

**O'NEILL PUBLIC SCHOOLS
BOARD OF EDUCATION**

October 13, 2014
7:30 p.m.

Administrative Offices
410 East Benton

**REGULAR MEETING
AGENDA**

1. Call to Order
2. Roll Call
- Opening Meetings Act***
3. Excused/Unexcused Board Members
4. Pledge of Allegiance
5. Approve Meeting Agenda
6. [Approve Minutes of Previous Meeting\(s\)](#)
7. Reception of Visitors
8. [Oral and Written Communications](#)
 - Discuss, consider, and take all necessary action on:*
9. Old Business
 - A. [Superintendent Contract & Contract Nonrenewal Policy #302.02](#)
 - B. [Superintendent Evaluation Policy #302.05 & Regulation #302.05R1](#)
10. New Business
 - A. Presentation by the English Department
 - B. [Snow Removal Bids](#)
 - C. [Recognition of the O'Neill Education Association](#)
 - D. [Junior-Senior High School After School Program](#)
 - E. [Adopt the Newly Revised Language Arts Standards](#)
 - F. Negotiations Committee Report
 - G. Superintendent Evaluation
 - H. Option Enrollment Report
11. [Administrative Reports](#)
12. [Bills and Claims and Payroll Report](#)
13. Adjournment

The agenda sequence is provided as a courtesy only. The board reserves the right to consider each item in any sequence it deems appropriate. Therefore, we encourage visitors to attend the meeting from the beginning. As a result of a majority vote by the board, certain agenda items may be clearly necessary to discuss in executive session in order to protect the public interest or to prevent needless injury to the reputation of an individual, and if the individual has not requested a public meeting.

O'NEILL PUBLIC SCHOOLS
BOARD OF EDUCATION SPECIAL BUDGET HEARING & BUDGET SUMMARY
September 15, 2014

BOARD MEMBERS

Jim Gotschall – President
Delight Becker – Vice President
Brad Ducker – Vice President-Elect
Ellen Boshart – Member
Gene Chohon – Member
Amy Rowse – Member

ADMINISTRATORS

Amy Shane – Superintendent
Corey Fisher – High School Principal
Dan Woodle – Elementary Principal
Nick Hostert – Activities Director
Kathy Grossnicklaus – Special Education Director

Board Secretary

Kathleen Marvin

Board Treasurer

James Rabe

1. Call to Order by President Jim Gotschall at 7:00 p.m.
2. Roll Call:
Present: Delight Becker, Ellen Boshart, Gene Chohon, Brad Ducker, Jim Gotschall,
and Amy Rowse.

Also Present: Amy Shane, Corey Fisher, Kathy, Grossnicklaus, and Dan Woodle.
3. Receive support, opposition, criticism, suggestions, or observations of taxpayers relating
to the 2014-2015 proposed budget.
4. Adjourned at 7:14 p.m.

O'NEILL PUBLIC SCHOOLS
BOARD OF EDUCATION SPECIAL HEARING TO SET FINAL TAX REQUEST
September 15, 2014

BOARD MEMBERS

Jim Gotschall – President
Delight Becker – Vice President
Brad Ducker – Vice President-Elect
Ellen Boshart – Member
Gene Chohon – Member
Amy Rowse – Member

ADMINISTRATORS

Amy Shane – Superintendent
Corey Fisher – High School Principal
Dan Woodle – Elementary Principal
Nick Hostert – Activities Director
Kathy Grossnicklaus – Special Education Director

Board Secretary

Kathleen Marvin

Board Treasurer

James Rabe

1. Call to Order by President Jim Gotschall at 7:15 p.m.
2. Roll Call:
Present: Delight Becker, Ellen Boshart, Gene Chohon, Brad Ducker, Jim Gotschall, and Amy Rowse.

Also Present: Amy Shane, Corey Fisher, Kathy, Grossnicklaus, and Dan Woodle.
3. Receive support, opposition, criticism, suggestions, or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.
4. Adjourned at 7:29 p.m.

