00	0.00	2,083.77
2600 TRACK	1,213.00	0.00	220.00	0.00	993.00
2650 TRACK G	0.00	0.00	0.00	0.00	0.00
2700 VOLLEYBALL	111.61	0.00	0.00	0.00	111.61
2750 WRESTLING	-8,546.44	0.00	1,079.00	0.00	-9,625.44
2755 WEIGHT ROOM EQUIPMENT	353.01	0.00	0.00	0.00	353.01
2800 SMS ATHLETICS	4,279.91	200.00	110.00	0.00	4,369.91
2850 LAUNDRY	0.00	0.00	0.00	0.00	0.00
2900 GENERAL	30,411.52	4,153.10	788.72	1,799.00	35,574.90
2950 MEDICAL	1,100.00	0.00	0.00	0.00	1,100.00
2970 BOOSTER CLUB DONATION	-6,568.12	12,445.09	0.00	-1,799.00	4,077.97
2975 AYSO DONATION	1.97	0.00	0.00	0.00	1.97
B ATHLETIC Totals:	<u>35,002.56</u>	<u>16,798.19</u>	<u>5,437.44</u>	<u>0.00</u>	<u>46,363.31</u>
C DISTRICT					
3100 ADULT EDUCATION	2,455.84	0.00	0.00	0.00	2,455.84
3110 COLLEGE CREDIT	-1,043.85	0.00	0.00	0.00	-1,043.85
3200 GENERAL	1,157.21	41.66	258.00	-11.00	929.87
3300 FINES	710.74	2.00	0.00	0.00	712.74
3400 HIGH SCHOOL--- BOOK FINES	3,844.75	0.00	0.00	0.00	3,844.75
C DISTRICT Totals:	<u>7,124.69</u>	<u>43.66</u>	<u>258.00</u>	<u>-11.00</u>	<u>6,899.35</u>
D DEPARTMENTS					
4000 BAND	4,256.50	0.00	0.00	0.00	4,256.50
4025 Musical	5,902.96	0.00	0.00	0.00	5,902.96
4050 VOCAL	181.40	0.00	0.00	0.00	181.40
D DEPARTMENTS Totals:	<u>10,340.86</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>10,340.86</u>
E UNIFORMS & EQUIPMENT					
4500 BAND (UNIFORM DEP)	828.18	0.00	0.00	0.00	828.18
4550 CHEERLEADER UNIFORM	0.00	0.00	0.00	0.00	0.00
4600 DANCE TEAM UNIFORM	0.00	0.00	0.00	0.00	0.00
4650 FLAG CORPS	-14.86	0.00	0.00	0.00	-14.86
4700 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
4750 BAND PARENTS	0.00	0.00	0.00	0.00	0.00
4770 AMBASSADORS	1,839.30	0.00	0.00	0.00	1,839.30
UNIFORMS & EQUIPMENT Totals:	<u>2,652.62</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,652.62</u>
CLUBS ORGANIZATIONS					
5000 ART	1,483.16	0.00	0.00	-25.00	1,458.16
5005 ATHS	573.39	0.00	0.00	0.00	573.39
5050 CHEERLEADERS	832.28	0.00	100.00	0.00	732.28

ALL Data

Current Cash Balance Report

Arranged by:

Date: 03/01/2015 thru 03/31/2015

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5100 DRAMATICS, SPEECH	24.04	0.00	0.00	0.00	24.04
5105 One Act	-406.70	0.00	0.00	0.00	-406.70
5125 NEWSPAPER	-56.77	0.00	0.00	0.00	-56.77
5150 DANCE TEAM	315.42	0.00	353.27	0.00	-37.85
5175 EMERGENCY RESPNSE TEAM	138.77	0.00	0.00	0.00	138.77
5200 FFA	8,783.42	656.00	1,014.08	0.00	8,425.34
5250 FCCLA	2,766.28	555.00	518.00	0.00	2,803.28
5300 CULTURAL UNITY	1,011.58	0.00	301.16	0.00	710.42
5350 NATIONAL HONOR SOCIETY	755.61	10.00	0.00	-25.00	740.61
5400 S-CLUB	554.34	0.00	0.00	0.00	554.34
5450 SADD	0.00	0.00	0.00	0.00	0.00
5500 SCIENCE & mATH cLUB	4,731.44	0.00	0.00	0.00	4,731.44
5510 SCIENCE TRIP	31.26	0.00	0.00	0.00	31.26
5515 MONSANTO SCIENCE	2,016.88	0.00	0.00	0.00	2,016.88
5525 SCIENCE FAIR	973.36	0.00	207.90	0.00	765.46
5550 STUDENT COUNCIL	6,393.08	525.79	158.00	50.00	6,810.87
5575 504 R ACTIVITY FUND	319.22	0.00	0.00	0.00	319.22
5600 RICHLAND ACTIVITY FUND	2,433.58	300.00	0.00	0.00	2,733.58
5610 FISHER 24 ACTIVITY FUND	3,298.95	0.00	0.00	0.00	3,298.95
5620 SCHUYLER ELEMENTARY SCHOOL	1,413.40	2,148.42	2,116.28	0.00	1,445.54
5621 SES FELICIATIONS	630.75	0.00	0.00	0.00	630.75
5622 SES FIELD DAY	7,329.35	0.00	0.00	0.00	7,329.35
5623 SES Vocal Music Club	484.65	0.00	0.00	0.00	484.65
5624 SES LIBRARY	966.65	3,551.66	3,551.66	0.00	966.65
5625 SES FIRST GRADE	0.00	0.00	0.00	0.00	0.00
5626 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
5627 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
5628 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
5629 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
5649 ELECTRIC CAR	0.00	0.00	0.00	0.00	0.00
5650 BRAINSTORMING	31.88	0.00	0.00	0.00	31.88
5675 TEEN MOM'S	133.86	0.00	0.00	0.00	133.86
5700 A.S.K.	1,002.12	50.00	0.00	0.00	1,052.12
5725 STUDENT COUNCIL MAKE A WISH	1,096.11	186.00	0.00	0.00	1,282.11
5750 FELLOWSHIP CHRISTIANS FOR ATHLETICS	103.13	0.00	0.00	0.00	103.13
5775 INDUSTRIAL TECH ACCOUNT	69.95	0.00	0.00	0.00	69.95
5800 SHEEL CREEK WATER TESTING	0.00	0.00	0.00	0.00	0.00
5825 PRESCHOOL	0.00	0.00	0.00	0.00	0.00
5900 SMS GENERAL ACTIVITY	1,287.80	70.66	47.36	-197.44	1,113.66
5901 SMS STUDENT COUNCIL	2,861.03	429.63	52.78	0.00	3,237.88
5902 SMS LIBRARY	1,590.14	0.00	0.00	0.00	1,590.14
5903 SMS RESOURCE ROOM	2,965.08	0.00	0.00	0.00	2,965.08
5904 SMS BAND CLUB	309.97	0.00	0.00	0.00	309.97
5905 SMS TEACHER POP 7702463	-442.64	134.95	0.00	197.44	-110.25
5906 SMS SADD	165.62	0.00	0.00	0.00	165.62
5907 SMS ENTREPRENEURSHIP	114.49	0.00	0.00	0.00	114.49
F CLUBS ORGANIZATIONS Totals:	59,085.93	8,618.11	8,420.49	0.00	59,283.55
G CONCESSION/VENDING					
6000 CONCESSION	2,348.95	117.66	8.34	0.00	2,458.27
6010 Imp. Fund-10%	5,869.18	17.11	0.00	0.00	5,886.29
6100 SCHS PEPSI 7701503	-913.83	951.39	1,050.01	11.00	-1,001.45
6200 STUDENT POP	5,141.29	6.98	0.00	0.00	5,148.27
6300 TEACHER POP	2,914.64	52.34	0.00	0.00	2,966.98

Current Cash Balance Report

ALL Data

Date: 03/01/2015 thru 03/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
6400 S-CLUB JUICE	367.55	6.98	0.00	0.00	374.53
6500 MAINTENANCE	3,153.21	37.73	0.00	0.00	3,190.94
6600 MILK MACHINE - FCCLA	171.53	0.00	0.00	0.00	171.53
G CONCESSION/VENDING Totals:	19,052.52	1,190.19	1,058.35	11.00	19,195.36
H SALES					
5908 SMS Teammates	0.00	0.00	0.00	0.00	0.00
7000 HORTICULTURE	4,042.31	414.00	182.00	0.00	4,274.31
7010 HOUSE CONSTRUCTION	1,188.42	0.00	55.01	0.00	1,133.41
7020 RENTAL HOUSE	2,350.69	400.00	0.00	0.00	2,750.69
7050 MANUFACTURING	0.00	0.00	0.00	0.00	0.00
7100 VIDEO FUND	0.00	0.00	0.00	0.00	0.00
7150 BBB CLUB ACCOUNT	3,186.24	0.00	249.74	0.00	2,936.50
7200 GBB CLUB ACCOUNT	1,634.05	0.00	107.86	0.00	1,526.19
7215 BOYS GOLF CLUB ACCT.	148.36	0.00	0.00	0.00	148.36
7225 GIRLS GOLF CLUB ACCOUNT	992.70	0.00	0.00	0.00	992.70
7250 WRESTLING CLUB ACCOUNT	2,083.88	86.00	565.00	0.00	1,604.88
7275 WRESTLING AIDS	774.17	0.00	0.00	0.00	774.17
7300 BSOC CLUB ACCOUNT	712.07	0.00	0.00	0.00	712.07
7325 GSOC CLUB ACCOUNT	1,503.63	4,887.25	0.00	0.00	6,390.88
7350 G/B CROSS COUNTRY CLUB	2,043.03	0.00	0.00	-1,035.00	1,008.03
7400 FOOTBALL CLUB ACCOUNT	6,391.45	0.00	54.00	0.00	6,337.45
7450 VOLLEYBALL CLUB ACCT.	2,951.35	0.00	0.00	0.00	2,951.35
7500 SB CLUB ACCOUNT	1,372.74	197.64	20.00	0.00	1,550.38
7550 STUDENT PURCHASES	177.78	182.00	182.00	0.00	177.78
7575 PROJECT S	0.00	0.00	0.00	0.00	0.00
7600 TR. CLUB ACCT	-830.40	0.00	0.00	1,035.00	204.60
7650 BAKESHOP	0.00	0.00	0.00	0.00	0.00
H SALES Totals:	30,722.47	6,166.89	1,415.61	0.00	35,473.75
I CLASSES					
5630 SES POP FUND	187.30	862.30	203.85	0.00	845.75
8000 CLASS OF 1998	0.00	0.00	0.00	0.00	0.00
8005 CLASS OF 1954	0.00	0.00	0.00	0.00	0.00
8050 CLASS OF 1999	0.00	0.00	0.00	0.00	0.00
8075 CLASS OF 2000	0.00	0.00	0.00	0.00	0.00
8100 CLASS OF 2000/01	0.00	0.00	0.00	0.00	0.00
8150 CLASS OF 2001/02	0.00	0.00	0.00	0.00	0.00
8200 CLASS OF 2003	0.00	0.00	0.00	0.00	0.00
8205 CLASS OF 2004	0.00	0.00	0.00	0.00	0.00
8210 Class of 2005	0.00	0.00	0.00	0.00	0.00
8215 CLASS OF 2006	0.00	0.00	0.00	0.00	0.00
8220 CLASS OF 2007	0.00	0.00	0.00	0.00	0.00
8225 Class 2008	0.00	0.00	0.00	0.00	0.00
8230 CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
8235 CLASSES OF 2010	0.00	0.00	0.00	0.00	0.00
8240 CLASS OF 2011	0.00	0.00	0.00	0.00	0.00
8245 CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
8250 ALUMNI ACCOUNT	1,386.24	0.00	0.00	0.00	1,386.24
8255 CLASSES OF 2013	719.22	0.00	0.00	0.00	719.22
8260 CLASS 2014	382.63	0.00	0.00	0.00	382.63
8265 CLASS OF 2015	-566.85	0.00	0.00	0.00	-566.85
8270 CLASS OF 2016	4,243.40	0.00	3,053.81	0.00	1,189.59
8275 CLASS OF 2017	853.62	0.00	0.00	0.00	853.62
8280 CLASS 2018	7.70	177.00	0.00	0.00	184.70

Current Cash Balance Report

ALL Data

Arranged by:

Date: 03/01/2015 thru 03/31/2015

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
I CLASSES Totals:	7,213.26	1,039.30	3,257.66	0.00	4,994.90
J YEARBOOK					
8500 1998-99	0.00	0.00	0.00	0.00	0.00
8550 1999-00	0.00	0.00	0.00	0.00	0.00
8555 2000-2001	0.00	0.00	0.00	0.00	0.00
8560 YEARBOOK	259.52	568.00	0.00	0.00	827.52
8600 MISC. YEARBOOK	0.00	0.00	0.00	0.00	0.00
J YEARBOOK Totals:	259.52	568.00	0.00	0.00	827.52
K MISCELLANEOUS					
9000 STUDENT COUNCIL SCHOOL IMPROVMENT	1,304.25	0.00	0.00	0.00	1,304.25
9025 SAVE THE CHILDREN	300.00	0.00	0.00	0.00	300.00
9030 AFTERSCHOOL PROGRAM	2,890.00	2,270.00	0.00	0.00	5,160.00
9050 FELICITATIONS	301.96	0.00	0.00	0.00	301.96
9075 KEY DEPOSITS	200.00	0.00	0.00	0.00	200.00
9100 BLOOD MOBILE	270.43	0.00	0.00	0.00	270.43
9115 LUNCH CARD	1,734.05	0.00	0.00	0.00	1,734.05
9125 TMH	190.00	0.00	50.00	0.00	140.00
9150 PRINCIPAL	1,763.77	429.00	133.50	0.00	2,059.27
9175 Technology Fee	11,338.81	165.00	0.00	0.00	11,503.81
K MISCELLANEOUS Totals:	20,293.27	2,864.00	183.50	0.00	22,973.77
L SCHOLARSHIPS/MEMORIALS					
9200 TOUR	0.00	0.00	0.00	0.00	0.00
9500 JOHNSONS SILENT AUCTION	914.68	0.00	0.00	0.00	914.68
SCHOLARSHIPS/MEMORIALS Totals:	914.68	0.00	0.00	0.00	914.68
Report Totals:	192,895.22	37,288.34	20,031.05	0.00	210,152.51

Learn More

MANHEIM DENVER
17500 E. 32 AVE.
AURORA, CO 80011
(303)343-3443

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VEHICLE DETAILS - 2014 FORD E350 CLUB WAGON XLT			
VIN:	1FBNE3BL0EDA14999	Body Style:	VAN
Ext Color:	WH/YZ	Int Color:	GRY
Work Order:	1777916	Seller:	FORD MOTOR CREDIT COMPANY
Sale Number:	15	Lane Number:	13
Inspector:	BKEENEY 02/09/2015	InService Date:	11/19/2013
Top Type:	Hard Top	Odometer:	24,418
Received Date:	11/17/2014	Run Number:	43
Category Code:	REP		

GRADING

AutoGrade

Grade 4.9 Clean

[More About Auto Grade](#)

- MSRP-Not Available
- Engine Starts-Yes
- Drivable-Yes

This grade was calculated under the assumption that some repairs may be covered under manufacturer warranty.

*Process protected under U.S. Patent No. 8,320,362

- VALUE ADDED OPTIONS**
- 4th Row Seat
 - CD Player
 - Rear Parking Aid

- VEHICLE INFORMATION**
- OPTIONS**
- 12 Passenger Seating
 - 3rd Row Seat
 - 50 State Emissions
 - A/C
 - ABS Brakes
 - Auxiliary Pwr Outlet
 - Cloth Seats
 - Cruise Control
 - Dual Air Bags
 - Front Reading Lamps
 - Intermittent Wipers
 - Owner's Manual
 - Power Locks
 - Power Mirrors
 - Power Windows
 - Privacy Glass
 - Pwr Steering
 - Rear A/C
 - Rear Floor Mats
 - Rear Heat
 - Running Boards / Side Steps
 - Tilt Steering
 - Tilt Steering Wheel
 - Tire Pressure Monitor System
 - Traction Control
 - Trip Counter
 - US EPA Label
 - Warranty Books
 - Wheel Covers

- MECHANICAL**
- 8 Cylinder E85 Flex Fuel
 - Automatic
 - Automatic Transmission
 - Pwr Brakes
 - 5.4 L

- INTERIOR**
- Odometer - Digits Digital -Operable
 - Int Odor: OK
 - Cloth
 - Regular Dash

TIRES AND WHEELS

Wheels:

Tire	Tread Depth	Brand	Size
Left Front:	10/32"	MICHELIN	225/75R16
Left Rear:	10/32"	MICHELIN	225/75R16
Right Front:	10/32"	MICHELIN	225/75R16
Right Rear:	10/32"	MICHELIN	225/75R16
Spare:	4/32"	(Mini)	N/A

- KEYS**
- Master Key - 2
 - Remote Key/Fob - 2
- OTHER**
- Title State: CA
 - Title Received Date: 11/20/2014
 - Org Mfg Basic Warranty: 3 Years/36,000 Miles
 - Org Mfg Powertrain Warranty: 5 Years/60,000 Miles
 - Manheim is not responsible for voided warranties

ADDITIONAL INFORMATION
12 PASSENGER RA, Factory

ERNST - NO BID

STEFFY FORD - NO BID

\$24,500

PLUS COST OF SEAT



E-SERIES

2014 E350 XLT SD WAGON
XLT 12-PASSENGER
5.4L EFI V8 ENGINE
ELECT. 4-SPD AUTO O/D TRANS
EXTERIOR: OXFORD WHITE
INTERIOR: MEDIUM FLINT CLOTH
VIN: 1FBNE3BL0EDA14999

EQUIPMENT

FUNCTIONAL

- TWIN I-BEAM INDEPENDENT FRONT SUSPENSION
- ALTERNATOR 120-AMP
- 33 GALLON FUEL TANK
- ELEC THROTTLE CTRL
- AUX TRANSMISSION COOLER

INTERIOR

- AIR COND FRONT/REAR
- SPEED CONTROL/TILT WHEEL
- 12-PASSENGER CLOTH SEATING
- DUAL FRONT CAPTAINS CHAIRS
- QUICK RELEASE BENCH SEATS
- CLOTH HEADLINER
- COLOR KEYED CARPETING
- AM/FM STEREO/CLK/CD
- GLOVE BOX W/ 12V PWR PT
- PWR LOCKS, MIRRORS, WINDWS

EXTERIOR

- INTERVAL Wipers
- HINGED SIDE CARGO DOORS
- SWING OUT SIDE/FIXED REAR DOOR GLASS
- JEWEL EFFECT HEADLAMPS
- SPORT WHEEL COVERS
- LT225/75R16E BSW TIRES
- SPARE TIRE AND WHEEL
- CHROME GRILLE/BUMPERS

SAFETY/SECURITY

- DRIVER/PASSENGER AIR BAGS
- 3 POINT SAFETY BELTS
- SIDE IMPACT DOOR BEAMS
- 4-WHEEL DISC BRAKES W/ABS
- ADVANCETRAC W/RSC
- TIRE PRESSURE MONITOR SYS

OPTIONAL EQUIPMENT

- 138 INCH WHEELBASE
- PREFERRED EQUIPMENT PKG.713A
- XLT TRIM
- BACK UP CAMERA
- FRONT LICENSE PLATE BRACKET
- 50 STATE EMISSIONS
- REVERSE SENSING SYSTEM
- FULL/DR LENGTH RUNNING BOARDS
- GLASS, PRIVACY
- DAYTIME RUNNING LIGHTS
- REMOTE KEYLESS ENT/PANIC ALARM
- GASOLINE FFV

*THE VEHICLE DESCRIBED ABOVE IS A USED VEHICLE. THE EQUIPMENT DESCRIBED REPRESENTS FACTORY-INSTALLED ITEMS AT FINAL ASSEMBLY. NEITHER FORD NOR ITS SUBSIDIARIES ARE RESPONSIBLE FOR MISSING, DAMAGED, CONVERTED OR DEALER-INSTALLED EQUIPMENT.