O'NEILL PUBLIC SCHOOLS
BOARD OF EDUCATION REGULAR MEETING MINUTES
September 15, 2014

BOARD MEMBERS

Jim Gotschall – President
Delight Becker – Vice President
Brad Ducker – Vice President-Elect
Ellen Boshart – Member
Gene Chohon – Member
Amy Rowse – Member

ADMINISTRATORS

Amy Shane – Superintendent
Corey Fisher – High School Principal
Dan Woodle – Elementary Principal
Nick Hostert – Activities Director
Kathy Grossnicklaus – Special Education Director

Board Secretary

Kathleen Marvin

Board Treasurer

James Rabe

The **regular** meeting of the O'Neill Public School Board of Education was called to order by President Jim Gotschall at 7:30 p.m., on Monday, September 15, 2014 in the meeting room at 410 East Benton, O'Neill, Nebraska. This meeting was advertised in the Holt County Independent on September 4, 2014 and over KBRX Radio.

Board Secretary Kathy Marvin called the roll with Delight Becker, Ellen Boshart, Gene Chohon, Brad Ducker, Jim Gotschall, and Amy Rowse present.

Administrators Amy Shane, Corey Fisher, Nick Hostert, Dan Woodle, and Kathy Grossnicklaus were also present. Building and Grounds Director Steve Brown was also present.

Visitors were welcomed and informed that this meeting was in compliance with the Nebraska Open Meetings Act.

The Pledge of Allegiance was recited.

Brad Ducker **moved, to approve the meeting agenda.** Ellen Boshart **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Boshart, Chohon, Ducker, Gotschall, Rowse, and Becker.

Amy Rowse **moved, to approve the minutes of the August 29, 2014 special meeting as presented without reading.** Gene Chohon **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Chohon, Ducker, Gotschall, Rowse, Becker, and Boshart.

Delight Becker **moved, to approve the minutes of the August 11, 2014 regular meeting as presented without reading.** Amy Rowse **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Ducker, Gotschall, Rowse, Becker, Boshart, and Chohon.

Superintendent Contract and Contract Nonrenewal Policy #302.02

Gene Chohon **moved, to advance the Superintendent Contract and Contract Nonrenewal Policy #302.02 to second reading.** Ellen Boshart **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Gotschall, Rowse, Becker, Boshart, Chohon, and Ducker.

Superintendent Evaluation Policy #302.05 and Regulation #302.05R1

Gene Chohon moved, to advance the Superintendent Evaluation Policy #302.05 and Regulation #302.05R1 to second reading with timeline dates changed. Brad Ducker seconded the motion. Roll call vote carried 6-0. Voting Aye: Rowse, Becker, Boshart, Chohon, Ducker, and Gotschall.

2014-2015 Budget

Brad Ducker moved, to adopt the 2014-2015 budget as presented. Gene Chohon seconded the motion. Roll call vote carried 6-0. Voting Aye: Becker, Boshart, Chohon, Ducker, Gotschall, and Rowse.

2014-2015 O'Neill Public School Budget as presented:

| | | |
|----------------------------------|---------------------|------------------|
| General Fund | \$10,248,295 | |
| Necessary Cash Reserve | <u>\$ 2,500,000</u> | |
| Total General Fund Requirements: | | \$ 12,748,295 |
| Depreciation Fund | | \$ 990,362 |
| Employee Benefit Fund | | \$ 9,658 |
| Activities Fund | | \$ 495,000 |
| School Lunch | | \$ 493,125 |
| Bond Fund | \$ 374,890 | |
| Necessary Cash Reserve | <u>\$ 0</u> | |
| Total Bond Fund Requirements: | | \$ 374,890 |
| Special Building Fund | | \$ 375,282 |
| Cooperative Fund | | \$ 10,000 |
| Student Fee Fund | | <u>\$ 37,100</u> |
| | | \$ 15,533,713 |

2014-2015 Tax Request Resolution

Ellen Boshart moved, to approve the 2014-2015 tax request resolution as presented. Amy Rowse seconded the motion. Roll call vote carried 6-0. Voting Aye: Boshart, Chohon, Ducker, Gotschall, Rowse, and Becker.