**2016 MODEL BLUE BIRD 'VISION'
77 PASSENGER SCHOOL BUS
Seated to 44 Passengers with Freedman Activity Seats**

2016 BLUE BIRD – VISION.....\$98,600.00
 -77 Passenger seated to 44 with Freedman activity seats
 -Cummins ISB13 - 6.7 liter (in line 6) diesel engine – 250 HP
 -Allison PTS2500 5 speed automatic transmission

COST SAVING OPPORTUNITIES AVAILABLE:

- 1. Prepay within 30 days of order.....deduct...<\$800.00>
- 2. FOB Nebraska/Central Equipment, Inc. (Grand Island).....deduct...<\$200.00>

 Corey Sundberg, Branch Manager
 Nebraska/Central Equipment, Inc.

 Date

 Acceptance

 Date



SCHUYLER PUBLIC SCHOOLS
2016 THOMAS SAF-T-LINER C2 SCHOOL BUS
44 Passenger with Activity Seats

AIR CONDITIONING

Sphero's SAC12i22i21R4 120,000 BTU system, consisting of (1) front bulkhead evaporator; (1) rear bulkhead evaporator, rooftop condenser(s), (2) 13.1 Cubic inch compressors. Separate in-dash 18,000 BTU system that uses the existing dash vents with its own evaporator, condenser, and compressor.

AIR INTAKE

Donaldson PowerCore air cleaner with 32,000 mile /24 month service intervals. Air intake warmer and air restriction gauge

ALTERNATOR

Delco Remy 200 AMP 12 Volt pad mounted with automatic spring loaded tensioner

AXLES

Set back, 10,000 LB front includes synthetic lube. 21,000 rear axle includes synthetic lube. Magnetic rear axle drain and fill plug. Governed to run 75 MPH

BARRIERS

(2) 36" barriers covered with fire block upholstery and right side modesty panel

BATTERIES

Alliance 1500 CCA- skirt mounted battery box with slide out tray frame mounted

BOOK RACKS

Tube type aluminum book racks on each side with padded ends

BRAKES

Bosch ABS hydraulic brake system with pin slide disc brakes and rotors. Rear axle mounted drum parking brake with pedal and push button release operation.

TIRES

- (2) Michelin 275/80R22.5 14 ply front
- (4) Michelin M/S 275/80R22.5 14 ply rear

TRANSMISSION

Allison 2500 PTS automatic 5 speed O/D with Allison Fuel Sense. The Thomas C2 is the only school bus that offers Fuel Sense at this time. This feature should improve fuel economy by an average of 10%. Savings should be hundreds of dollars every year.

UNDER CARRIAGE STORAGE

- (2) 100" undercarriage storage compartments with lights and locks. One located on each side of bus

WHEELS

Accuride 22.5 x 7.5-painted black 10-hole hub piloted
Chicago Rawhide oil wheel seals

WINDOWS

ABS automotive grade technology 12" high x25" wide opening split sash tempered glass. All side and rear passenger windows tinted, bonded, and banded. Four-tinted tempered push out windows, all interior and exterior window frames are flat black. Driver's window and upper windows in entrance door are storm glass

WINDSHIELD

Automotive style one piece, bonded, and curved, slanted to reduce glare and breakage and provide maximum vision. The tinted safety plate laminated glass provides 3362 square inches of windshield area.

WINDSHIELD WIPERS

Electric, intermittent 5 speed heavy duty wipers. Bottom mounted overlapping automotive style pattern resulting in 1537 square inches of wiped windshield for safety. Wiper motor is accessible for service under engine hood.

WARRANTY

Basic: Limited 3 year/50,000 mile bumper to bumper
Body: Limited 5 year/unlimited miles
Engine: Limited 5 year/100,000 mile
Transmission: Limited 5 year/unlimited miles
Axles: Limited 5 year/unlimited includes king pins

SALE PRICE 44 Passenger w/ T3 Activity Seats

\$99,910

Nu-Trend Homes Inc.
6303 L Street Omaha NE

3/17/2015

Mr. Ron Mundil

As discussed Nu-Trend Homes Inc. agrees to buy the four portable school units including central airs for all units, for a purchase price of \$100,000.

Removal will be done in a timely matter, not to interfere with ongoing classes.

Seller responsible for decks, skirting and utility disconnections.

Sincerely,

Dan Hansen

Nu-Trend Homes Inc.

402 658 8901



CONTRACTING, INC
ENGINEERING & CONSTRUCTION

Phone:402-564-4749•Fax:402-564-4658

P.O. Box 1887•2560 E 29th Ave.
Columbus,NE 68601

Revised Proposal

April 10, 2015

Bierman Contracting, Inc. (BCI) is please to provide labor and material to do the following as per revised drawing by JRH & Associates:

Item # 1) Building addition to existing Pre-school building in Schuyler, NE

- General Conditions - Supervision, Permits, General liability and worker compensation insurance, dispose of construction waste
- Demo – Existing windows, walls and concrete sidewalk as required (existing 3x3 concrete manhole for storm drain to remain)
- Exterior concrete- One 5 x 5 structural stoop and minimal patch of sidewalk
- Concrete Footings and Slab for addition as per drawing (Size of Building 9 ft x 20 ft)
- Fabrication and installation of Steel hand railings (we exclude guard railings and substitute with stud walls and 7/16" OSB broad to enclose stairwell)
- Rough Carpentry- Wall, roof, staircases and platform wood framing. 7/16" OSB Interior sheeting and 5/8" OSB Wall exterior and roof sheeting, tyvek
- Colored metal roof and wall panels to match existing. Gutters and downspouts, flashings and trims. Joint sealants
- H.M. doors, frames and Hrdw (Doors 201B and 101) Supply and install
- Drywall - 5/8" Smooth or textured finish at common wall between new and existing only

Excludes: Builders risk insurance on existing building and it contents. Soil or concrete testing, Insulation, Painting, Flooring and wall base, Plumbing, HVAC, Electrical, Security, Fire alarm, data and Phone systems. We excluded all interior work other than common wall between new and existing building. Design and Bonding

Cost for the above Item # 1 building addition is-----\$ 69,985.00

Terms of Payment: Contractor to invoice on a monthly basis, amount due 15 days after receipt of invoice. Final payment due upon completion of project:

(These prices are valid for 15 days)

THE PROFESSIONAL CHOICE

Page 1 of 1

Semerad Construction, Inc.

1453 Road M.
Rogers, NE 68659

Estimate

Date	Estimate #
4/6/2015	543

Name / Address

Project

Description	Qty	Cost	Total
<p>Fire escape on grade school to include, 6" steel studs, 8" roof deck metal 18 ga. , r-19 insulation in walls, 2- 25 insulation in ceiling, 5/8: osb on exterior walls and roof with tyvec on walls and felt paper on roof. All exterior walls to have 26 gage metal and roof 26 gage metal with trim and gutters. Interior walls 5/8 drywall with a double layer according to fire code. Drywall finished with orange peel texture. Interior steps and landings made out of wood, mostly LVL with wood hand rail. 1- fire rated doors in fire escape with panic devise and closures at the top to go into hallway and 1 steel door with panic hardware at the bottom of stairway</p> <p>Concrete footings and 5" floor with rebar , cut sidewalk and haul away.</p> <p>Exclusions : Floor or stair coverings Painting Electrical</p> <p>Wall , hallway and fire door in classroom \$5000.00 as long as finished with the rest of the upstairs.</p>		54,000.00	54,000.00
		0.00	0.00
Thank you for your business		Total	\$54,000.00

SCHUYLER COMMUNITY SCHOOLS, SCHUYLER, NEBRASKA,
COLFAX COUNTY SCHOOL DISTRICT NO. 123
RESOLUTION NO. _____

WHEREAS, Schuyler Community Schools, Schuyler, Nebraska, is a political subdivision of the State of Nebraska, receiving real estate tax revenue from Colfax County, Nebraska, specifically through the Colfax County Treasurer's office.

WHEREAS, a finding and judgment has been entered in favor of Cargill Meat Solutions Corp a/k/a Excel Corporation, and against Schuyler Community Schools requiring Schuyler Community Schools to refund overpayment of real estate taxes from Schuyler Community Schools to Cargill Meat Solutions Corp.

WHEREAS, amounts determined to be due for refund from Schuyler Community Schools to Cargill Meat Solutions Corp include for tax year 2008 the amount of \$127,981.24 due to be paid on or before February 17, 2016; for tax year 2009 the amount of \$51,914.82 due to be paid on or before February 10, 2017; and for tax year 2010 the amount of \$96,216.73 due to be paid on or before February 10, 2017.

WHEREAS, Schuyler Community Schools desire that said amounts be paid in advance and withheld from tax receipts paid by the Colfax County Treasurer's office of Schuyler, Nebraska, to Schuyler Community Schools.

THEREFORE, BE IT RESOLVED by the School Board of the Schuyler Community Schools of Schuyler, Nebraska a/k/a Colfax County School District No. 123, that the Colfax County Treasurer is hereby authorized to withhold the amounts of \$127,981.24 and \$51,914.82 and \$96,216.73 for a total of \$276,112.79 from the tax receipts normally paid for the month of April, 2015, to be paid on before May 15, 2015, and the balance of any and all tax receipts over and above \$276,112.79 be paid to Schuyler Community Schools. The amount of \$276,112.79 shall be paid to Cargill Meat Solutions Corp pursuant to the statement and calculations attached hereto and incorporated herein by this reference as to the referenced real estate tax refunds regarding this school, as payment in full pursuant to said court order.

THIS RESOLUTION is passed and approved this _____ day of April, 2015.

Schuyler Community Schools,
Schuyler, Nebraska a/k/a
Colfax County School District No. 123

By: _____
School Board President

Attest:

School Board Secretary

School Superintendent

Prepared and approved by:

Richard T. Seckman, Attorney

**CARGILL MEAT SOLUTIONS CORP.
AKA - EXCEL CORPORATION
REFUND 2010 TAXES**

JANIS M. KASIK
COLFAX CO TREASURER
411 E 11TH STREET
SCHUYLER, NE 68661
PHONE 402.352.8519

ACCOUNT NAME:	CODE:	LEVY	PERCENT	RE TAX REFUND	NOTES
CO. GENERAL	100	0.3678500	\$ 0.212945784	\$ 30,257.66	
SCHOOL 123 GENERAL	6102	0.9580300	\$ 0.554596844	\$ 80,245.25	
SCHOOL 2 BOND-NEW (K-8)	6201	0.0665600	\$ 0.038531117	\$ 4,959.68	
SCHOOL 123 2007 BOND	6210	0.0594800	\$ 0.034432555	\$ 4,231.67	
SCHOOL 123 SPEC BLDG.	6301	0.0403300	\$ 0.023346754	\$ 3,386.51	
SCHOOL 123 QCPU BOND	6602	0.0405550	\$ 0.023477005	\$ 3,393.62	
SERVICE UNIT #7	6903	0.0150000	\$ 0.008683395	\$ 1,254.36	
FIRE SCHUYLER GENERAL	7705	0.0229700	\$ 0.013297172	\$ 3,347.18	
LOWER PLATTE	7302	0.0456800	\$ 0.026443831	\$ 3,687.75	
TECH COLLEGE GENERAL	7100	0.0909800	\$ 0.052667684	\$ 9,374.02	
CO. FAIR	9200	0.0200000	\$ 0.011577860	\$ 1,673.59	
TOTALS:		1.7274350	\$ 1.000000001	\$ 145,811.29	
TOTAL REFUND DUE:				\$ 145,811.29	

**CARGILL MEAT SOLUTIONS CORP.
AKA - EXCEL CORPORATION
REFUND 2009 TAXES**

JANIS M.
COLFAX CO TREASURER
411 E 11TH STREET
SCHUYLER, NE 68661
PHONE 402.352.8519

ACCOUNT NAME:	CODE:	LEVY	PERCENT	RE TAX REFUND	NOTES
CO. GENERAL	100	0.3331600	\$ 0.200544762	\$ 15,359.29	
SCHOOL 123 GENERAL	6102	0.9643800	\$ 0.580505937	\$ 44,459.70	
SCHOOL 2 BOND-NEW (K-8)	6201	0.0669100	\$ 0.040276294	\$ 3,084.67	
SCHOOL 123 2007 BOND	6210	0.0576800	\$ 0.034720320	\$ 2,659.15	
SCHOOL 123 SPEC BLDG.	6301	0.0371200	\$ 0.022344284	\$ 1,711.30	
SERVICE UNIT #7	6903	0.0150000	\$ 0.009029209	\$ 691.53	
FIRE SCHUYLER GENERAL	7705	0.0250800	\$ 0.015096838	\$ 1,156.23	
LOWER PLATTE	7302	0.0426700	\$ 0.025685091	\$ 1,967.17	
TECH COLLEGE GENERAL	7100	0.0992750	\$ 0.059758318	\$ 4,576.76	
CO. FAIR	9200	0.0200000	\$ 0.012038946	\$ 922.05	
TOTALS:		1.6612750	\$ 0.999999999		
TOTAL REFUND DUE:				\$ 76,587.85	

**CARGILL MEAT SOLUTIONS CORP.
AKA - EXCEL CORPORATION
REFUND 2008 TAXES**

JANIS M. KASIK
COLFAX CO TREASURER
411 E 11TH STREET
SCHUYLER, NE 68661
PHONE 402.352.8519

ACOUNT NAME:	CODE:	LEVY	PERCENT	RE TAX REFUND
CO. GENERAL	100	0.3678500	\$ 0.218065304	\$ 41,869.35
SCHOOL 123 GENERAL	6102	0.9580300	\$ 0.567930143	\$ 109,044.71
SCHOOL 2 BOND-NEW (K-8)	6201	0.0665600	\$ 0.039457460	\$ 7,575.98
SCHOOL 123 2007 BOND	6210	0.0594800	\$ 0.035260362	\$ 6,770.12
SCHOOL 123 SPEC BLDG.	6301	0.0403300	\$ 0.023908043	\$ 4,590.43
SERVICE UNIT #7	6903	0.0150000	\$ 0.008892156	\$ 1,707.33
FIRE SCHUYLER GENERAL	7705	0.0229700	\$ 0.013616855	\$ 2,614.49
LOWER PLATTE	7302	0.0456800	\$ 0.027079579	\$ 5,199.38
TECH COLLEGE GENERAL	7100	0.0909800	\$ 0.053933890	\$ 10,355.51
CO. FAIR	9200	0.0200000	\$ 0.011856208	\$ 2,276.43
TOTALS:		1.6868800	\$ 1.000000000	
TOTAL REFUND DUE:				\$ 192,003.73

*SCS total
\$127981.24*

INTRODUCTION

This SCHS 2015-2016 Course Description Book has been prepared to provide direction as you plan your educational program at Schuyler Central High School. You should become familiar with the information contained in this booklet and design a course of study, which is consistent with post-graduate plans.

Schuyler Central High School provides the opportunity for a well-rounded program of studies, which will help you fill your role as an informed and responsible citizen. Of utmost importance to your success is your willingness to pursue your planned course of study. The benefits you will receive from school will increase if you plan your course of study carefully. Each student and his/her parents must take an active role in the planning process. We encourage each student and his/her parents to take an active role in the planning process. Being involved is a very important part of the process.

It is essential that each student be aware of graduation requirements. It is important that all elective courses be chosen with a specific goal in mind. This booklet is designed to assist that planning.

Your high school years can serve as the doorway to employment opportunities and a greater success in life. The faculty of Schuyler Central High School is committed to helping you plan toward the fulfillment of your individual goals.

MISSION STATEMENT

Schuyler Community Schools in partnership with parents, students, and the community will challenge and inspire students to be lifelong learners.

SCHUYLER CENTRAL HIGH SCHOOL CLASS REGISTRATION INFORMATION AND PROCEDURE

The school counselor will explain the registration process. Each student will receive a SCHS Course Description Book and will use Infinite Campus to make course requests. In addition, each student will fill out a paper copy of their four-year plan, which will be kept on file in the counselors' office. Limited schedule changes will be made due to conflicts and class failures. Due to factors such as low or no enrollment, some courses described in this booklet may not be scheduled. Great care, thought, and consideration should be given to the choices.

13.1 CIVIL RIGHTS POLICY NOTICE

Schuyler Central High School District #123 not to discriminate on the basis of race, color, national origin, gender, marital status, disability, or age in admission or access to, or access to, or treatment of employment, in its programs and activities. The following person(s) has/have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of non-discrimination:

Name: Dr. Dan Hoelsing

Title: Superintendent

Address: 401 Adam Street, Schuyler, NE 68661, Phone 402-352-2421

For questions regarding compliance contact:

Nontraditional/Equity Programs Specialist

Career and Technical Education

Nebraska Department of Education

P.O. Box 94987

Lincoln, NE 68509-4987

Phone 402-471-4823 or Fax 402-471-4565 or email rhastg@nde.state.ne.gov

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GENERAL INFORMATION

1. Physical Education: All students will be required to take Physical Education. Students are excused from this requirement only upon written request from their medical doctor based on a physical exam that indicates the student should not take part in strenuous physical activity.

2. Prerequisite: A prerequisite is a subject required before you can take certain other subjects. Please note if consent of the instructor is needed. Example: Physical Science is a prerequisite for Biology I.

3. Schedule change: A student who drops a class after the 10th day of a term will receive a mark of withdraw passing (WP) or withdraw failing (WF) depending on the student's grade at the time. Schedule changes should be made prior to the start of a term.

4. Conflicts in Scheduling a Course: Students, who have conflicts in scheduling the courses required for graduation etc., may consider taking the course via OdysseyWare. OdysseyWare is an accredited web-based curriculum offered at Schuyler Central High School and as an alternative to fulfill graduation requirements when the student schedule deems it necessary.

Distance Education

SCHS students will have access to high school credit and college credit courses via Distance Education. Central Community College-Columbus offers a number of courses available to high school juniors and seniors.