**2014-2015
TAX REQUEST RESOLUTION
FOR
HOLT COUNTY SCHOOL DISTRICT NUMBER 45-0007**

WHEREAS, public notice was given at least five days in advance of a Special Public Hearing called for the purpose of discussion and approving or modifying the District's Tax Requests for the 2014-2015 school fiscal year for the General Fund, the Bond Fund, and the Building Fund of the Holt County School District No. 7; and,

WHEREAS, such Special Public Hearings were held before the Board of Education (hereinafter "the Board") of Holt County School District No. 7 (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearings; and,

WHEREAS, the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2014-2015 fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be and hereby is set at \$8,675,562.66 for a tax rate of .917721 for the 2014-2015 school fiscal year; (2) the Tax Request for the Bond Fund should be, and hereby is set at \$00.00 for a tax rate of .00 for the 2014-2015 school fiscal year; (3) the Tax Request for the Building Fund should be, and hereby is set at \$101,010.10 for a tax rate of .010685 for the 2014-2015 school fiscal year.

Presentation by Career and Technical Education Departments

Ag Education and Family Consumer Science teachers, Ms. Knabe and Mrs. Mann shared highlights from their classrooms with the board members. Ms. Knabe and Mrs. Mann also serve as sponsors for FFA and FCCLA, respectively, and discussed the membership, successes and accomplishments of each organization.

Surplus Equipment/Curricular Materials

Ellen Boshart **moved**, to authorize the Superintendent to sell or dispose of surplus equipment and curricular materials during the 2014-2015 school year. Amy Rowse **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Chohon, Ducker, Gotschall, Rowse, Becker, and Boshart.

2013-2014 Multicultural Report

Gene Chohon **moved**, to accept the 2013-2014 Multicultural Report as presented. Delight Becker **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Ducker, Gotschall, Rowse, Becker, Boshart, and Chohon.

Authorization to Advertise for Snow Removal

Delight Becker **moved**, to authorize the Superintendent to advertise for snow removal bids for 2014-2015 school year. Brad Ducker **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Gotschall, Rowse, Becker, Boshart, Chohon, and Ducker.

Option Enrollment Report

No action necessary.

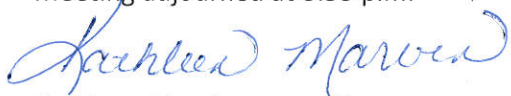
Administrative reports were presented and are on file at the administrative office.

Bills and Claims and Payroll Report

Amy Rowse **moved**, to approve the bills and claims and accept the payroll report as presented. Ellen Boshart **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Rowse, Becker, Boshart, Chohon, Ducker, and Gotschall.

Amy Rowse **moved**, to adjourn the meeting. Brad Ducker **seconded** the motion. Roll call vote **carried** 6-0. Voting Aye: Becker, Boshart, Chohon, Ducker, Gotschall, and Rowse.

Meeting adjourned at 8:53 p.m.



Kathleen Marvin
School Board Secretary Holt Co. Dist. #7

O'Neill Public Schools
Amy Shane, Superintendent

410 E. Benton
Box 230
O'Neill, NE 68763

October 9, 2014

Hello! Friday is the last day of the first quarter! It is hard to believe that $\frac{1}{4}$ of our school year has passed already. Teachers and students are busy each day in the classroom and building principals are pleased with the way their staff is integrating the first Marzano strategy into their classroom instruction. Staff attended a presentation by ESU #8 on the second strategy, "chunking" of material, last Wednesday. They learned what Marzano's definition of chunking is, as well as strategies for chunking that can be integrated into their instruction for better student comprehension and retention of material. They were provided with a rubric, which I have also included in your packets, along with two video clips of classroom instruction to discuss and "rate" according to the rubric. It was emphasized that innovating is a place "great teachers" visit, not a place they live; not every lesson will be innovative, nor does it need to be. The instructional discussion between staff was awesome. We have teachers that want to do their best each day for their students and are willing to try new things to accomplish that.