College Preparatory Students

1. Early and careful planning is imperative as admission requirements vary. Your academic record is important in determining whether or not the college of your choice will accept you.

2. Factors considered by colleges regarding students' application(s) -

a. Class rank, ACT scores for four-year colleges and COMPASS scores for two-year colleges, high school courses studied (includes 1997 University of Nebraska admissions standards).

b. Activity record - the extent and quality of participation in the various extracurricular activities is a matter of interest to every college or employer. Do not permit your extra curricular activities to jeopardize your academic record, but when you do participate, do so to the best of your ability.

c. High school recommendations.

3. Students planning to attend college should attempt to take as many challenging courses as possible, which will prepare them for the demands of college. Many of the courses are required in high school but, beyond these requirements, students should enroll in classes, which will provide them with experience to benefit them in college. Math and science are areas which should be studied to make students familiar with as much content as possible.

4. University of Nebraska Admissions - Overview of Entrance Requirements

The Board of Regents has established a set of entry requirements for all campuses of the University of Nebraska. In addition to being graduates of an accredited high school, or equivalent, all students seeking entry to the University system must have successfully completed a core of selected high school courses spread over a number of disciplines. Additionally, students are required to meet performance criteria by being in the top half of their graduating high school class **OR** must meet certain performance criteria, based on scores on national examinations. The entrance requirements incorporate a process for admitting students who do not meet one or more of the admission criteria, yet show promise of academic success.

University of Nebraska Core Course Requirements

The core course requirements are summarized in the following broad areas of subject matter in which 1 unit represents one full year of study:

English	4 units	Mathematics	4 units
Social Studies	3 units	Natural Sciences	3 units
Foreign Language	2 units	Additional requirements	1 unit

In addition to these core course requirements, college freshman applicants should have an ACT of 20 or higher, or an SAT of 950 or higher, or rank in the top half of their graduating class.

Retaking a Course

1. Courses in which a "C" or below is earned may be retaken if the course is a prerequisite for a higher-level course or with instructor approval. Credit will not be awarded but the new grade will be awarded on the transcript.

2. Courses in which an "F" is earned may be retaken. Credit will be awarded when course is passed, and the new grade will be awarded on the transcript.

Early Graduation

Students who have reached senior grade classification and who have completed seven semesters may, with parent/guardian approval, apply for early graduation. Should circumstances beyond the control of the student deem a change, the student and parent must meet formally with an administrator and the school counselor. Application for early graduation shall be made to the School Counselor. All stated graduation requirements must be fulfilled in order to receive a diploma from the District 123 Board of Education. Early graduates may receive their diploma from the principal or at a Board of Education meeting or at Commencement in May, and may participate in school events throughout third and fourth quarters provided they observe stated school rules. Early graduates **may NOT** participate in third and fourth quarter school activities sanctioned by the Nebraska School Activities Association.

Part-Time Students

Students who have reached senior grade classification or the age of 18 may, with parent/guardian permission, request permission to attend school as a part-time student.

Students will complete an application form, and participate in an interview with the school counselor and principal to be considered for part-time status. Application forms are available from the school counselor.

At SCHS, students are full time when classes are scheduled for all seven periods. All students are encouraged to attend full time. Part-time students will attend a minimum of four (4) consecutive class periods taking academic courses that earn ten credits (10) toward graduation and observe stated school rules.

For Social Security purposes a student must be carrying a subject load that is considered full-time for students under the school's standards and practices in order to receive benefits. Some health insurance companies require full time attendance in order for a student to be covered under a parent's policy. Auto insurance companies may also require students to be full time in order to receive a good student or driver education discount. Please check with your insurance company.


Acceptance of College Credit for High School Credit

Students may take a college level course to supplement their course of study. In order to receive high school credit all college courses need to be approved in advance by the Principal and/or Guidance Counselor. Five high school credits will be granted for each three-college credits earned. No student will be granted more than 40 credits from college level courses toward graduation from SCHS. The administration and the school counselor may consider other deviations from the above.

Dual Credit Classes

SCHS students will have the opportunity to take dual credit classes from two-year or four-year colleges. Students will have the option of taking the course for high school credit only (as per college guidelines) or for high school and college credit. Students taking the class will be responsible for paying for the tuition and the cost of books.

Tech Prep

Students who take Tech Prep courses and earn the required grade and attend Central Community College will be given college credit for the course taken while in high school in agreement with CCC policy. There is no cost to the student for tuition for these credits. Courses that are articulated are noted with  next to the description. The equivalent college course and number of credits earned is also listed.

**SCHUYLER CENTRAL HIGH SCHOOL
GRADUATION REQUIREMENTS - to begin with 9th grade class of 2013**

Schuyler Central High School students must complete seven semesters of attendance and a stated number of credits to graduate. A maximum of **10 non-academic credits** (example: weightlifting) may be applied toward graduation requirements. Each student must complete the following minimum course requirements to be eligible to participate in Commencement Exercises and graduate from Schuyler Central High School.

All graduates of Schuyler Central High School must demonstrate high school reading competency.

	REQUIRED CREDITS
ENGLISH.....	40
MATHEMATICS.....	30
SOCIAL STUDIES.....	30
SCIENCE.....	30
INFORMATION TECHNOLOGY I.....	5
PERSONAL FINANCE.....	5
ORAL COMMUNICATIONS/SPEECH.....	5
PHYSICAL EDUCATION.....	10
TOTAL REQUIRED CREDITS.....	155
ELECTIVE CREDITS REQUIRED FOR GRADUATION*	100
TOTAL CREDITS REQUIRED FOR GRADUATION.....	255

GRADE-LEVEL PROMOTION: Students will be promoted at the end of each school year.

Classes meeting for a full year = 10 credits or 4 Infinite Campus units
 Classes meeting for one semester = 5 credits or 2 Infinite Campus units
A full schedule will consist of 28 Infinite Campus units.

MISCELLANEOUS COURSES

DRIVER'S EDUCATION (Summer) Grades 9-12 (Not offered on site)

Prerequisite: Possess a valid learner's permit.

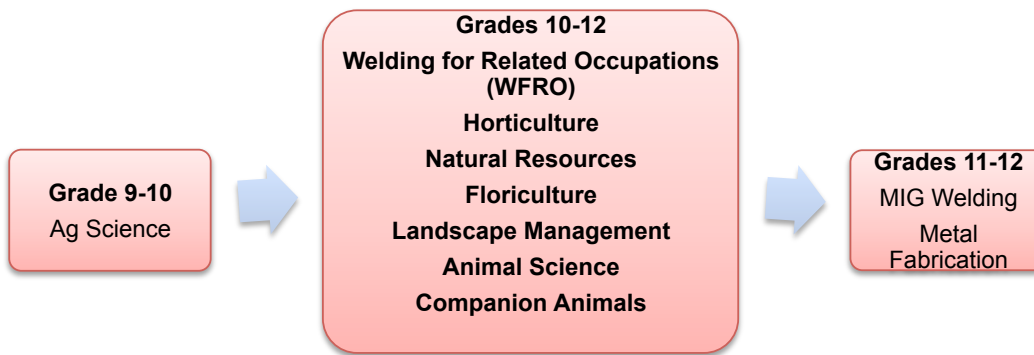
Students wanting driver's education will need to complete the registration form for the Nebraska Safety Council and send registration and fee directly to the Nebraska Safety Council, PO Box 30578, Lincoln, NE 68503-0578 or by contacting www.nesafetycouncil.org. This is a summer course and meets 22 hours in the classroom discussing areas related to driving, such as: licensing requirements, physical and psychological fitness of drivers, buying, insuring and maintaining a car, observing and enforcing traffic laws, automobile development and its influence on the economy and our way of life, and a look at the future. These classes are supplemented with films, guest speakers, and visual and mechanical aids.

Five hours are spent driving during which students learn safe-driving techniques in residential and business districts, on streets, rural roads, and highways. Other basic maneuvers such as parking, backing-up, U and Y turns, etc. are also taught. Upon successful completion of classroom instruction and driving, students may take their driver's test. **Students need to have a learner's permit to complete the driving portion of the class. It is strongly encouraged to complete the driving portion during the month of May. No credit is awarded for this course.** Please visit with your counselor about other Driver's Education options in the area.

ELC 100 - LEARNING LAB (Any Quarter or Semester) Grades As Needed

Prerequisite: Instructor Approval based on IEP

The course centers on students developing reading comprehension skills, writing and speaking skills, vocabulary development and study skills (test taking, memory aids techniques, outlining and note taking). These skills will be learned in conjunction with learning the content of regular courses. Some time each week will be devoted to other tasks: developing self-esteem, positive attitudes, and developing goals, including reading goals.



AGRICULTURAL EDUCATION

AGR 101 - AGRICULTURAL AND ENVIRONMENTAL SCIENCES (Full Year) Grades 9-10

This is an entry-level class for students that are interested in agriculture. Students will study topics in the areas of agriculture careers, natural resources, soil science, leadership, animal science, communication, enterprise development, and food science. Students will also be exposed to new technologies in agriculture.



AGR 201 - AGRICULTURE MECHANICS AND TECHNOLOGY (Fall Semester) Grades 10-12

This class will develop the student's skills in the areas of small engine operation and troubleshooting, alternative energy, and electricity. Maximum of 16 students, Articulated with CCC. [AUTO 1540 CR 2]



AGR 202 - WELDING FOR RELATED OCCUPATIONS (Fall & Spring Semester) Grades 10-12

This course will stress the development of welding skills in the areas of oxyacetylene welding and cutting, brazing and arc welding. Materials needed for class are pliers, welding clothes, and welding gloves. The class will center on welding skill development. Maximum of 16 students, Articulated with CCC [WELD 1280 CR 3]

AGR 210 – AGRONOMY / HORTICULTURE (Fall Semester) Grades 10-12

Students will learn basic plant production – sexual and asexual, plant physiology, greenhouse management, and introduction to floriculture. Students will learn plant and floral identification. This class will work in the greenhouse producing various crops including poinsettias.



AGR 211 - FLORICULTURE (Spring Semester) Grades 10-12

This course of study is designed for students wishing to continue their floral design skills. The floral industry, from the wholesale florist to the retail outlet, will be thoroughly investigated. The class will stress marketing of floral crops from the SCHS Greenhouse. Contacts with the floriculture industry will be common with this class. If you like flowers, this class is for you. Articulated with CCC, (COMH 1420 CR 4)

AGR 220 - HOME/FARM MAINTENANCE AND IMPROVEMENT (Semester) Grades 10-12

This class is about learning skills and procedures needed to maintain home and farm structures. Students will learn basic safety, how to identify and use common tools and purposes of selected fasteners needed in home and farm buildings.

Depending on enrollment, the class will be either an on-site experience or in the shop. On-site means that students travel to the job site in a school van and complete the majority of the needed work away from the high school classroom. On-site projects in the recent past have included building storage buildings, forming and pouring concrete sidewalks, building walls for the archery range and remodeling part of the movie theatre downtown. Students learn basic skills by doing the needed work. "In-the-shop" activities include framing walls, installing insulation and electrical

wiring, painting, and plumbing activities. The student teams construct a corner of a building that incorporates all of the different skills and concepts included in home and farm structures.

Students will learn how to run power tools safely, learn basic building terms/concepts, and how to work as team members. Maximum of 16 students.



AGR 230 - ANIMAL SCIENCE (Fall Semester) Grades 10-12

This is a class for students interested in careers in the animal sciences. Animal Science topic areas are: Farm Animals - livestock husbandry, health, feeding, breeding, marketing, and evaluation. Livestock management issues will be addressed. **Will be offered in 16-17** Articulated with CCC. [AGRI 1991 CR 1]



AGR 231 - COMPANION ANIMALS (Spring Semester) Grades 10-12

This course is for those who are interested in careers working with companion animals. A strong understanding of basic biology is needed for success in this class. Companion Animals topic areas are: care, breeding, veterinary technician duties, handling, and raising companion animals as a business. (Offered alternating years) **Will Be Offered 2016-2017**, Articulated with CCC [AGRI 1991 CR 1]



AGR 301 – NATURAL RESOURCES-WILDLIFE MANAGEMENT (Fall Semester) Grades 10-12

This class will focus on natural resource conservation and wildlife management. Students will learn the history of conservation and wildlife management in the United States. Soil, water, and land management will be discussed. Wildlife management, Nebraska game, and non-game wildlife species will be researched and the state management of these species will be reviewed. Students with an interest in the outdoors and conservation should take this class. **Will be offered in 2015-2016**, Articulated with CCC [AGRI 1991 CR 1]



AGR 302 - LANDSCAPE AND NURSERY MANAGEMENT (Spring Semester) Grades 10-12

This course is designed for students who wish to study outdoor applications of plant selection and planting, landscape planning and drawing, propagation of landscape plants, pruning and operation of landscape equipment. Articulated with CCC. [COMH 1359 CR 2] **Will be offered in 2015-16**

AGR 315 - AGRICULTURE RESEARCH - Grades 11-12

Prerequisite: Instructor Approval

Ag research is an independent study in topics from local agriculture problems to world agriculture problems. Each student will design and conduct a research project in an area of his/her choice. This course may be retaken.



AGR 401 - MIG WELDING (Fall Semester) Grades 11-12

Prerequisite: Welding for Related Occupations with a grade of 77% or better.

Students will develop skills in gas metal arc welding that meet CCC welding objectives. Students will complete required welding using wire welding. Students will be required to provide welding clothes, gloves and pliers. Maximum of 16 students, Articulated with CCC. [WELD 1450 CR 3]

AGR 402 - METAL FABRICATION (Spring Semester) Grades 11-12

Prerequisite: Welding for Related Occupations/MIG welding with a 77% or instructor approval.

This is a class for students interested in careers in the metal industry or for students who want to develop their skills working with metals. Course requirements: Each student will design and construct a metal project and must provide their own project materials and protective clothing, gloves and pliers.

ALTERNATIVE EDUCATION

ALT 500 - For Student of any grade, any semester, by permission only

Alternative Education is an independent study curriculum, which includes a computer-based curriculum and the PASS curriculum that allows students of any grade to make up credits (due to prolonged absences, lack of success in class, enrollment into the district at such a time in the school calendar that prohibits success in a regular classroom, etc.) Students might also enroll into Alternative Education classes due to circumstances that prohibit them from attending for an entire school day. When other academic options have been exhausted, students could make use of Alternative Education classes as an alternative to fulfill graduation requirements when the student schedule deems it necessary.

CRE 500 – CREDIT RECOVERY AND ENRICHMENT

Offers students on-line opportunities to take courses that can help students recover credits. This will allow them to be on track to graduate with their class. CRE also offers on-line courses that might not be available in our regular classrooms, (e.g. Viet Nam Era History, Ancient Civilizations, Trigonometry and many others), as well as, courses that can be used to reinforce basic academic skills. It is open to students in any grade, any semester, but by permission only.

ART

All Art classes use the same basic approach to student learning. Students learn by doing. Doing units of study that include a study guide about a famous artist, class notes on how to complete the art project, the project itself, a grading rubric, practice sketches and the Unit Test. Students are encouraged to use their imagination to create art works that reflect themselves.

ART 101 – Art Introduction to Drawing & Printmaking (Semester) Grades 9-12

Prerequisite: None

The goal of this class is to provide students with a basic background in drawing, painting, printmaking, sculpture, ceramics, and art history. During the fall semester, we work on drawing and printmaking.



Perspective drawing



Grid drawing



Linocut printing

ART103 - Introduction to Ceramics, Sculpture and Painting (Semester) Grades 9-12

During the spring semester, the class works on sculpture, ceramics, and painting with tempera and watercolor.



Clay sculpture



Ceramics



Watercolor painting



Copy a master



Soap stone carving

ART 201 – Drawing (Semester) Grades 9-12

Prerequisite: ART 101 This class is based on the idea that drawing is a skill that can be learned. Projects may include:



Place portrait



Grandparents



Bird drawing



Tessellation



Story art

ART 202 – Graphic Design (Semester) Grades 9-12

Prerequisite: Drawing or Art 101

What is graphic design? Graphic design is the art of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect. Activities include learning about symbols, letter types and fonts, calligraphy, posters, advertising. Projects include manipulating photographs, juxtaposing items or people into digital images, cover designs, logo design, and card designs, along with symbols/logos.



Manipulating a digital image



Typography



Using your imagination

ART 301 – Painting (One Semester) Grades 9-12

Prerequisite: Art 102

In painting, students will create personal solutions to open ended projects. Students will use watercolors, temperas, acrylics, and oils to complete their paintings. Students will paint a one of the following -



Posterized Portrait

Still-life

Landscape

Hard edge

ART 302 - Printmaking (One Semester) Grades 9-12

Prerequisite: Art 101

Students will create personal solutions to open ended projects. Students will get to use a real print press to create an edition of prints. Students will make a(n);



Etching

Woodcut

Silk screen

Litho print

ART 401 – Sculpture (One Semester) Grades 9-12

Prerequisite: Art 102

The goal of this class is to provide students with an opportunity to learn about the major areas of creating sculptural artwork. In sculpture, students will learn to by creating a;



Head study

Cast relief

Carved wood

Mobile

ART 402 - Ceramics (One Semester) Grades 9-12

Prerequisite: Art 102

The goal of this class is to provide students with an opportunity to learn about the basic areas of ceramics. All projects will be fired and finished in our electric kiln. Students will work on -



Slab

Coil

Pinch

Draped

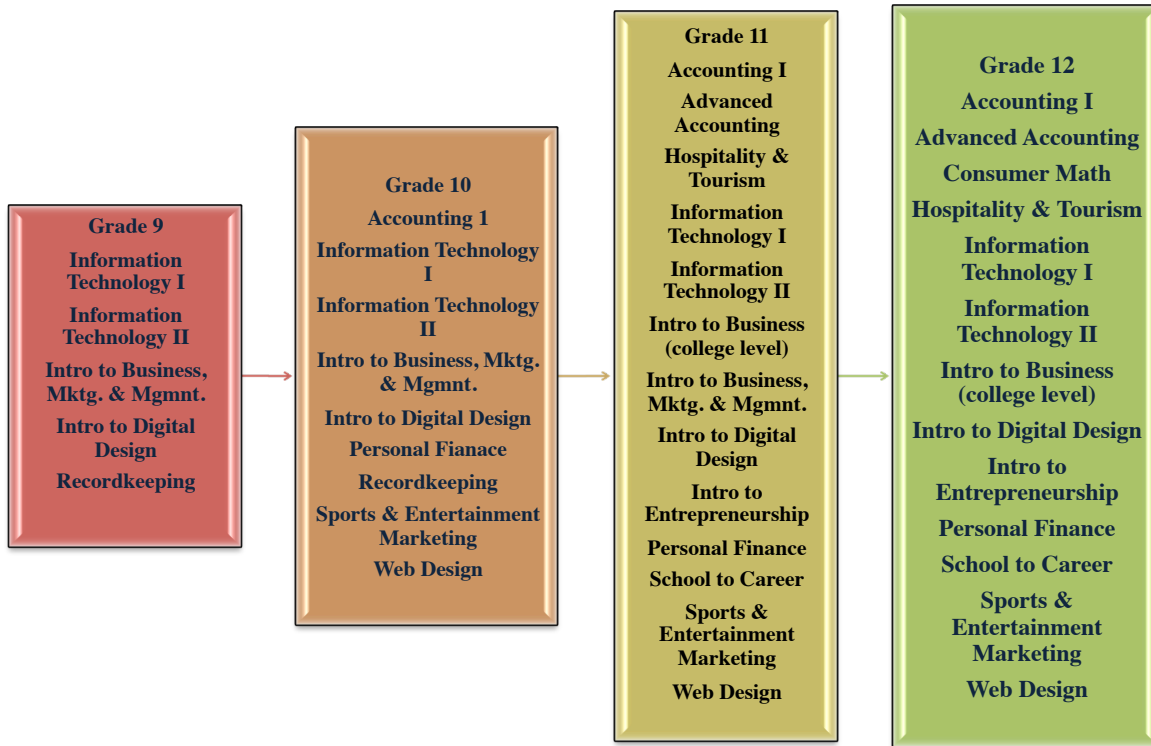
Thrown

ART 530 – ADVANCED ART (Fall or Spring Semester) Grades 9-12

Prerequisite: Students must have taken and passed ART 101 and/or ART 102 and at least one of the classes listed above.

Students will create a "Learning Contract" that focuses on their individual areas of interest. Students who are interested in exploring advanced printmaking must sign up for **ADVANCED ART** during the period that Printmaking is offered and so forth.

BUSINESS



9 th Grade	10 th Grade	11 th Grade	12 th Grade
--	Accounting I * #	Accounting I	Accounting I
--	--	Accounting II #	Accounting II
Consumer Math *	Consumer Math	Consumer Math	Consumer Math
--	--	Hospitality & Tourism *	Hospitality & Tourism
ITA I * #	ITA I	ITA I	ITA I
ITA II #	ITA II	ITA II	ITA II
--	--	Intro to Business (college level)	Intro to Business (college level)
Intro. Bus. Mktg. Mgmt. *	Intro. Bus. Mktg. Mgmt.	Intro. Bus. Mktg. Mgmt.	Instructor Approval
Intro to Digital Design*	Intro to Digital Design	Intro to Digital Design	Intro to Digital Design
--	--	Intro to Entrepreneurship *	Intro to Entrepreneurship
--	Personal Finance * #	Personal Finance	Personal Finance
Record Keeping *	Record Keeping *	Instructor Approval	Instructor Approval
--	--	School to Career * #	School to Career * #
--	Sports & Entertainment Mktg. * #	Sports & Entertainment Mktg.	Sports & Entertainment Mktg.
--	Web Design *	Web Design	Web Design

* - Community College Prep Track
- Four-year University Prep Track

BUS 101 - INFORMATION TECHNOLOGY APPLICATIONS I* (Semester) Grades 9-12

***Graduation Requirement**

Students will demonstrate basic skills in the areas of word processing, spreadsheet applications, database applications, electronic presentation, Internet use, security issues, and electronic communication. Students manage computer operations and file storage, identify ethical issues pertaining to information systems and learn about information technology careers.



BUS 102 – INFORMATION TECHNOLOGY APPLICATIONS II (Semester) Grades 9-12

Prerequisite: Information Technologies I or Instructor Approval

Students will develop skills in advanced word processing and spreadsheet applications as well as integrating applications using word processing, spreadsheet, database, and electronic presentation software. Students will develop skills in desktop publishing, including page layout and formatting, and web page development by creating and editing web pages. Students will demonstrate knowledge of advanced operating systems principles, basic computer troubleshooting, Internet security issues, ethical issues pertaining to information systems, and virus protection. *Juniors and Seniors only, Articulated with CCC, (OFFT 1550 CR 3)*

BUS 110 - INTRODUCTION TO BUSINESS, MARKETING, AND MANAGEMENT (Semester) Grades 9-11

This course is designed as an introductory overview of the Business, Marketing, and Management Career Field. Units of study include economic systems, ownership, management, marketing, and accounting. Career opportunities will also be explored.

BUS 120 INTRODUCTION TO COMPUTERS (Semester) Grades 9-12

Introduction to Computers course is designed to help students improve their understanding of basic computer and iPad use, keyboarding, and basic use of word processing, spreadsheet, and presentation software. This class will benefit students by providing them with tools that will be used in many of their classes and many other post graduation tasks. Upon recommendation of the ESL instructor, ITA I requirements for graduation may be waived based upon individual students learning plan.

BUS 201 – PERSONAL FINANCE (Semester) Grades 10-12 *Graduation Requirement (effective August 2013 starting with the Class of 2017)

The goal of personal finance is to help students become financially responsible, conscientious members of society. This course develops student understanding and skills in money management; budgeting; financial goal attainment; use of credit; insurance; investments; and consumer rights and responsibilities. Application of academic concepts, technology, and career planning are integrated throughout the curriculum.

BUS 210 - INTRODUCTION TO DIGITAL DESIGN (Semester) Grades 9-12**Prerequisite: Information Technology Applications I**

This course will introduce students to the technical tools and processes used in digital design. Students will be introduced to the design process model, which includes typography, color, and imagery. In addition, design software will be utilized to create graphics, animation, web pages, and video. Students will demonstrate proper use of fair-use guidelines. Career opportunities in digital design will be explored.

BUS 220 – SPORTS AND ENTERTAINMENT MARKETING (Semester)

This course provides students with the marketing and management concepts, principles and practices used in the marketing and management of entertainment venues, visual and performing art venues, sports teams, and arenas.

**BUS 230 - ACCOUNTING I (Full Year) Grades 10-12**

Recommended: Algebra 1 **and** one semester of ONE of the following courses: Introduction to Business, Marketing, & Management; Personal Finance; or Record Keeping

This two-semester course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using the computer. An introduction to partnerships and corporations may be included. Articulated with CCC. [BSAD 1100 (3)]

**BUS 301 - WEB DESIGN AND DEVELOPMENT (Semester) Grades 10-12**

Prerequisite: Information Technology Applications I

Students will demonstrate knowledge of web design and languages, including HTML, and utilize web design software to develop web pages. Students will apply principles and elements of design using images, hyperlinks, tables, forms, and cascading style sheets. Students may also maintain a school web site. Articulated with CCC [INFO 1991 CR 1]

BUS 310 - HOSPITALITY AND TOURISM (Semester) Grades 11-12

Prerequisite: Information Technology Applications 1 **and** one semester of ONE of the following courses: Introduction to Business, Marketing, & Management; Personal Finance; Record Keeping; or Accounting

Hospitality and Tourism provides the student with an understanding of one of the largest industries in the world. Specific applications include the evolution of the industry, food, and beverage, lodging, international and domestic travel, business operations, and hospitality and tourism career exploration.

BUS 315 – ADVANCED ACCOUNTING (Full Year) Grade 11-12

Prerequisite: Accounting 1 and a recommended grade average of 85% or better in Accounting I.

Advanced Accounting is an extension of Accounting I and provides students with an in-depth study of generally accepted accounting principles. The course is designed for students who have one or more of the following objectives: become an accounting clerk, major in accounting or some other phase of business administration or a desire to be an entrepreneur. Students who complete Accounting II as juniors may take the next level of accounting from CCC as seniors.

BUS 410 – SCHOOL TO CAREER (One Semester) Grades 11-12

Prerequisite: Instructor Approval

This class offers school-based learning that provides opportunities for students to complete research and gain experience in a career area of their choice. The research and shadowing experience will expose the student to the pros and cons of the potential career. Students will learn communication skills, résumé writing skills, and interviewing techniques. Shadowing site evaluations will be performed and grades. **This class is graded.**

CAREER ACADEMY

The Business Cluster Academy is a unique opportunity for students to explore the vast career fields in business. Students can take a variety of different high school and college courses linked together with several job-shadowing experiences to obtain the Academy Certificate of Achievement. Students are able to obtain college credit by taking articulated classes here at Schuyler Central High School during their junior year. Students will then pay college tuition and take two dual credit classes for high school and college credit. Students must also complete a minimum of two job-shadowing events through CCC in order to complete the program and obtain their certificate. Students have a potential of earning up to 13 college credits.

Continue – Career Academy

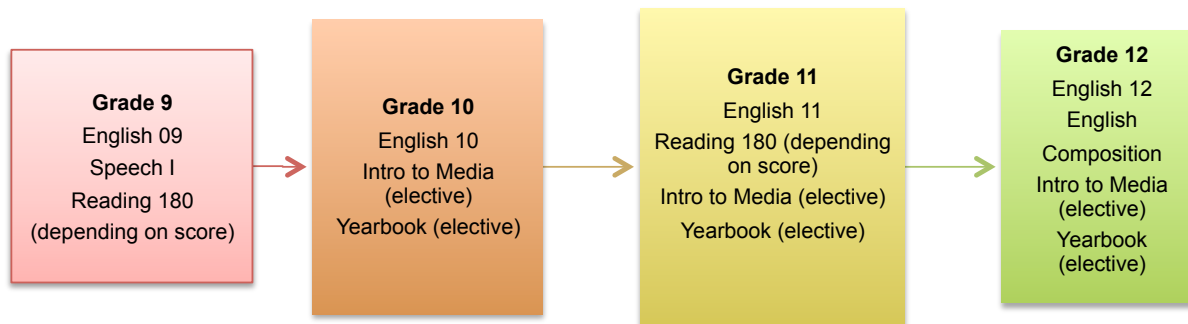
Course #	Title	Credits	High School year	\$ Tuition
Bus. 102	Inform. Tech. Appl. II	3	Junior	Articulated
Bus 230	Accounting I	3	Junior	Articulated
Bus 301	Web Design & Develop.	1	Junior or Senior	Articulated
Bus 440	Introduction to Business	3	Senior Year	CCC Tuition
Bus 450	Entrepreneurship	3	Senior Year	CCC Tuition

BUS 440 – INTRODUCTION TO BUSINESS (One Semester-Fall) Grades 11-12

An introductory study and overview of the role of business in society as well as a discussion of the various disciplines of business including an overview of business organization, management, marketing, human resource management and finance. Also a study and discussion of various strategies for success of specific public and private firms as well as small business. Business vocabulary used to understand and interpret business news and information.

BUS 450 – INTRODUCTION TO ENTREPRENEURSHIP (One Semester-Spring) Grades 11-12

The student will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.



ENGLISH

ENG 110 – SPEECH I (One Semester) Grade 9 *

*** Graduation Requirement**

This class is designed to help students feel more comfortable with their public speaking skills. Students will explore how to find credible research, proper note-taking, and outlining skills, and appropriate nonverbal communication. Along with these, students will also get the opportunity to practice their writing skills, focusing on introductions, effective main points, and conclusions. Successful completion of these components is necessary to meet graduation requirements and will combine to help students in their future speaking endeavors throughout high school, college, and in the workplace.

ENG 101 - ENGLISH 9 (Full Year) Grades 9-12

English 9 will expose students to a variety of topics in language arts including reading, writing, listening, and critical thinking. Focus areas for student mastery will include: English grammar, vocabulary building, composition, fiction, non-fiction, drama, poetry, current events, and research writing. Special emphasis is placed on establishing study skills and the use of research to gather information for writing. Students will reinforce their knowledge of language arts and develop new skills necessary for success in future English classes. Students will develop communication skills necessary for success across the curriculum. Successful completion of each of these components is necessary to meet graduation requirements, as well as for enrollment and success in upper level courses in the English department.

ENG 201 - ENGLISH 10 (Full Year) Grades 10-12

Prerequisite: English 9

English 10 will expose students to a variety of topics in language arts in the areas of reading, writing, speaking, and listening. English 10 will explore fiction and nonfiction novels, short stories, essays, drama (plays), poetry, composition, vocabulary, and grammar. Successful completion of each of these components is necessary in order to meet graduation requirements and will prepare students for enrollment and success in upper level courses in the English department.

ENG 301 - ENGLISH 11 (Full Year) Grades 11-12

English 11 is designed to expose students to a variety of topics in Language Arts in the areas of reading, writing, speaking, and listening. Sequential writing, descriptive writing, compare and contrast writing, persuasive writing, and a MLA-style research paper will be assessed. Students will survey the works of classic and contemporary literature throughout a variety of genres: novel, drama, short story, and poetry. Focus will also be placed on NeSA preparation. Successful completion of these courses is necessary to meet graduation requirements and will work to prepare students for enrollment and success in additional upper level courses in the English Department.

ENG 401 – ENGLISH 12 (Full Year) Grade 12

Prerequisite: English 11

Student enrolling in this class will follow a thematic approach to literature which will involve interpretation criticism, writing and discussion. Student will read a variety of genres: drama, poetry, novel and essays as well as informational articles for research. The course places emphasis on vocabulary study and strategies for learning new words. Students will use the Chicago style for research papers or reports. Students will implement the fundamentals of the writing process: prewriting, drafting, revising, and editing. Successful completion of this course is necessary in order to meet graduation requirements.

LANGUAGE ARTS: Elective Courses

ELC 180 – READING 180 (Full Year) Grades 9-12, Based on Lexile Score

The objective for this course is to promote the student's ability to integrate information into reading and writing. Reading 180 is a program designed to raise students' reading achievement in preparations for English courses. The course investigates print through whole and small group instruction, personal reading, and multimedia interactions with text. Daily reading, vocabulary study, and writing instruction will be covered throughout the course. Students will be expected to read and interpret a variety of selected texts in both fiction and nonfiction. Students will work on oral fluency.

ENG 320 – English Composition (Full Year) Grade 11-12

Dual credit option with Wayne State College – To register for dual credit, the student must have a 3.0 GPA

This course is a study of the principles of clear and effective writing and includes practice in writing sentences, paragraphs, and whole compositions. It also includes a review of grammar, mechanics, and correct usage. Upon completion of this course, students should be able to write more clearly, concisely, creatively, and completely. Students should also be able to read critically and further their skills in recognizing and evaluating the strategies and style that underlie in other people's writings.

ELC 410 –Introduction to Media Production I (Full Year) Grades 10 -12

Prerequisite: Instructor approval (application form available from instructor).

Students in this course will be responsible for creating the school newspaper. Writing and desktop publishing skills are necessary. Students will learn the fundamentals of journalistic writing and write a variety of articles including news stories, features, editorials, and columns. In addition, students will incorporate their knowledge of desktop skills with the principles of newspaper design and makeup. Students will be responsible for taking photographs, arranging for interviews, and meeting weekly deadlines for their assigned work. Additional publications may also be part of the course: a senior spotlight book, a literary magazine, and newsletters. This course may be retaken.

ELC 420 – YEARBOOK (Full Year) Grades 10 -12

Prerequisite: Instructor approval

Students in this course will be responsible for creating the yearbook. Students will develop the yearbook theme, design the cover and layouts, and write stories and captions, conduct interviews, and practice editing skills. In addition, students are expected to take the necessary photos for their assigned yearbook pages. Cameras are available for students' use, but the use of one's own personal camera is encouraged.

To assist in production of the yearbook, students will study the basics of photojournalism and will be assigned projects that implement photography into everyday life. Students will work with Adobe InDesign, Photoshop, and other desktop publishing software in addition to the online yearbook program. Students wishing to register for this course should be responsible in meeting deadlines and willing to put in additional time outside of class for taking photos. This course is graded pass/fail.

ENGLISH AS A SECOND LANGUAGE

SOC 120 - ESL PRE SOCIAL STUDIES (Full Year) Grades 9-12

Prerequisite: Instructor Approval

This course is for students who have taken ESL Social Studies and need more practice with information in classes such as geography and history. This course will help students practice writing and comprehension skills, which they will need in social studies classes. Social Studies credit

ESL 500 - ESL ENGLISH (Full Year) Grades 9-12

Prerequisite: Instructor Approval

Does not meet English graduation requirement

This is a class for students who have studied English for less than one school year, newcomers, and/or students who scored 1 on a previous ELDA test. Students will learn vocabulary, reading, writing, listening, and speaking skills.

ESL 505 - ESL MATH (First Semester) Grades 9-12

Prerequisite: Instructor Approval

This is a class for students who have studied English for less than one school year, newcomers, and/or students who scored 1 on a previous ELDA test. Students will learn vocabulary, reading, writing, listening, and speaking skills that are related to words that they will need for required math classes. (Elective credit course)

ESL 510 - ESL SCIENCE (Full Year) Grade 9-12

Prerequisite: Instructor Approval

This is a class for students who have studied English for less than one school year, newcomers, and/or students who scored 1 on a previous ELDA test. Students will learn vocabulary, reading, writing, listening, and speaking skills that are related to words that they will need for required science classes. (Elective credit course)

ESL 515 - ESL SOCIAL STUDIES (Full Year) Grades 9-12

Prerequisite: Instructor Approval

This is a class for students who have studied English for less than one school year, newcomers, and/or students who scored 1 on a previous ELDA test. Students will learn vocabulary, reading, writing, listening, and speaking skills that are related to words that they will need for required social studies classes. (Elective credit course)

ESL 525 - ESL PRE-ENGLISH (Full Year) Grades 9-12

Prerequisite: Instructor Approval

This class is for students who have taken ESL English and need more practice with writing and comprehension. Ten credits will be counted to meet the English requirement. Upon recommendation of the ESL instructor, Speech requirements for graduation may be waived based upon individual students learning plan.

ESL 530 - ESL PROGRESS (Full Year) Grades 9-12

Prerequisite: Instructor Approval

This class is for students who have had at least one year of English who need more practice with English before they have ESL Pre English. Students will continue to learn vocabulary, improve reading, writing, listening, and speaking skills. Students will learn study skills that will help them in regular classes. Students will continue the ELL objectives.

ESL 444 – ESL System 44 (Full Year) Grades 9-12

Prerequisite: Instructor Approval

The objective of this course is to master the 44 sounds and 26 letters that make up the English Language. Students build on direct instruction, are guided to master letter-sound correspondence, word recognition, spelling, and reading of connected text. System 44 is a program consisting of direct instruction, adaptive computer software, independent reading and continuous progress monitoring in order for students to move through system 44 at their own pace. Read 180 is a program designed to raise students' reading achievement in preparations for English courses. The course investigates print through whole and small group instruction, personal reading, and multimedia interactions with text. Daily reading, vocabulary study, and writing instruction will be covered throughout the course. Students will be expected to read and interpret a variety of selected texts in both fiction and nonfiction. Students will work on oral fluency.

SCI 111 – ESL PHYSICAL SCIENCE (Full Year) Grades 9-12

Prerequisite: Instructor Approval 1 year in SCHS ESL newcomer or progressing from ESL Science for Newcomers.