Amy, Ellen, Delight and I attended the NASB Area Membership meeting in Norfolk at the end of last month. They had good sessions concerning superintendent evaluation, the Northstar Negotiations module and communicating with the public. I have also attended an ESU #8 Administrative Advisory Council meeting, the Nebraska Council of School Administrator's School Law meeting, our regional NRCSA (Nebraska Rural Community Schools Association) meeting and a Nebraska Department of Education Assessment and Accountability Advisory Committee meeting since the last board meeting. All of them provided insights into education in our state and allowed me to share ideas and learn from other administrators in our area. I have been asked to speak at the Women in Educational Leadership Conference on Sunday night, so am preparing some short remarks for that event. I will be attending a joint meeting of the ESU #8 and ESU #1 Advisory Councils and lunch and an afternoon discussion with the senators on the Education Committee and others from our region on Wednesday the 15th. On Thursday, October 23rd I have been invited by Commissioner Matt Blomstedt to take part in an Education Policy Forum in Norfolk. The policy forum is in reference to the State Boards' and senators' vision building document for a comprehensive accountability system called A QuESTT. I have put a copy of the six suggested tenets of A QuESTT in your packets along with the key questions they will be discussing at the forum. I would be interested in your thoughts in relation to these questions. We want our vision to be in line with the direction the state is moving in as well. If you have any ideas, thoughts, or concerns you want me to share on the 23rd please let me know.

Homecoming week was busy and successful. Iron Man Volleyball and Powder Puff Football, hall decorating, Eagle Olympics, and daily dress-up days were among the highlights for students. School spirit was running high at both buildings as the elementary students also "got into it", enjoying a pep rally sponsored by the High School students. The football team pulled out a win against Valentine to cap off the week's activities and the Homecoming Court reigned over a successful dance.

We have a number of students at both buildings with a variety of challenging behaviors and unique academic needs; this is true of schools everywhere. We continue to work with students and parents through SAT (Student Assistance Team) meetings, IEP (Individual Educational Plan) meetings, and other staffings to come up with plans that will help each student be successful and achieve maximum success. This requires many hours outside of the teachers' regular school days and we appreciate their efforts on behalf of their students. We are having weekly virtual meetings with Munroe Meyer as we work together to meet the needs of one of our students.

The Mission of the O'Neill Public Schools is to provide engaging learning experiences in a safe and respectful environment where all students are expected to develop the skills and knowledge necessary to be independent, collaborative, and productive citizens of an ever-changing world.

You will find a recommendation to add an after-school program at the Junior-Senior High in your packets. This proposal was developed collaboratively to address Mr. Fisher's concern with unsupervised students (between 20 and 30 many days) during the after-school time. We received a Rural Low Income Schools grant for the first time this year with very broad parameters on how it can be spent. The administration decided it was best to use part of it to join the Marzano Academy. The Academy will provide additional Marzano training and resources for Mr. Fisher, Mr. Woodle and eight other staff members during the summer and fall of 2015. The remaining funds will be used to support this after-school program. If the results of the program are desirable, I may write a 21st Century Community Learning Center grant to fund it in the future. Speaking of after-school programs, the Developing Eagles is routinely having between 80 and 100 students attend their program. Thursday, October 23rd is their Lights On After School event from 4:00 – 6:00 at the elementary school. Mrs. Olson has asked Mayor Price and Senator Larson to attend and has also enlisted a number of community groups to provide fun activities for the day. If you can swing through sometime between 4:00 and 6:00 that day your support would be appreciated.

The State of the Schools report will be available to the public on October 24th. Commissioner Blomstedt has generated a letter from his office regarding federal accountability requirements that we can insert into our local mailing to parents and post on our web site. There is a copy of the letter in your packets. We will continue to strive for the best outcomes for our students and will measure our progress toward our academic goals as we proceed. One of the groups that tends to struggle academically either because of language barriers or multiple moves throughout the school year are our migrant students. Our migrant grant is going to hire a bi-lingual para/family liaison for our district. We have been advertising this position and will be interviewing all applicants this week. Having a bi-lingual employee in our district should be good for these students and their families.

See you Monday night!