Students will use vocabulary learned in ESL math/science and apply it to learning basic math and science concepts used in the study of physical science and physical science applications. Emphasis will be on improving written and verbal English, mathematical calculations, gathering data and interpreting experimental data and results - Science Credit

MAT 100 – ESL Pre-Algebra (Second Semester) Grades 9-12

Prerequisite: Instructor Approval

This is a class for students who have studied English for less than one school year, newcomers, and/or students who scored 1 on a previous ELDA test. A variety of skills and concepts will be studied in order to provide a high probability for student success in Pre- Algebra or Algebra I. Students will learn vocabulary, reading, writing, listening, speaking and math skills that are related to words and skills that they will need for future math classes - Math credit

FAMILY CONSUMER SCIENCE

FCS 101 – TEEN LIFE-HEALTHY LIVING (Semester) Grades 9-12

By passing FCS 101, the student will be able to take the following classes-Adult Living, Human Sexuality, Child Development, Nutrition and Wellness, and Bake Shop.

The curriculum is designed to enhance a student's interpersonal relationships as well as their family relationships. Life skills including, critical thinking, goal setting, group interactions, and communication skills will be taught. During the study of Child Development, students will explore caring for infants and toddlers. Psychological and social factors that affect the family and basic coping skills will be researched. During the Nutrition and Wellness unit, students will learn why they need food, how much food they need every day, basic nutritional facts, and prepare different foods.

FCS 102 – TEEN LIFE-CAREERS (Semester) Grades 9-12

By passing FCS 102, the student will be able to take the following classes-Adult Living, Housing, Textiles, and Advanced Sewing

The Housing unit will be hands on experience that will add fun and excitement to the classroom by expanding the knowledge of color schemes, and basic design concepts. Basic Consumer Economics such as checking and savings accounts will be practiced. Understanding consumer rights and responsibilities will be stressed. The Textiles unit will consist of basic sewing knowledge. Students will make a pillowcase to showcase their new skills. Students will need to provide materials for the textiles unit.

FCS 201 - NUTRITION AND WELLNESS (First Semester) Grades 10-12

Prerequisite: Teen Life or Instructor Approval

The main focus of this course is the investigation and knowledge of six nutrients and researching the factors involved in living a healthy lifestyle. Students will explain the sources and functions of each nutrient. Students will read and discuss current articles on fitness and the effect that fitness has on the mind and body. Students will examine ideal weight, eating disorders, and fad diets. Meal planning, management, and food storage will be included as well as the purchasing of food. Food science activities such as experimentation with fats, sugars starches, proteins, etc. will take place. The selection and processing of pork, beef, and poultry will be investigated. Students will research and learn to prepare global foods. Minimum grade of 85% required to advance to Bakeshop. **Will be offered in 16-17**



FCS 202 - BAKESHOP (Second Semester) Grades 10-12

Prerequisite: Teen Life and Nutrition and Wellness (Minimum grade of at least 85%)

Students will study methods of preparing yeast breads, muffins, biscuits, cakes, pies, and other desserts. Students will be responsible for recipe selection and figuring cost per item. This course is designed to develop vocational skills for adult vocations. Articulated with CCC, (HMRM 1993 CR 3) **Will be offered in 16-17**

FCS 210 - HOUSING DESIGN (Semester) Grades 10-12

Prerequisite: Teen Life or Instructor Approval

Students will develop and evaluate floor plans. Students will explore the social and personal values, wants and needs in selecting a home and will examine financial factors involved in selecting a house. Students will learn the principles of interior decorating and will identify housing styles and eras. Hands-on applications will result in a portfolio of the student's creations. (Offered alternating years. **Will be offered in 15-16**)

FCS 225 – TEXTILES (Semester) Grades 10-12

Prerequisite: Teen Life or Instructor Approval

This course will provide the student with the opportunity to use fabric and other materials to express their creativity. These skills learned can be used for a lifetime of enjoyment or for profit in a business enterprise. Projects include quilted pillow, shoulder bag, or other projects based on interest. Students will need to supply their own materials for projects (Cost approximately \$30 - \$60)

FCS 301 - HUMAN SEXUALITY: RESPONSIBILITIES AND RELATIONSHIPS (First Semester) Grades 11-12

Prerequisite: Parental Approval, Teen Life, or Instructor Approval

Human Sexuality is a one-term course consisting of personal and family relationships. Included will be an exploration of personal development such as the reproductive system, abstinence vs. Planned Parenthood and sexually transmitted diseases. Students will learn how to handle relationships from friendship, throughout dating and marriage. Students will discuss the advantages and disadvantages of single and married lifestyles. Students will research through technology the following topics: customs and marriage laws, when a couple is ready for marriage and what they need to know before they get married. Students will also explore the economics and emotional challenges of today's families.



FCS 302 - CHILD DEVELOPMENT (Second Semester) Grades 11-12

Prerequisite: Teen Life and Human Sexuality

The class will be based on the interpersonal relationships involved in the development of a human being from conception to age six. Students will learn how the children grow and develop physically, intellectually, socially, and emotionally. Through each stage of development the students will also learn the importance of parenting skills to meet the child's needs. Students will discuss parenting styles and discipline techniques. Students will obtain knowledge on Health & Human Services and child abuse. The class will develop their own Parenting 101 resources. Each student will be required to carry a Ready-or-Not Tot for two days and one evening. They will also be required to wear the Empathy Pregnancy Profile for one full school day. Articulated with CCC (ECED 1270 CR 3)

FCS 325 – ADVANCED SEWING (Semester) Grades 9-12

This course builds upon concepts introduced in Textiles. New technologies will be applied to clothing and textiles will be explored into job related skills such as hemming pants, sewing on buttons, using a pattern to construct a garment. The use of a Serger and Embroidery machine are also introduced in this course. The course is offered only to sophomore, junior, and senior students. (*Prerequisite: Textiles and Teen Life/Careers*)

FCS 401– ADULT LIVING (Semester) Grade 12

Students will learn practical living skills in this 18-week course. Content includes Housings, Career, Family, Clothing, Meals, and Budgeting. During the housing until students will gain the ability to find an apartment, read a lease, read bills, and make educated choices on furnishings. Careers will make the student think about what they plan to do after high school and what they need to do to be a success in the field of their choice. Family introduces students the basics skills needed to care for infants including how to feed, burp, change, bath, and care for a baby. Clothing covers how to correctly read clothing tags, washing and drying clothes settings, how to get that stain out of your favorite t-shirt and some simple mending techniques. Meals will give the students the skills they will need to make a simple meal on limited resources. How to read a recipe and correctly measure ingredients will also be taught. Lastly budgeting will be a constant topic through out the class. We will discuss how to prioritize needs and wants, and how to correctly balance a checkbook.

INDUSTRIAL TECHNOLOGY, SKILLS, & TECHNICAL SCIENCE

ITE 101 - TECHNOLOGY EXPLORATION (Full Year) Grades 9-10 or with special permission

This is an introductory class to all Industrial Technology classes. It is designed to expose students to all of the Industrial Technology classes offered. Students will explore four different areas. These are: Computer Aided Drafting (CAD), Construction, Transportation, and Engineering Technology. All skills in Basic CAD are covered in this class. Careers in each of these areas will also be explored. Limit of 20 students

ITE 205 - INTRODUCTION TO CONSTRUCTION (Full Year) Grades 11th or special permission

Introduction to Construction is designed to introduce construction skills and explore construction careers. Students will be actively involved in building a small project like a storage shed or a playhouse. Students will learn wall framing, sheeting, roofing, and other construction skills. In addition, students will develop a strong safety background in using tools and machines in the construction field in order to prepare them for Construction Technology. This course is a prerequisite to Construction Technology. Limit of 20 students



ITE 251 – INTERMEDIATE DRAFTING TECHNOLOGY (Semester) Grades 10-12

Prerequisite: Technology Explorations

This course is designed to give the student the opportunity to develop skills in drafting using CAD systems. This course is for students who wish to learn more about architectural drafting, mechanical drafting, and design. Programs being used are SolidWorks and Chief Architect. Limit of 20 students. Articulated with CCC. [DSGN 1000 CR 3]

ITE 301 – BASIC TRANSPORTATION, DISTRIBUTION & LOGISTICS TECHNOLOGY/MAINTENANCE AND REPAIR (Semester) Grades 11-12

This course is designed to give students the opportunity to learn basic and preventative maintenance of their vehicle and knowledge of basic vehicle systems. Students will learn basic car maintenance and repair. This class will enable students to perform routine preventative maintenance. Activities performed in class, tire rotation and installation, fluid inspection and replacement. Limit of 14 students.



ITE 311 – ADVANCED DRAFTING TECHNOLOGY (Semester) Grades 11-12

Prerequisite: Basic C.A.D.

This course is designed to give students the opportunity to develop skills in drafting using a CAD system and will allow the students to earn college credit. This course is for students who are considering a career in the area of architecture drafting, engineering drafting, design, or other related careers. Programs being used are SolidWorks and Chief Architect. Articulated with CCC. [DSGN 2000 CR 3]
Limit of 20 students

ITE 315 - ADVANCED TRANSPORTATION, DISTRIBUTION & LOGISTICS TECHNOLOGY/MAINTENANCE & REPAIR (Semester) Grades 11-12

Prerequisite: Basic Transportation, Distribution, and Logistics Technology/Maintenance & Repair
Intermediate Transportation, Distribution & Logistics Technology/Maintenance & Repair

This course is designed to give students an opportunity to learn more about careers in transportation, distribution, and logistics fields. Students will have more lab time to continue to get experience in the Automotive Industry. Areas of discussion will continue in the electrical, suspension and chassis, brakes. Discussion will also expand in the engine, transmissions, and collision repair areas.

This course is designed for those who wish to explore an occupation in the automotive field. Students will learn basic car maintenance and repair. The class will expose them to various service areas and learn troubleshooting procedures of automotive vehicles. Limit of 14 students.

ITE 355 - CABINETMAKING (Semester) Grades 11-12

This course is for students interested in pursuing a career in manufacturing, and is designed to introduce students to manufacturing processes. In this class students will build a project as a class, each taking a different part of the process. Students will understand how to mass-produce products and how to implement jigs and fixtures in the process. There is a cost with this class from \$50- \$80 for the initial project; then any other cost involved with extra projects that they might make. Students and parents will need to be aware of this before enrolling, at the end of the class students will be able to take home the projects that they have made. Limit of 6 students.

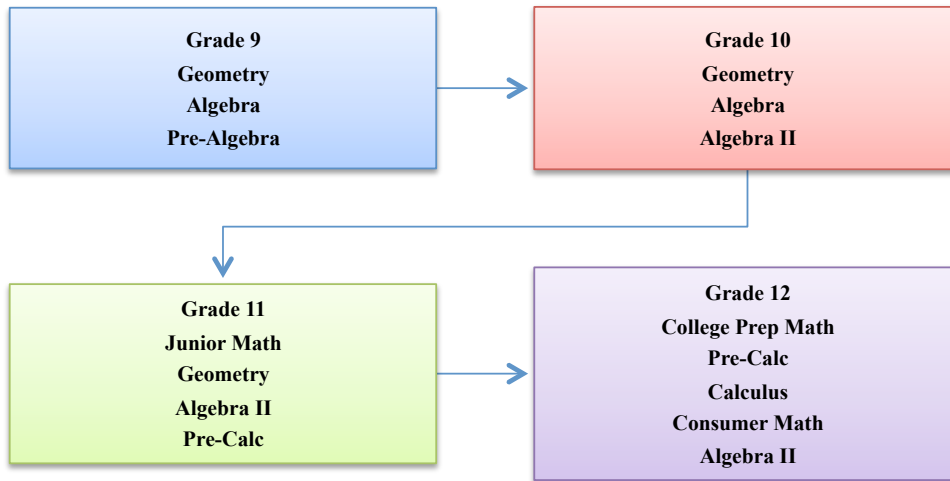


ITE 400 - CONSTRUCTION TECHNOLOGY (Full Year) Grade 12

Prerequisite: Introduction to Construction and a job interview with instructor. CAD is also a strongly suggested course.

In this course students will develop residential construction related skills. Instructions center on the class project where a residential home will be built. Careers will be explored and at the completion of the course students should have adequate construction skills to enter an entry-level construction career or further their education in the construction field. Students will be considered employees and poor work habits can lead to a student being "fired" (dropped from the class). Articulated with CCC/Hastings campus. Students must receive a "B" or higher grade to receive credit from CCC/Hastings. [CNST 1300 CR 3]
Limit of 10 students.

MATHEMATICS



**Community College Prep Track
with transfer option to a four-year college**

Freshman	Pre-Algebra	Pre-Algebra	Pre-Algebra	Algebra
Sophomore	Algebra	Algebra	Algebra	Geometry
Junior	Geometry	Geometry	Junior Math	Algebra II
Senior	Algebra II	College Prep	Consumer Math	College Prep

MAT 100 – ESL Pre-Algebra (Second Semester) Grades 9-12

Prerequisite: Instructor Recommendation

Students will use vocabulary learned in ESL math and apply it to learning basic math concepts used in the study of mathematics. Emphasis will be on improving written and verbal math vocabulary, mathematical calculations and solving equations.

MAT 101 - PRE-ALGEBRA (Full Year) Grades 9-12

Prerequisite: Instructor Recommendation and NeSA Math Score

A variety of skills and concepts will be studied in order to provide a high probability for student success in Algebra I.

MAT 110 - ALGEBRA I (Full Year) Grades 9-12

Prerequisite: Instructor Recommendation and NeSA Math Score

The following topics are discussed: sets, linear equations, quadratic equations, properties of equations and the real numbers, negative numbers, inequalities, polynomials, factoring, graphing, systems of equations, variation problems, radicals and probability and statistics.

MAT 210 - GEOMETRY (Full Year) Grades 9-12

Prerequisite: Algebra I

Geometry is a study of both two and three-dimensional objects found in the physical world such as polygons, polyhedrons, circles, and spheres. The student will study the relationships and properties of two and three-dimensional objects. Area and volume are learned along with the basic application of trigonometry.

MAT 310 – JUNIOR MATH (Full Year) Grade 11

Prerequisite: Junior standing

A class that will review topics taught in Pre-Algebra, Algebra, and Geometry Including properties of numbers, solving equations, trigonometry, and probability and statistics among many others.

MAT 330 - ALGEBRA II (Full Year) Grades 10-12

Prerequisite: Algebra I

The course will involve solving equations, inequalities, and systems of equations and will include both real and imaginary numbers. Other topics included will be factoring polynomials and solving polynomial equations, radicals and radical equations, trigonometry, variation and probability and statistics. Problem solving will be emphasized and integrated throughout the course.

MAT 440 - PRE-CALCULUS (Full Year) Grades 11-12

Prerequisites: Algebra II

This course has a major emphasis on topics of trigonometry including solving trigonometric equations, trigonometric identities, graphing trigonometric functions, and applying trigonometry to solve problems. The course will also emphasize topics in advanced algebra, geometry, probability and statistics, logarithms, matrices and determinants.

MAT 411 – BUSINESS MATH (Full Year) Grade 12; Grade 11 with instructor approval

The course deals with the following areas: gross income, net income, taxes (W-2, 1040 EZ and 1040 forms), recordkeeping and budgets, checking accounts, savings accounts and investments, cash purchases and price comparison, charge accounts and credit cards, loans, vehicle transportation, and housing costs. The course also reviews fundamental operations, reading and writing numbers and percentages. **This course meets math graduation requirements for SCHS but does NOT meet admission requirements for 4-year institutions in the area of math.**

MAT 450 - CALCULUS (Full Year) Grade 12

Prerequisite: Pre-Calculus

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including trigonometry and analytic geometry. In this class, students will review geometry concepts and graphical function. Students will learn how to use limits, the rules of differentiation, how to apply and use derivations as well as integration and applications of integration. Students will also deal with applications of physics.

MAT 455 – COLLEGE PREP MATH (Semester) Grade 12

Prerequisite: Senior standing

In this class, at a minimum the students will be prepared for college algebra. Students who are planning on taking another mathematics class in college are still welcome in this class as this is an individualized class. The topics that will be covered include solving linear equations and quadratic equations, and the applications of both linear and quadratic equations.

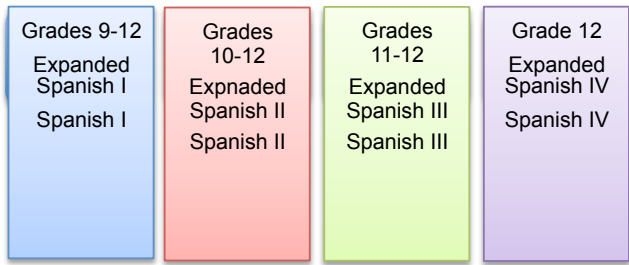
MAT 460 - Statistics (Semester) Grade 12

Prerequisite: Algebra II (recommend a "C" or better in class) Senior Standing

The curriculum for this course will consist of topics from Probability, Statistics and Discrete Mathematics with an emphasis on "hands on" activities and mathematical modeling. Students will be using a TI-83+ or equivalent Texas Instrument calculator for this course. Students may purchase their own calculator or one will be provided if they do not wish to purchase their own.

MODERN LANGUAGES

Four-Year College Track		Community College	
Freshman – Spanish I or Expanded Spanish I		For two consecutive years-	
Sophomore – Spanish II or Expanded Spanish I		Spanish I or Expanded Spanish I	
Junior – Spanish III or Expanded Spanish III		Spanish II or Expanded Spanish II	
Senior – Spanish IV or Expanded Spanish IV			
Intending to major or minor in Spanish, Spanish Education, International Relations, Latin American Studies, International Business, History, Ethnic Studies, Global Studies, Political Science, Social Work, etc.			



MDL 101 - SPANISH I (Full Year) Grades 9-12

The introductory course in Spanish covers basic conversation and grammar, pronunciation, and comprehension. The class covers a wide variety of topics, including food, family, and school activities. Customs and cultures of various Spanish-speaking countries are covered.

MDL 111 – EXPANDED SPANISH I - (Full Year) Grades 9-12

Level one Spanish for heritage speakers or native speakers of Spanish; class will be taught in Spanish and English and the textbook is entirely in Spanish. This class will concentrate on standard Spanish grammar and usage, including proper spelling and punctuation. Emphasis will be on reading comprehension. Cultural studies will focus on Mexico and the Caribbean.

MDL 201 - SPANISH II (Full Year) Grades 10-12

Prerequisite: Passing Grade in Spanish I

Spanish II is a continuation of Spanish I. The course will continue the emphasis on basic conversation, grammar, pronunciation, and comprehension, with an emphasis on the past tense. Topics covered include daily routine, crime, food, and childhood activities. Customs and cultures of various Spanish-speaking countries are covered.

MDL 211 – EXPANDED SPANISH II (Full Year) Grades 10-12

Prerequisite: Passing Grade for Spanish 1H

Continuation of level one Spanish for Heritage Speakers of Spanish. This class will be taught in Spanish and English. Level 2 continues to develop reading comprehension historical knowledge of Spanish speaking countries. Culture studies surround the history of the Dominican Republic, Cuba, and early 20th century Spain.

MDL 301 - SPANISH III (Full Year) Grades 11-12

Prerequisite: Passing Grades for Spanish I and Spanish II

Spanish 3 is a continuation of Spanish 2. The course will introduce advanced grammar concepts, including the future and conditional verb tenses, as well as the subjunctive mood. Students will increase their reading comprehension through the use of Spanish-language novels. There will be a strong emphasis on current events through the use of Spanish-language newspapers.

MDL 311 – EXPANDED SPANISH III - (Full Year) Grades 11-12

Continuation of level two Spanish for Heritage Speakers of Spanish. The focus of this level is reading and exploring the genre Magical Realism. Students will be expected to do some reading outside of class. Review of grammar and spelling from the previous two levels.

MDL 401 - SPANISH IV (Full Year) Grade 12

Prerequisite: Passing Grades for Spanish I, Spanish II, and Spanish III

Spanish 4 focuses on reading comprehension, vocabulary acquisition, and writing development. Students will read several Spanish-language novels as well as legends from across the world. There will be a strong emphasis on current events through the use of Spanish-language newspapers. Focus will be on the Southern Cone of Latin America and on Spanish history.

MDL 411 – EXPANDED SPANISH IV- (Full Year) Grade 12

Continuation of level three Spanish for Heritage speakers of Spanish. This class is dependent on its students to drive the curriculum. At this level, students are allowed, as a class, to decide the direction of their studies. Books, history, and culture that are studied are chosen by the students. This class can focus on grammar, written and verbal translation, reading, college-level literature or historical studies that interest the students.

MUSIC

MSC 100 – BAND (Full Year) Grades 9-12

Band is a performance-oriented course. Students will learn through performance about a variety of music concepts. To earn credits in band, students will be able to demonstrate theoretical and musical fundamentals as taught throughout the year. Students will be tested on their playing skills for grading purposes. Scales, sight-reading, counting exercises, music fundamentals, plus attendance and punctuality will be used for grading purposes. Performing groups are the marching band, concert band, pep band, soloists, and small ensembles. All of the above groups are selected from those students who enroll in instrumental music. Students in the band program will have out-of-school time performance requirements. During term one the band students will be involved in the marching band. Students should be aware that they are expected to perform at halftime of all home football games and also compete in marching competitions the first four Saturdays in October. This course may be retaken.

MSC 110 – CHORUS (Full Year) Grades 9-12

Students enrolling in chorus will study music in a variety of styles. Although preparation of regularly scheduled concerts is a major emphasis of this course, students will also learn about such topics as: scales, solfege, harmony, music history, sight singing and pronunciation and diction in some modern languages. Students in chorus will have out of school time performance requirements. These times include, but are not limited to, three Sunday afternoon performances and a competition in the spring.

MSC 115 – PIANO CLASS (Semester) Grades 9-12

Piano Class is a course in basic keyboarding technique covering keyboard skills, notion, and repertoire. This class is for the student without previous experience or with limited piano background who wants to explore a variety of musical repertoire, basic music terminology and keyboard navigation.

MSC 121 - SWING CHOIR (full year) Grades 9-12

Swing choir is a performance-based introductory course that focuses on the basics of singing, dancing, and performing arts. This class is intended for students who enjoy performing in front of a group! No experience necessary. There will be some required performances that do not fall into the school day.

MSC 200 – TECH INTEGRATION IN MUSIC (Semester) Grades 9-12

Students planning on participating in music throughout or beyond high school would find this course helpful. The curriculum covers basic musicianship, music history, listening, music technology knowledge, and fine art appreciation. This course utilizes different apps on the iPad that create different projects ranging from creating music for a video game to creating a video with your own short story and writing background music to the story.

MSC 201 – BASIC MUSIC THEORY (Semester) Grades 9-12

Students who would like to learn about basic knowledge of instruments, musical genres, music theory, and reading music would enjoy this class. The curriculum covers basic musicianship, basic musical terminology, music history, and fine art appreciation. This course utilizes different learning styles by using several hands on project, worksheets, and games to gain the information.

PHYSICAL EDUCATION / HEALTH

PEH 100 – PHYSICAL EDUCATION/HEALTH I (Semester) Grades 9-10

Physical Education is designed to help individuals live a constructive, wholesome, and active life through involvement in the following activities: handball, softball, lacrosse, gym hockey, indoor soccer, volleyball, basketball, archery and extensive testing for physical fitness include weight lifting and agility. This is to help attain social effectiveness, physical stigma, and emotional growth. All students in this class will be asked to lift weights twice per week.

Health will be constructed to help individuals understand the basic concepts of how to live a healthy life. The course will study the basic cause and effects of various health topics including STDs, AIDS, physical fitness, stress, tobacco, alcohol, drug abuse, hygiene, nutrition and eating disorders. Students will also cover the human body, skin, muscles, and bones also covered will be male and female sexual reproduction.

PEH 200 – PHYSICAL EDUCATION/HEALTH II (Semester) Grade 10-12

This course will expose individuals to follow activities so they will have some knowledge of ways to stay physical active throughout their lives. Activities in this class may include but not limited to: golf, badminton, table tennis, archery, tennis, horseshoes, and volleyball. It is hoped that extensive use of all community recourses can be used. Also some community service opportunities can be put into place with the help of community locations.

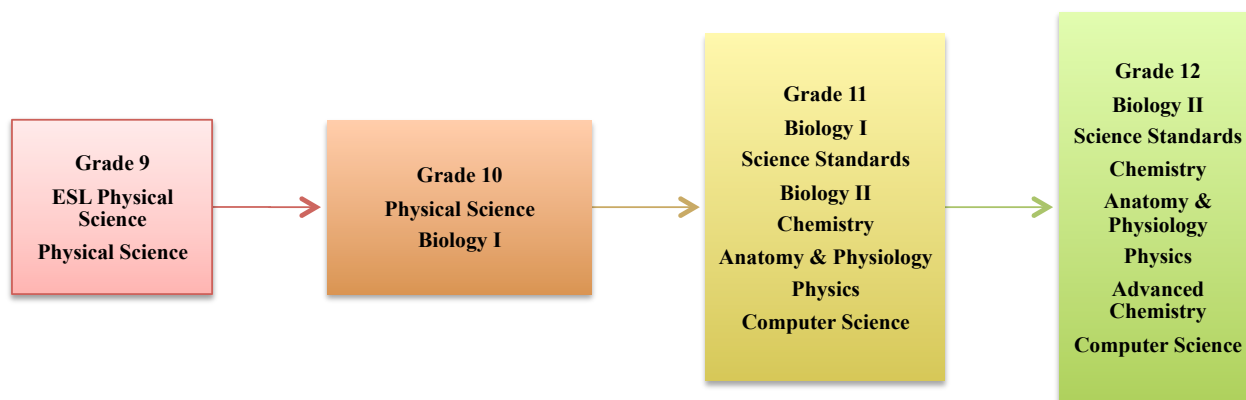
Health class will go more in-depth with nutrition, CPR, physical fitness, and the human body. Students will design their own individualized work out plan. Including weight lifting, agilities, and conditioning. Students will also create a nutrition plan of what to eat and figure out calorie intake and calorie burn. This class may be taken more than once.

PEH 210 - WEIGHTLIFTING (Semester) Grades 10-12

Prerequisite: Physical Education (Available to 9th grade only with instructor approval)

This course will be beneficial to both athletes and non-athletes, as well as experienced lifters and those just starting out. We use a comprehensive approach to the strength workouts in this course. The strength workouts will be based around injury prevention, flexibility, ground based movements, multiple joint movements, three-dimensional movements, and explosive training. The semester will be divided into three phases, each of which will be more difficult and introduce new strength exercises. The course will begin and end with a max out test period to evaluate each of the student's strength levels and overall improvement throughout the semester. The students will lift, perform agility drills, and complete core work four days a week. The non-lifting day of each week will be a competition day for the students and will consist of various activities on a weekly basis. Students are welcome to take this class more than once; but **only ten credits** count toward graduation requirements.

SCIENCE



SCI 110 - PHYSICAL SCIENCE (Full Year) Grades 9-10

The Physical Science curriculum is designed to continue the investigation of the physical sciences begun in earlier grades. The Physical Science course will build a rich knowledge base to provide a foundation for the continued study of science. The investigations should be approached in a qualitative and quantitative manner in keeping with the developing mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics:

- **Structure of atoms**
- **Structure and properties of matter**
- **Motions and forces**
- **Conservation of energy, matter and charge**

The following unifying concepts should unite the study of various physical science topics across grade levels -

- **Systems, Order and Organization.**
- **Evidence, Models, and Explanation.**
- **Constancy, Change, and Measurement.**
- **Scientific Inquiry**

Focus on the unifying concepts of science will also help students to understand the constant nature of science across disciplines and time even as scientific knowledge, understanding and procedures change.

SCI 111 - ESL PHYSICAL SCIENCE (Full Year) Grades 9-12

Prerequisite: Instructor Recommendation.

Students will use vocabulary learned in ESL math/science and apply it to learning basic math and science concepts used in the study of physical science and physical science applications. Emphasis will be on improving written and verbal English, mathematical calculations, gathering data and interpreting experimental data and results.

SCI 210 – BIOLOGY I (Full Year) Grades 10-12

Prerequisite: Physical Science or ESL Physical Science

This course will cover the Nebraska standards for biology. This course will meet entry-level requirements for all State colleges and universities. This course will be the first half of the life science state standards. Biology II or Standards Science is needed to complete the sequence of the life science state standards. Emphasis will be on learning the requisite skills to be successful in science related vocations.

SCI 300 – JUNIOR STANDARDS SCIENCE (Full Year) Grade 11

Prerequisite: A grade of 75% in science classes; needs based.

This class will focus on the standards that our students consistently struggle to grasp on standardized tests. It will allow the students to become more prepared for the tests. In this class we will also look at the Earth and Space Standards that are not covered in depth in any class. Students will also be able read and analyze data found in graphs, as well as compile data and construct graphs. This is not an elective class, the students in this class will be recommended by the previous science teacher.

SCI 310 - BIOLOGY II (Full Year) Grade 10-12

Prerequisite: Physical Science and Biology I

This class is for students who want to continue studying biology. Biology II will cover concepts of ecology, genetics, evolution, and cellular structure. We will look at the many different groups of living organisms found on the earth. Students will culture and identify different types of bacteria. Students observe both preserved and living forms of protists and compare structures of each.

In this class we will understand fungi's role in the environment. Students will observe plant growth and understand how each part works with others. We will identify the diversity of organisms with the animal kingdom. IN this class students should expect to be challenged and possibly be taken out of their comfort zone. Biology II will feature as many hands-on labs and activities as possible. This class will incorporate living and preserved organisms as often as possible. Microscopes will be used to observe cell structure of different organisms. Students should plan to culture (grow) many different forms of life. This class will include the dissection of a number of different animals earthworm, squid, crawfish, sea star, shark, fish, frog, and rat.)

SCI 400 – COMPUTER SCIENCE (Semester) Grades 11-12

Prerequisite: Algebra II or higher math, web design, and computer literacy; intent to continue to college.

This class is an engineering and computer programming exploration class for students whose intent is to pursue this career area in college. Focus will be on introductory computer design, computer algorithms and flow charts and robotics programming language. This is a STEM based class and is open to modification to match student needs and interests.

SCI 410 - CHEMISTRY (Full Year) Grades 11-12

Prerequisite: Physical Science & Biology I, Geometry, or Algebra II

Recommendations: Passed geometry with 85% or better or Algebra II with 77% or better; (85% in previous science classes)

The objective of this course is two-fold. First, it allows the student to gain an understanding of the principles of chemical and physical changes, which are encountered in daily life. Second, it provides the opportunity to develop or significantly improve the following skills: application of scientific method in problem solving, gathering and analyzing data from experiments, construction and analysis of graphical data, ability to combine basic principles and relationships in analyzing new problems and situations and finding the regularities among large amounts of data thus eliminating the need for data memorization. All the principles developed in the course are based on laboratory experimentation and demonstration making for an exciting and challenging encounter all the way. Although chemistry is usually thought of as a college prep course, the skills students develop are applicable in all walks of life.

SCI 420 - ADVANCED CHEMISTRY (Full Year) Grades 12

Prerequisite: Chemistry with an 85% or Instructor Approval

In this course students will expand on the topics of atomic theory, chemical bonding, states of matter, solutions, stoichiometry, and thermal chemistry that were introduced in chemistry. The topics of pH, oxidation-reduction, chemical equilibrium, kinetics, nuclear chemistry, and descriptive chemistry will be introduced and developed. All the principles developed in the course are based on laboratory experimentation and demonstration. This course is recommended for students who plan a career in the sciences.

SCI 440 - ANATOMY AND PHYSIOLOGY (Full Year) Grades 11-12

Prerequisite: Physical Science, or Biology I/II, Chemistry, or concurrent enrollment in Chemistry

Anatomy and Physiology is a great introductory course for students interested in a health career. The Anatomy and Physiology class will introduce students to human anatomy and physiology. Students will understand the systems of the body and how they work together. This class will focus on medical terminology, cell and tissue structure, and the systems of the body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive.) Throughout these systems there will be a focus on the anatomy, physiology, disorders, and careers associated with each of these systems.

In this class students should expect to be challenged and taken out of their comfort zone. Students will complete a yearlong dissection of a fetal pig, in which we will take a system-by-system approach. Students will also dissect organs of other animals including an eyeball and a kidney. Students will also become familiar with different techniques used in the health field. Students will do extensive research and then compile this information to several Power Points and papers.

SCI 450 - PHYSICS (Full Year) Grades 11-12

Prerequisite: Pre-Calculus with a minimum of 77% or chemistry with an 85% and/or Instructor Approval.

Physics should be considered essential for any college bound student. The concepts and skills developed in the course, however, are without doubt, valuable in all walks of life. The subject matter can be broken down into four general areas: light, kinematics, dynamics, and introduction to electricity. Although the skills emphasized are very similar to those in chemistry, most students find physics easier because the concepts used are less abstract.

SCI 500 - SCIENCE SEMINAR (Four Terms) Grades 9-12

Prerequisite: Teachers request/discretion – Physical Science, Biology, Algebra, English.

This class will entail science demonstrations presented to elementary grades. Labs that are performed in class that will aid in learning the process of collecting and analyzing data. The students will create and perform individualized research projects. The students will also perform at two or more science competitions (NJAS and GNSEF). This class can be taken multiple years to allow the student to progress and build a multi-year project. This course can be in conjunction with FFA sponsored classes in which the students can use the same project to compete. There may be some field trips involved to discover new ideas that may be useful in creating a project. Pending on student numbers the class has the ability to take summer trips to increase their science knowledge base.

Four-Year College Track for Science

Track for Students Who Will Major in Science Area

Grade 9 – Physical Science

Grade 10 – Biology I

Grade 11 – Chemistry, Physics, Anatomy & Physiology, Biology II

Grade 12 – Advanced chemistry, Physics, Chemistry, Anatomy & Physiology, Biology II

Track for Students Who Are College Bound Who Will Not Major in Science

Grade 9 – Physical Science

Grade 10 - Biology I

Grade 11 – Chemistry, Biology II

Grade 12 – Chemistry, Biology II, Physics, Anatomy & Physiology

Track for Students Who Will Attend Trade School, Tech School, or Will Enter the Military

Grade 9 – Physical Science

Grade 10 – Biology I

Grade 11 – Biology II, Standards Science

Grade 12 – Biology II, Chemistry, Physics

SOCIAL SCIENCES

SOC 101 - WORLD STUDIES (Full Year) Grades 9

World Studies will involve the examination of the last thousand years of history beginning with the Middle Ages and concluding with events of the 20th centuries. Emphasis will be placed on the historical significance of major time periods and the effects on the people and cultures of modern times. The geography of regions of the world will also be examined, with emphasis given to the effects of geography on history and culture.

SOC 120 - ESL PRE SOCIAL STUDIES (Full Year) Grades 9-12

Prerequisite: Instructor Approval

This course is for students who have taken ESL Social Studies and need more practice with information in classes such as geography and history. This course will help students practice writing and comprehension skills, which they will need in social studies classes. Ten credits will be counted to meet the Social Studies requirement.

SOC 201 - U.S. HISTORY Reconstruction to the 21st Century (Full Year) Grade 10

The purpose of this course in U.S. History is to further an understanding of the passing of events that led to major decisions and happenings of our nation's economic, social, and cultural growth. Together with its understanding, the course will instill a degree of appreciation of our national heritage within the student in order to bring about a useful and active participation on the student's part in interpreting, analyzing, and discussing the topics involved. In order to facilitate these objectives, small group activities will allow the students the opportunities necessary to further their potential.

SOC 301 – AMERICAN GOVERNMENT (Full Year) Grade 11-12

The objective of American government is to give the student a better understanding of the nation's political system and the students' relationship to it. The class presents the student with the challenge to enter into the world of citizenship actively, attentively, and openly. Analyzing, comprehending, and attaining knowledge of political events and concepts are the focus of the class. Concepts presented during American government include: the Constitution and Federalism, Civil Rights, Involvement in the electoral process, Influences on governmental power, State and local government, and Government finances.

SOC 410 - MULTI-CULTURAL STUDIES (Semester) Grades 10-12

This course examines the history, heroes, life-styles, stereotypes of, and prejudices relative to the groups that have been persecuted in the United States. These groups include Native-, African-, Hispanic-, and Asian-Americans. The course will deal with these cultures with respect to family structure and values, lifestyles, literature, art, music and contributions to the majority culture. Students are expected to complete projects and write reports as part of class requirements. This course is reading intensive.

SOC 420 - PSYCHOLOGY (Semester) Grades 10-12

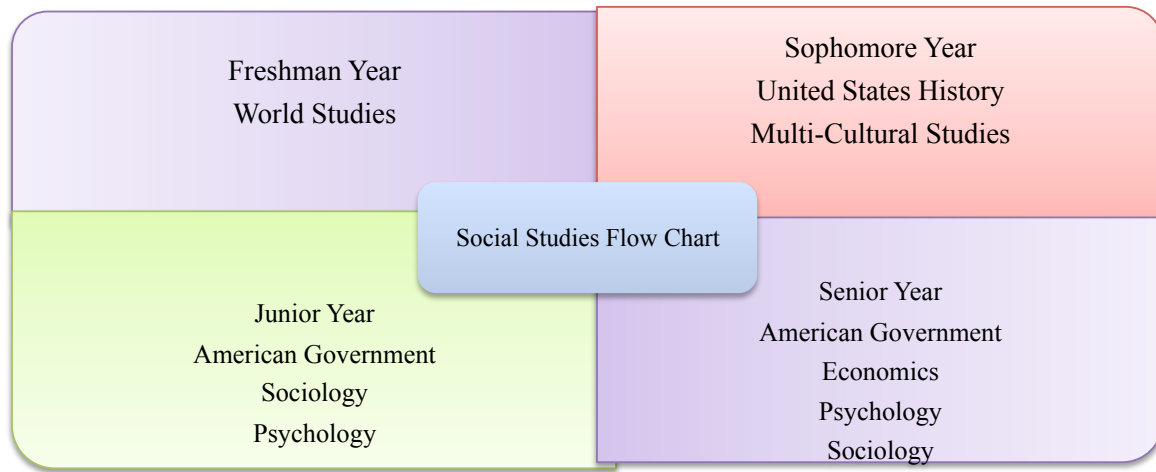
This course is designed to give the student a general introduction to psychology. Specific topics include: learning, memory, personality, sensation and perception, adolescence, human interaction, attitudes, and abnormal psychology. The emphasis of the course is to provide practical information to the student and to provide a background to help the student cope with life. Students will create and conduct experiments in an effort to evaluate and analyze real life events and relate psychological information to them.