Amy

The Mission of the O'Neill Public Schools is to provide engaging learning experiences in a safe and respectful environment where all students are expected to develop the skills and knowledge necessary to be independent, collaborative, and productive citizens of an ever-changing world.

OCTOBER AGENDA ITEMS

9-A – POLICY #302.02 SUPERINTENDENT CONTRACT & CONTRACT NONRENEWAL – this is the second reading of this policy.

RECOMMENDED ACTION:

Motion to adopt Policy #302.02 Superintendent Contract & Contract Nonrenewal.

9-B POLICY #302.05 SUPERINTENDENT EVALUATION POLICY & REGULATION #302.05R1 SUPERINTENDENT EVALUATION FORM – this is also the second reading of these policies.

RECOMMENDED ACTION:

Motion to adopt Policy #302.05 Superintendent Evaluation Policy & Policy #302.05R1 Superintendent Evaluation Form.

10-A PRESENTATION BY THE ENGLISH DEPARTMENT – We discussed having the various curricular areas share with the board annually about what is happening in their departments. This month we will hear from the English department. This department is blessed with strong, innovative and dedicated teachers and I'm excited to watch their presentation, which I believe is in the form of an iMovie.

RECOMMENDED ACTION:

No action needed

10-B SNOW REMOVAL BIDS – We advertised for snow removal bids and received one bid. The bid calls for a charge of \$185/hr for snow removal at both schools and the Central Office location. The bid is in your packet.

RECOMMENDED ACTION:

Motion to accept Emme Construction's bid for snow removal for the 2014-15 school year.

10-C RECOGNITION OF THE O'NEILL EDUCATION

ASSOCIATION– The teacher's association has asked to be recognized as the exclusive bargaining agent for the 2016-17 negotiations year. Their

letter of request is in your packets.

RECOMMENDED ACTION:

Motion to recognize the O'Neill Education Association as the exclusive bargaining agent for the 2016-17 negotiations.

10-D JUNIOR-SENIOR HIGH SCHOOL AFTER SCHOOL

PROGRAM – There is a copy of a recommendation for an after school program at the Junior-Senior High in your packets. This program would be paid for with a Rural Low Income Schools grant and would assist students with homework assistance and supervision.

RECOMMENDED ACTION:

Motion to add an after-school program at the Junior-Senior High.

10-E ADOPTION OF REVISED ENGLISH LANGUAGE ARTS

STANDARDS – the State School Board approved the newly revised English Language Arts standards at their September meeting. We need to adopt these standards and then our staff will align them to their curriculum to ensure coverage of all standards. The standards are linked to the agenda on our homepage if you would like to review them.

RECOMMENDED ACTION:

Motion to adopt the newly revised English Language Arts standards.

10-F NEGOTIATIONS COMMITTEE REPORT – The negotiations committee has met to discuss the upcoming negotiations cycle and will be holding their first meeting with the teachers on October 21st.

RECOMMENDED ACTION:

No action needed

10-G SUPERINTENDENT'S EVALUATION – Jim has compiled the results of the individual evaluations. The board will discuss the evaluations and possible goals at this meeting. The results of this discussion will be shared with the superintendent at the November board meeting. Discussion about compensation should also be discussed in November so that the potential contract can be posted prior to the December board meeting. If there is information that I need to gather in relation to compensation let me know.

RECOMMEDED ACTION:

No action required at this time

10-H OPTION ENROLLMENT REPORT – See attached report of option enrollment activity.

RECOMMENDED ACTION:

No action needed

Thank you so much for
the beautiful flowers
sent to celebrate and
honor our mother. we
are so grateful.

Sincerely

Dale Jackson,
Linda Creager and
Judy Hester

Thank you for your
thoughts, prayers and kindness
during this difficult time

From the family of

Lella Jackson

The Six Tenets of A QuESTT



Tenet #1 College & Career Ready

The State Board of Education believes that every student upon completion of their secondary education shall be prepared for postsecondary educational opportunities and to pursue their career goals.