SOC 430 - SOCIOLOGY (Semester) Grades 10-12

Sociology is designed to serve as an introduction for knowledge in human relations. Students will study the nature and meaning of culture, cultural variation, and the changing United States culture. Other concepts presented include: socialization, deviance, social stratification, race and ethnic relations, and social institutions. An understanding and sensitivity to others is a major goal of this course.

SOC 440– ECONOMICS (Semester) Grades 11-12

Everyone, every person, every business, and every government makes important economic choices every single day. By learning how modern economies work, we can understand how to make the best economic choices possible. Quarter one will be a broad look at economic laws, principles, and functions. Quarter two will expand on that understanding by including how to make sound personal financial and investment choices.



Revised 2015

Name _____

SCHS Warrior's Four Year Plan

Directions: This plan should represent your best idea about which classes will help you prepare for your choices following graduation. Complete as much as possible, using your course description booklet.

	9th	10th	11th	12th
*English-40 cr.	Eng. 9	Eng. 10	Eng. 11	Eng. 12
*Speech-5 cr. Began w/ class of 2016	Speech			
*Math-30 cr. (Depends on Math grades)				
*Science-30 cr.	Phys. Sci.	Bio.I		
*Social Studies-30 cr.	World History	U.S History	Am. Government	
*Business- 10 cr. ITA I -5 cr. -Class of 2017 (grade 9/10) Pers. Finance -Class of 2017 (grades 11/12)				
*Physical Education - 10 cr.	P.E.			
Agriculture				
Art				
Language Arts				
Family Consumer Science				
Industrial Tech.				
Modern Language				
Music				
Social Studies				
Business				
How Am I Doing?	GPA= Class Rank=	GPA= Class Rank=	GPA= Class Rank=	GPA= Class Rank=
As of right now I want to be/do with my life?				
Any "roadblocks" that might stand in the way of me achieving my goal are:				
TOTAL CREDITS	___ out of 70	___ out of 140	___ out of 210	___ out of 255
Looking ahead...	Get involved!	Get involved Create a Resume	NeSA/ACT College Visits/ Stay involved/ volunteer/ update resume	ACT or Compass Stay Involved/ Volunteer/ update resume, Scholarships

***Courses in bold are required for graduation**

AdvancED®

Self Assessment Workbook for School Systems

CONCEPT MAPS



Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist school systems in reflecting upon their effectiveness as well as prepare them for an External Review. The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, school systems must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The SA has been designed to engage the school system community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable a school system to most accurately describe its continuous improvement progress. In completing the report, a school system identifies the evidence, data, information and documented results that validate that it is meeting each Standard. This Self Assessment helps a school system identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level rubric scale.

The SA also serves as the primary resource for the External Review team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance results and organizational effectiveness.

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each Standard.

Each indicator provides four performance levels that describe varying degrees to which a school system is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school system. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, “To what degree are the noted practices/processes in place?”

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school system staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school system stakeholders engage in a discussion about how the school system knows it is adhering to the Standards. The section asks, “What practices/processes are being implemented, and are they effective?” or said another way, “How do we know we are doing what we say we are doing?”

Standard Narrative

For each Standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school system and the External Review team.

Directions for Completing the Report and Use of This Document

You and your colleagues should complete the Self Assessment six weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the school system community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team as well as for a school system's continuous improvement efforts.

It is impractical to consider completing this workbook in one session. To accurately evaluate all AdvancED Standards for Quality and indicators may take multiple meetings over a period of days or weeks leading up to the External Review. Allowing more time and ensuring participation by all stakeholder groups will yield the most accurate Self Assessment.

This workbook includes indicators and performance levels for all five AdvancED Standards for Quality. However, in this workbook, statements concerning individual concepts contained in the performance levels have been grouped or "unpacked" to help you complete a more in-depth and accurate evaluation of each indicator. A workbook similar to this one is used by the External Review team.

To use this document most effectively, consider using the following steps:

1. Assign a group of stakeholders to evaluate each Standard.
2. Review the Standard statement.
3. Review each indicator by:
 - a. Reviewing the indicator statement.
 - b. Studying each concept under the indicator to determine which statement best describes your school system.
 - c. Selecting sources of evidence that already exist.
 - d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.
4. Determine an "overall" rating for the indicator. AdvancED does not prescribe how you are to arrive at this rating. You may wish to compute some type of arithmetic average based on the level of the statements you have selected. Another method you may choose is to have the stakeholders examine the selected concept statements and the evidence holistically and make a determination based on the preponderance of scores and evidence. Whatever method you choose, make sure that workgroups for all Standards use one method consistently.

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5. After all indicators have been reviewed, reflect upon the comments from stakeholders concerning each indicator and respond to the prompts to create a “Standard narrative.”

Important Note:

If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1: Purpose and Direction

Standard: The system maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

1.1	The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The process for review, revision and communication of the system’s purpose is clearly documented, and a record of the use and results of the process is maintained.
	3	The system’s process for review, revision and communication of the purpose statement is documented.
	2	The system has a process for review, revision and communication of its purpose.
	1	No process to review, revise or communicate a system purpose exists.
	4	The process is formalized and implemented with fidelity on a regular schedule.
	3	The process is formalized and implemented on a regular schedule.
	2	The process has been implemented.
	4	The process includes participation by representatives selected at random from all stakeholder groups.
	3	The process includes participation by representatives from all stakeholder groups.
	2	The process includes participation by representatives from stakeholder groups.
	1	Stakeholders are rarely asked for input regarding the purpose of the system.
	4	The purpose statement clearly focuses on student success.
	3	The purpose statement focuses on student success.
	2	The purpose statement focuses primarily on student success.
Possible Evidence		
	System purpose statements - past and present	
	Copy of strategic plan referencing the system purpose and direction and its effectiveness	
	Written System External Review procedures and documents that monitor its schools’ adherence to the system purpose and direction	
	Minutes from meetings related to development of the system’s purpose and direction	
	Documentation or description of the process for creating the system’s purpose including the role of stakeholders	
	Communication plan to stakeholders regarding the system’s purpose	
	Examples of communications to stakeholders about the system’s purpose (i.e. website, newsletters, annual report, student handbook)	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

1.2	The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4 System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success.	
	3 System policies and procedures outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success.	
	2 System policies and procedures outline the expectations for schools regarding a process for review, revision and communication of a purpose for student success.	
	1 System policies outline the expectations for schools regarding a process for review, revision and communication of a purpose for student success.	
	4 System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	
	3 System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	
	2 System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	
	1 System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel.	
Possible Evidence		
	Examples of school purpose statements if different from the system purpose statement	
	Written System External Review procedures and documents that monitor schools' adherence to the system purpose and direction and that of the school	
	Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements	
	Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making.	
	3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making.	
	2	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation.	
	1	Minimal or no evidence exists that indicates the culture of the system is based on shared values and beliefs about teaching and learning.	
	4	This commitment is always reflected in communication among leaders and staff.	
	3	This commitment is regularly reflected in communication among leaders and staff.	
	2	This commitment is sometimes reflected in communication among leaders and most staff.	
	4	Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success.	
	3	Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success.	
	2	Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills.	
	1	Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success.	
	4	Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.	
	3	Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.	
	2	Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.	
	1	Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills.	
	4	System leadership and staff hold one another accountable to high expectations for professional practice.	
	3	System leadership and staff share high expectations for professional practice.	
	2	System leadership maintains high expectations for professional practice.	

	1	Little or no commitment to high expectations for professional practice is evident.	
Possible Evidence			
		Statements of shared values and beliefs about teaching and learning	
		Statements or documents about ethical and professional practices	
		Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences	
		System External Review plans that document two-way communication on system and school effectiveness and learning, thinking and life skills	
		Examples of schools' continuous improvement plans	
		The system strategic plan	
		Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs	
		Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]			
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.	
	3	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.	
	2	Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning.	
	1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively	
	4	All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction.	
	3	All stakeholder groups are engaged in the process.	
	2	Some stakeholder groups are engaged in the process.	

	4	Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student, school and system performance.
	3	Personnel maintain a profile with current and comprehensive data on student, school and system performance.
	2	School personnel maintain a profile with data on student, school and system performance.
	4	The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose.
	3	The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose.
	2	The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose.
	1	The profile is rarely updated or used by personnel and contains little or no useful data.
	4	All improvement goals have measurable performance targets.
	3	Improvement goals have measurable performance targets.
	4	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.
	3	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.
	2	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.
	1	Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies.
	4	System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	3	Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	2	Most interventions and strategies are implemented with fidelity.
	1	Few or no interventions and strategies are implemented with fidelity.
	4	The process is reviewed and evaluated regularly.
	3	The process is reviewed and evaluated.
	4	Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
	3	Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
	2	Some documentation that the process yields improved student achievement and conditions that support student learning is available.
	1	Documentation linking the process to improved student achievement and conditions that support student learning is unclear or non-existent.

Possible Evidence	
	Agenda, minutes from continuous improvement planning meetings
	Communication plan and artifacts that show two-way communication to staff and stakeholders
	System External Review plans that document two-way communication on system and school effectiveness and learning, thinking and life skills
	The system data profile
	Examples of schools continuous improvement plans
	The system strategic plan
	Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs
	Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]	

Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [look for indicator scores of 4 or 3] What were areas in need of improvement [look for indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2: Governance and Leadership

Standard: The system operates under governance and leadership that promote and support student performance and system effectiveness.

2.1	The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Policies and practices clearly and directly support the system’s purpose and direction and the effective operation of the system and its schools.
	3	Policies and practices support the system’s purpose and direction and the effective operation of the system and its schools.
	2	Policies and practices generally support the system’s purpose and direction and the effective operation of the system and its schools.
	1	Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the system and its schools.
	4	Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	3	Policies and practices promote conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	2	Most policies and practices promote conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	1	Policies and practices seldom or never address conditions that support student learning, effective instruction or assessment that produce equitable and challenging learning experiences for students.
	4	There are policies and practices requiring and giving direction for professional growth of all staff.
	3	There are policies and practices regarding professional growth of all staff.
	2	There are policies and practices regarding professional growth of staff.
	1	There are few or no policies and practices regarding professional growth of staff.
	4	Policies and practices provide clear requirements, direction for and oversight of fiscal management at all levels of the system.
	3	Policies and practices provide requirements, direction for and oversight of fiscal management at all levels of the system.
	2	Policies and practices provide requirements and oversight of fiscal management.
	1	Policies provide requirements of fiscal management.
Possible Evidence		
	Governing body policies, procedures and practices	
	System operations manuals	
	Professional development plans	

	School handbooks	
	Staff handbooks	
	Student handbooks	
	Communications to stakeholder about policy revisions	
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.2	The governing body operates responsibly and functions effectively.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest.
	3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest.
	2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest.
	1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities.
	4	Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility.
	3	Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.
	2	Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
	1	Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
	4	Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.
	3	The governing body complies with all policies, procedures, laws and regulations,

		and functions as a cohesive unit.
	2	The governing body complies with all policies, procedures, laws and regulations.
	1	Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.
Possible Evidence		
		Governing authority policies on roles and responsibilities, conflict of interest
		Governing code of ethics
		Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
		Governing authority minutes relating to training
		Governing authority training plan
		Assurances, certifications
		Proof of legal counsel
		List of assigned staff for compliance
		Historical compliance data
		Findings of internal and external reviews of compliance with laws, regulations and policies
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.3		The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
		Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The governing body consistently protects, supports and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools.
	3	The governing body protects, supports and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools.
	2	The governing body generally protects, supports and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools.
	1	The governing body rarely or never protects, supports and respects the autonomy of system or school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools.
	4	The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.
	3	The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.
	2	The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership.
	1	The governing body does not distinguish between its roles and responsibilities and those of system or school leadership or frequently usurps the autonomy of system or school leadership.

Possible Evidence		
	System strategic plan	
	Examples of school improvement plans	
	Agendas and minutes of meetings	
	Roles and responsibilities of system leadership	
	Roles and responsibilities of school leadership	
	Maintenance of consistent academic oversight, planning and resource allocation	
	Survey results regarding functions of the governing authority and operations of the system	
	Stakeholder input and feedback	
	Social media	
	Communications regarding governing authority actions	
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose.
	3	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose.
	2	Most leaders and staff within the system make some decisions and take some actions toward continuous improvement.
	1	Decisions and actions seldom or never support continuous improvement.
	4	They encourage, support and expect all personnel to maintain high Standards and to hold students to high Standards in all courses of study.
	3	They expect all personnel to maintain high Standards and to hold students to high Standards in all courses of study.
	2	They expect all personnel and students to be held to Standards.
	1	Leaders may or may not expect personnel to maintain Standards or for students to learn.
	4	All stakeholders are collectively accountable for maintaining and improving conditions that support student learning.
	3	All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning.
	2	Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning.
	1	There is little or no evidence of or desire for collective accountability for student learning.
	4	Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth.
	3	Leaders throughout the system support innovation, collaboration, shared leadership and professional growth.

	2	Leaders sometimes support innovation, collaboration, shared leadership and professional growth.
	1	Leaders seldom or never support innovation, collaboration, shared leadership and professional growth.
	4	The culture is characterized by collaboration and a sense of community among all stakeholders.
	3	The culture is characterized by collaboration and a sense of community.
	2	The culture is characterized by a minimal degree of collaboration and limited sense of community.
	1	The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Possible Evidence

	Examples of collaboration and shared leadership
	Examples of decisions aligned with the system's purpose and direction
	Examples of decisions aligned with the system's strategic plan
	Examples of decisions aligned with the school's purpose statement
	Examples of decisions in support of the schools' continuous improvement plans
	Examples of improvement efforts and innovations in the educational programs
	Professional development offerings and plans
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Score
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Performance Levels [Choose the statement in each category that best matches your school.]

	4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders.
	1	Leaders rarely or never communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership.
	4	System and school leaders' proactive and persistent efforts result in measurable,

		active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership.
	3	System and school leaders' efforts result in measurable, active stakeholder participation; engagement in the system and its schools; a sense of community; and ownership.
	2	System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.
	1	System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools.
Possible Evidence		
	Survey responses	
	Copies of surveys or screen shots from online surveys	
	Communication plan	
	Minutes from meetings with stakeholders	
	Involvement of stakeholders in a school improvement plan	
	Involvement of stakeholders in system strategic plan	
	Examples of stakeholder input or feedback resulting in system action	
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success.
	3	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success.
	2	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success.
	1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success.
	4	Supervision and evaluation processes are consistently and regularly implemented.
	3	Supervision and evaluation processes are regularly implemented.
	2	Supervision and evaluation processes are implemented at minimal levels.
	1	Supervision and evaluation processes are randomly implemented if at all.
	4	The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.
	3	The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.
	2	The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.

1	Results of the supervision and evaluation processes, if any, are used rarely or never.
Possible Evidence	
	Policies on supervision and evaluation
	Brief description of supervision and evaluation process
	Supervision and evaluation documents with criteria for improving professional practice
	Representative supervision and evaluation reports
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation
Comments [Explain why you selected these statements, especially 4s and 1s]	

Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

Standard 3: Teaching and Assessing for Learning

Standard: The system’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

3.1	The system’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the system’s and school’s purpose.	
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	
	2	Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	
	1	Curriculum and learning experiences in each course/class across the system provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.	
	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.	
	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.	
	1	There is no evidence to indicate how successful students will be at the next level.	
	4	Like courses/classes have the same high learning expectations across the system.	
	3	Like courses/classes have equivalent learning expectations across the system.	
	2	Most like courses/classes have equivalent learning expectations.	
	1	Like courses/classes in different schools or even within a school do not always have the same learning expectations.	
	4	Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	
	3	Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	
	2	Some individualized learning activities for each student are evident randomly or in some but not all schools.	
	1	Few or no individualized learning activities for students are evident in any schools across the system.	
Possible Evidence			

	Descriptions of instructional techniques
	Enrollment patterns for various courses and programs
	Graduate follow-up surveys
	Survey responses from program leaders receiving students from previous programs, schools or grade-levels
	Course or program descriptions
	Course, program or school schedules
	Learning expectations for different courses and programs
	Student work across courses or programs
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
	Posted learning objectives
	Lesson plans
	Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]	
3.2	Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
	Score
Performance Levels [Choose the statement in each category that best matches your school.]	
	4 Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.
	3 Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.
	2 System personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose.
	1 System personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose.
	4 There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
	3 There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
	2 A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
	1 No process exists to ensure alignment when curriculum, instruction and/or

		assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system’s purpose are maintained and enhanced in curriculum, instruction and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system’s purpose are maintained and enhanced in curriculum, instruction and assessment.
	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system’s purpose in curriculum, instruction and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the system’s purpose in curriculum, instruction and assessment.
Possible Evidence		
	Curriculum writing process	
	A description of the systematic review process for curriculum, instruction and assessment	
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices	
	Profile of educational model or delivery system	
	Program descriptions	
	Curriculum guides	
	Lesson plans aligned to the curriculum	
	Products – scope and sequence, curriculum maps	
	Common assessments	
	Surveys results	
	Standards-based report cards	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.3	Teachers throughout the system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Teachers throughout the system are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	3	Teachers throughout the system plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	2	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address

		individual learning needs of students when necessary.
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
	1	Teachers seldom or never personalize instructional strategies.
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
Possible Evidence		
		Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
		Findings from supervisor formal and informal observations
		Student work demonstrating the application of knowledge
		Examples of teacher use of technology as an instructional resource
		Examples of student use of technology as a learning tool
		Interdisciplinary projects
		Authentic assessments
		Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation
		Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs
		Surveys results
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	3	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned

		with the system’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	2	System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	1	System and school leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
Possible Evidence		
		Supervision and evaluation procedures
		Curriculum maps
		Peer or mentoring opportunities and interactions
		Recognition of teachers with regard to these practices
		Administrative classroom observation protocols and logs
		Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices and student success
		Examples of improvements to instructional practices resulting from the evaluation process
		Documentation of collection of lesson plans, grade books or other data record systems
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All system staff participate in collaborative learning communities that meet both informally and formally.
	2	Some system staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels, content areas and other system divisions.
	3	Collaboration often occurs across grade levels, content areas and other system divisions.
	2	Collaboration occasionally occurs across grade levels, content areas and other system divisions.
	1	Collaboration seldom occurs across grade levels, content areas or in other system

		divisions.
	4	Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning.
	3	Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning.
	2	Staff members promote discussion about student learning and the conditions that support student learning.
	1	Staff members rarely discuss student learning or the conditions that support student learning.
	4	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of all staff members.
	3	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most system personnel.
	2	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among system personnel.
	1	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among system personnel.
	4	System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness and student performance.
	3	System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness and student performance.
	2	System personnel express belief in the value of collaborative learning communities.
	1	System personnel see little value in collaborative learning communities.
Possible Evidence		
	Agendas and minutes of collaborative learning committees	
	Calendar/schedule of learning community meetings	
	Common language, protocols and reporting tools	
	Examples of improvements to content and instructional practice resulting from collaboration	
	Evidence of informal conversations that reflect collaboration about student learning	
	Examples of cross curricular or program projects, interdisciplinary instruction and classroom action research projects	
	Professional development funding to promote professional learning communities	
	Peer coaching guidelines and procedures	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.6	Teachers implement the system's instructional process in support of student learning.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and Standards of performance.
	3	All teachers throughout the system use an instructional process that informs students of learning expectations and Standards of performance.
	2	Most teachers in the system use an instructional process that informs students of learning expectations and Standards of performance.
	1	Few teachers in the system use an instructional process that informs students of learning expectations and Standards of performance.
	4	Exemplars are provided to guide and inform students.
	3	Exemplars are often provided to guide and inform students.
	2	Exemplars are sometimes provided to guide and inform students.
	1	Exemplars are rarely provided to guide and inform students.
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
	1	The process includes limited measures to inform the ongoing modification of instruction.
	4	The process provides students with specific and immediate feedback about their learning.
	3	The process provides students with specific and timely feedback about their learning.
	2	The process provides students with feedback about their learning.
	1	The process provides students with minimal feedback of little value about their learning.
Possible Evidence		
	Samples of exemplars used to guide and inform student learning	
	Examples of learning expectations and Standards of performance	
	Examples of assessments that prompted modification in instruction	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All system personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.

	3	System personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.
	2	Some system personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.
	1	Few or no system personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.
	4	These programs set high expectations for all system personnel and include valid and reliable measures of performance.
	3	These programs set expectations for all system personnel and include measures of performance.
	2	These programs set expectations for system personnel.
	1	Limited or no expectations for system personnel are included.
Possible Evidence		
	Descriptions and schedules of mentoring, coaching and induction programs with references to system and school beliefs and values about teaching and learning	
	Professional learning calendar with activities for instructional support of new staff	
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices	
	Records of meetings and informal feedback sessions	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated at the system level and in all schools.
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.
	2	Programs that engage families in their children's education are available.
	1	Few or no programs that engage families in their children's education are available.
	4	Families have multiple ways of staying informed of their children's learning process.
	3	System and school personnel regularly inform families of their children's learning process.
	2	System and school personnel provide information about children's learning.
	1	System and school personnel provide little relevant information about children's learning.
Possible Evidence		
	Volunteer program with variety of options for participation	
	Parental/family/caregiver involvement plan including activities, timeframes and evaluation	

	process	
	Calendar outlining when and how families are provided information on child's progress	
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	
	Samples of exemplars used to guide and inform student learning	
	Examples of learning expectations and Standards of performance	
	Performance-based report cards	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
	3	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
	2	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student.
	1	The system provides few or no opportunities for school personnel to build long-term interaction with individual students.
	4	All students participate in the structure.
	3	All students may participate in the structure.
	2	Most students participate in the structure.
	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.
	1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.
Possible Evidence		
	Description of formalized structures for adults to advocate on behalf of students	
	List of students matched to adults who advocate on their behalf	
	Curriculum and activities of structures for adults advocating on behalf of students	
	Master schedule with time for formalized structure	

Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All teachers across the system consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers across the system use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	2	Most teachers across the system use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers across the system use common grading and reporting policies, processes and procedures.
	4	These policies, processes and procedures are implemented without fail in all schools across all grade levels and all courses.
	3	These policies, processes and procedures are implemented in all schools across grade levels and courses.
	2	These policies, processes and procedures are implemented in most or all schools across grade levels and courses.
	1	Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes and procedures.
	3	Stakeholders are aware of the policies, processes and procedures.
	2	Most stakeholders are aware of the policies, processes and procedures.
	1	Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders.
	4	The policies, processes and procedures are formally and regularly evaluated.
	3	The policies, processes and procedures are regularly evaluated.
	2	The policies, processes and procedures may or may not be evaluated.
	1	The system has no process for evaluation of grading and reporting practices.
Possible Evidence		
	Policies, processes and procedures on grading and reporting	
	System quality control procedures including the monitoring of grading practices across all schools	
	Sample communications to stakeholders about grading and reporting	
	Sample report cards for each program or grade level and for all courses and programs	
	Evaluation process for grading and reporting practices	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

3.11	All staff members participate in a continuous program of professional learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction.
	3	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction.
	2	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction.
	1	Few or no staff members participate in professional learning.
	4	Professional development is individualized based on an assessment of needs of the system and the individual.
	3	Professional development is based on assessment of needs of the system.
	2	Professional development is based on needs of the system.
	1	Professional development, when available, may or may not address the needs of the system or build capacity among staff members.
	4	The program builds measurable capacity among all professional and support staff.
	3	The program builds capacity among all professional and support staff.
	2	The program builds capacity among staff members who participate.
	1	If a program exists, it is rarely and/or randomly evaluated.
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	2	The program is regularly evaluated for effectiveness.
	1	If a program exists, it is rarely and/or randomly evaluated.
Possible Evidence		
	Crosswalk between professional learning and system purpose and direction	
	System professional development plan involving the system and all schools	
	System quality control procedures showing implementation plan for professional development for system and school staff	
	Brief explanation of alignment between professional learning and identified needs	
	Evaluation tools for professional learning	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other

		learning needs (such as second languages).
	3	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
	2	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).
	1	System and school personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).
	4	System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
	3	System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
	2	System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
	1	System and school personnel provide or coordinate some learning support services to students within these special populations.
Possible Evidence		
		List of learning support services and student population served by such services
		Data used to identify unique learning needs of students
		Training and professional learning related to research on unique characteristics of learning
		Schedules, lesson plans or example student learning plans showing the implementation of learning support services
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 4: Resources and Support Systems

Standard: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

4.1	The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Clearly defined policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional support staff.	
	3	Policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional support staff.	
	2	Policies, processes and procedures describe how system and school leaders are to access, hire, place and retain qualified professional support staff.	
	1	Policies, processes and procedures are often but not always followed by system and school leaders to access, hire, place and retain qualified professional support staff.	
	4	System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs and continuous improvement throughout the system.	
	3	System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs and continuous improvement throughout the system.	
	2	System and school leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the system.	
	1	System and school leaders attempt to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the system.	
	4	Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools and educational programs.	
	3	Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools and educational programs.	
	2	Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school system, individual schools and educational programs.	
	1	Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school system, individual schools and educational programs.	
Possible Evidence			

	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the system and schools	
	System quality assurance procedures for monitoring qualified staff across all schools	
	System budgets or financial plans for the last three years	
	School budgets or financial plans for last three years	
	Documentation of highly qualified staff	
	Assessments of staffing needs	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs and system operations.
	3	Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs and system operations.
	2	Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs and system operations.
	1	Little or no link exists between the purpose of the system and instructional time, material resources and fiscal resources.
	4	Instructional time is fiercely protected in policy and practice in all schools.
	3	Instructional time is protected in policy and practice.
	2	Instructional time is usually protected.
	1	Protection of instructional time is not a priority.
	4	System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
	3	System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
	2	System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
	1	System and school leaders use available material and fiscal resources to meet the needs of students.
	4	System and school leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
	3	System and school leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.

	2	System and school leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
	1	System and school leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
	4	Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools.
	3	Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.
	2	Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.
	1	Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the system's purpose and direction.
Possible Evidence		
	Alignment of system budget with system purpose and direction	
	System strategic plan showing resources support for system	
	System quality assurance procedures showing system oversight of schools pertaining to school resources	
	Alignment of school budgets with school purpose and direction	
	Examples of school calendars	
	Examples of school schedules	
	Examples of efforts of school leaders to secure necessary material and fiscal resources	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders.
	3	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders.
	2	System and school leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders.
	1	System and school leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment.
	4	All system and school personnel as well as students are accountable for maintaining these expectations.

	3	System and school personnel as well as students are accountable for maintaining these expectations.
	2	Selected system and school personnel are accountable for maintaining these expectations.
	1	Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations.
	4	Valid measures are in place that allow for continuous tracking of these conditions.
	3	Measures are in place that allow for continuous tracking of these conditions.
	2	Some measures are in place that allow for tracking of these conditions.
	1	Few or no measures that assess these conditions are in place.
	4	Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.
	3	Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.
	2	Personnel work to improve these conditions.
	1	Few or no personnel work to improve these conditions.
	4	The results of improvement efforts are systematically evaluated regularly.
	3	Results of improvement efforts are evaluated.
	2	Results of improvement efforts are monitored.
Possible Evidence		
	Policies, handbooks on system and school facilities and learning environments	
	System quality control procedures showing the monitoring of compliance with system expectations for school facilities and learning environments	
	Example maintenance schedules for schools	
	Example school records of depreciation of equipment	
	Example systems for school maintenance requests	
	School safety committee responsibilities, meeting schedules and minutes	
	Documentation of compliance with local and state inspections requirements	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system has clearly defined policies and procedures for strategic resource management.
	3	The system has policies and procedures for strategic resource management.
	2	The system has some policies related to strategic resource management.
	1	The system may or may not have policies related to strategic resource management.
	4	The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities and other strategic system components.
	3	The system employs a long-range strategic planning process in the areas of budget,

		facilities and other strategic system components.
	2	The system has a long-range strategic planning process.
	1	The system may or may not have a long-range strategic planning process.
	4	The strategic planning process is regularly evaluated for effectiveness and improvement plans related to the process are developed and implemented when necessary.
	3	The strategic planning process is evaluated for effectiveness and improvement plans related to the process are developed and implemented when necessary.
	2	The strategic planning process is reviewed for effectiveness when necessary.
	4	All strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.
	3	Strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor implementation and completion.
	2	Strategic plans are implemented effectively by the governing body and system leaders.
	1	Strategic plans, if they exist, may or may not be implemented by the governing body and system leaders.
Possible Evidence		
		System strategic plan showing the areas of budget, facilities, quality control and other strategic systems
		Evaluation results of the effectiveness of the system strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan
		Policies, handbooks on system and school facilities and learning environments
		System quality control procedures showing the monitoring of compliance with system expectations for school facilities, learning environments
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.5	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools.
	3	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools.
	2	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to provide students and school and system

		personnel to media and information resources.
	1	The system provides little or no coordination of information resources and related personnel necessary to provide students and school and system personnel to media and information resources.
	4	The system designs, implements and evaluates processes to ensure highly qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
	3	The system implements and evaluates processes to ensure qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
	2	The system attempts to hire qualified personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
	1	The system may or may not attempt to hire personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
Possible Evidence		
		System education delivery model intended for school implementation including media and information resources to support the education program
		Evaluation procedures and results of education resources
		Data on media and information resources available to students and staff
		Schedule of staff availability to assist students and school personnel related to finding and retrieving information
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment and a highly qualified technical support staff to meet the teaching, learning and operational needs of all stakeholders throughout the system.
	3	The system provides a modern, fully functional technology infrastructure, modern, updated equipment and a qualified technical support staff to meet the teaching, learning and operational needs of all stakeholders throughout the system.
	2	The system provides a fully functional technology infrastructure, working equipment and a technical support staff to meet the teaching, learning and operational needs of stakeholders.
	1	The system provides some degree of technology infrastructure, equipment and limited technical support staff to meet the teaching, learning and operational needs

		of stakeholders.
	4	System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.
	3	System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.
	2	System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.
	1	The system may or may not have a technology plan related to improvement of technology services, infrastructure and equipment.
Possible Evidence		
		Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and system effectiveness
		Brief description of technology or web-based platforms that support the education delivery model
		System technology plan and budget to improve technology services and infrastructure for the system-level and school-level
		Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff
		Assessments to inform development of system and school technology plans
		Policies relative to technology use at the system-level and school-level
		System quality control procedures that monitor the effectiveness of technology services at the system-level and school-level
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.7		The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.
		Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system has designed and implemented a process to determine the physical, social and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.
	3	The system has designed and implemented a process to determine the physical, social and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students.
	2	The system has a process to determine the physical, social and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible.
	1	The system attempts to determine the physical, social and emotional needs of students and then selects and implements programs if possible.
	4	Valid and reliable measures of program effectiveness are in place, and system and

		school personnel use the data from these measures to regularly and comprehensively evaluate all programs.
	3	Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs.
	2	System and school personnel regularly evaluate programs.
	1	System and school personnel may or may not evaluate programs.
	4	Improvement plans related to these programs are designed, implemented and evaluated to more effectively meet the needs of all students.
	3	Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
	2	Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.
	1	Improvement plans to more effectively meet the needs of all students may or may not exist.
Possible Evidence		
		List of support services available to students
		Agreements with school community agencies for student-family support
		Social classes and services, e.g., bullying, character education
		Student assessment system for identifying student needs
		Schedule of family services, e.g., parent classes, survival skills
		Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations
		Rubrics on developmentally appropriate benchmarks; e.g. early childhood education
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.8	The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.
	3	The system has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students.
	2	The system has a process to determine the counseling, assessment, referral, educational and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible.
	1	The system attempts to determine the counseling, assessment, referral, educational and career planning needs of students and then selects and implements programs if possible.

	4	Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs.
	3	Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs.
	2	System and school personnel regularly evaluate programs.
	1	System and school personnel may or may not evaluate programs.
	4	Improvement plans related to these programs are designed, implemented and evaluated to more effectively meet the needs of all students.
	3	Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
	2	Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.
	1	Improvement plans to more effectively meet the needs of all students may or may not exist.
Possible Evidence		
	List of services available related to counseling, assessment, referral, educational and career planning	
	Description of referral process	
	Description of IEP process	
	Budget for counseling, assessment, referral, educational and career planning	
	System quality assurance procedures that monitor program effectiveness of student support services	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 4 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 5: Using Results for Continuous Improvement

Standard: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4 All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures.	
	3 System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures.	
	2 System and school personnel use an assessment system that produces data from multiple assessment measures.	
	1 System and school personnel use an assessment system that produces data from assessment measures.	
	4 These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.	
	3 These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.	
	2 These measures include locally developed and standardized assessments about student learning as well as school and system performance.	
	1 These measures include assessments about student learning as well as school and system performance.	
	4 The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.	
	3 The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions.	
	2 The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions.	
	1 The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions.	
	4 All assessments are proven reliable and bias free.	
	3 Most assessments are proven reliable and bias free.	
	2 Some assessments are proven reliable and bias free.	
	1 Assessments seldom are proven reliable and bias free.	
	4 The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	
	3 The comprehensive assessment system is regularly evaluated for reliability and	

		effectiveness in improving instruction, student learning and the conditions that support learning.
	2	The assessment system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	1	The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
Possible Evidence		
		Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and system
		Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance
		Brief description of technology or web-based platforms that support the education delivery model
		Evidence that assessments are reliable and bias free
		Documentation or description of evaluation tools/protocols
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff throughout the system.
	3	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the system.
	2	Processes and procedures for collecting, analyzing and applying learning from data sources are documented and used by professional and support staff throughout the system.
	1	Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.
	4	Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	3	Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	2	Data sources provide a picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	1	Data sources provide a limited picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.

	4	All system personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
	3	System and school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
	2	System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
	1	System and school personnel rarely use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
Possible Evidence		
	Written protocols and procedures for data collection and analysis	
	List of data sources related to system effectiveness	
	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning	
	Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning	
	Examples of data used to measure the effectiveness of the system systems that support schools and learning	
	Examples of changes to the system strategic plan based on data results	
	System quality control procedures that monitor schools in effectively using data to improve instruction and student learning	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.
	3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.
	2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.
	1	Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.
Possible Evidence		
	Training materials specific to the evaluation, interpretation and use of data	

	Documentation of attendance and training related to data use	
	Professional learning schedule specific to the use of data	
	Policies and written procedures specific to data training	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	2	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	1	An incomplete or no process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	4	Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	3	Results indicate improvement, and system and school personnel systematically use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	2	Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	1	Results, if they exist, indicate little or no improvement. System and school personnel rarely or never use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
Possible Evidence		
	Policies and procedures specific to data use and training	
	Description of process for analyzing data to determine verifiable improvement in student learning	
	Agendas, minutes of meetings related to analysis of data	
	Evidence of student growth	
	Evidence of student readiness for the next level	

	Evidence of student success at the next level	
	Examples of use of results to evaluate continuous improvement action plans	
	Student surveys	
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	System and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals.
	3	System and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals.
	2	System and school leaders monitor information about student learning, system and school effectiveness and the achievement of system and school improvement goals.
	1	System and school leaders monitor some information about student learning, school effectiveness and the achievement of system and school improvement goals.
	4	Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
	3	Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.
	2	Leaders communicate results to all stakeholder groups.
	1	Leaders sometimes communicate results to stakeholders.
Possible Evidence		
	System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals	
	System quality control procedures for monitoring system effectiveness	
	Communication plan regarding student learning, systems that support learning and achievement of school improvement goals to stakeholders	
	Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals	
	Examples of system marketing tools and websites that cite student achievement results or that make promises regarding student achievement	
	Executive summaries of student learning reports to stakeholder groups	
	Minutes of meetings regarding achievement of student learning goals	
	Survey results	
Performance Levels [Choose the statement in each category that best matches your school.]		

Standard 5 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

Overall Summary of the Self Assessment Process

Describe the process you used to gather and analyze data for this Self Assessment. Include descriptions of:

- committees, focus groups or other methods used to involve stakeholders.
- how stakeholders arrived at consensus for the ratings.
- the timeline of data collection and reporting.

4/13/2015

TRANSFERS WITHIN THE DISTRICT

Last Name	First Name	Transferring School Year	Date Transfer Requested	Grade Entering	SCS Resident School Building	SCS Transferring to Building
Villa	Yaretzi	2015/2016	3/3/2015	3	SES	Fishers
Villa	Deyanira	2015/2016	3/3/2015	7	SES	Fishers
Villa	Nayeli	2015/2016	3/3/2015	K	SES	Fishers

OPTIONS OUT / IN

Last Name	First Name	Option School Year	Date Transfer Requested	Grade Entering	Resident District	Option district
Peters	Bret	2015/2016	2/27/2015	K	SES	North Bend Central
Cummings	Vanessa	2015/2016	2/13/2015	K	SES	North Bend Central
Williams	Lacy J	2015/2016	2/28/2015	6	SMS	Lakeview
Williams	Emma	2015/2016	2/28/2015	9	SCHS	Lakeview
Brabec	Easton	2015/2016	3/3/2015	K	SES	Lakeview
Faltys	Brittney	2015*2016	3/11/2015	K	SCS/Fishers	Clarkson

CANCELED OPTIONS:

Last Name	First Name	Option School Year	Date canceled		Resident District	Option district
Boswell-Brown	Sharon	2013/2014	3/2/2015	moved to North Bend	SCS/SCHS	North Bend
Christian	Caneron A	2011/2012	1/27/2015	Moved to Ralston	SCS/SCHS	North Bend