Areas of Focus

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals



Tenet #2 Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus

- Individualized/Adaptive
- Classroom Based
- State
- National/International



Tenet #3 Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships are fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, parent/guardian and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Parent/Guardian Involvement
- Community and support services

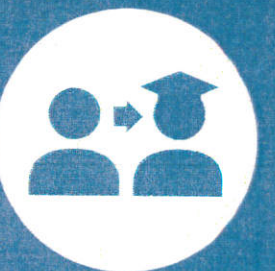


Tenet #4 Educator Effectiveness

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders that establish a culture of success.

Areas of Focus

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents



Tenet #5 Transitions

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Areas of Focus

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School-Post High School



Tenet #6 Educational Opportunities and Access

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

Areas of Focus

- Dual Credit/AP Opportunities
- Comprehensive Course Opportunities
- Blended Learning / Opportunities for credit bearing distance/virtual content

A QuESTT
Accountability for a Quality Education System, Today and Tomorrow

Key Questions for Discussion

- Do the tenets of A QuESTT match the key areas of investment for schools?

- How do schools and communities best interact to meet the needs of the education of their students?

- What do students and educators need to be successful?

- How do we link schools, communities, and businesses to advance the mission of the education system in learning, earning, and living?

9. Chunking Content into "Digestible Bites"

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Example Teacher Evidence

- ☐ During a verbal presentation, the teacher stops at strategic points
- ☐ While utilizing multi-media, the teacher stops at strategic points
- ☐ While providing a demonstration, the teacher stops at strategic points
- ☐ While students are reading information or stories orally as a class, the teacher stops at strategic points
- ☐ Teacher uses appropriate questioning to determine if content chunks are appropriate
- ☐ Teacher uses formative data to break content into appropriate chunks

Example Student Evidence

- ☐ Students can explain why the teacher is stopping at various points
- ☐ Students appear to know what is expected of them when the teacher stops at strategic points
- ☐ Students can explain clear conclusions about chunks of content

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|--|--|--|
| Chunking content into "digestible bites" | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Breaks input experiences into small chunks based on student needs. | Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate. | Adapts and creates new strategies for unique student needs and situations. |

Reflection Questions

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|---|---|--|--|---|
| Chunking content into "digestible bites" | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you break input experiences into small chunks based on student needs? | In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate? | How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

SUPERINTENDENT CONTRACT AND CONTRACT NONRENEWAL

It shall be the responsibility of the board to provide the contract for the position of superintendent. The length of the contract for employment between the superintendent and the board shall be determined by the board, but shall not exceed three years. The contract will begin on July 1 and end on June 30. The contract shall state the terms of employment.

Before the board approves a proposed contract for superintendent services, or any proposed amendment to an existing contract, the board shall publish a copy of the contract or amendment, and a reasonable estimate and description of all current and future costs to the district if the proposed contract or amendment were to be approved, at least three days before the board meeting at which it will be considered. This publication shall also specify the date, time, and place of this public meeting. Electronic publication on the web site of the district shall satisfy this publication requirement if it is prominently displayed and allows public access to the entire proposed contract or amendment.

After the board approves the contract or contract amendments the board shall publish a copy of the contract, and a reasonable estimate and description of all current and future costs to the district that will be incurred as a result of the contract, within two days after the board meeting at which it was approved. Electronic publication on the web site must be prominently displayed as described above.

After approval of the contract or contract amendments, the board shall file a copy of the contract or amendments with the State Department of Education on or before August 1.

The superintendent serves the board as a probationary certificated employee, regardless of length of service. The superintendent's contract shall be deemed renewed and will remain in full force unless it is amended or not renewed. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

It is the board's intent to address contract changes by ~~February 15~~the November board meeting, but the board wishes to keep its legal options open by leaving statutory deadlines in place. In the event of nonrenewal, termination or amendment of a contract, the board shall afford the superintendent appropriate due process, including notice of its intent by April 15. Unless continued by mutual written agreement according to statutory procedures, the board shall take final action on the contract by May 15.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with board policies dealing with retirement, release or resignation.

Legal Reference: Neb. Statute 79-822 et seq.

SUPERINTENDENT EVALUATION

The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent.

During the first ~~and second year~~ year of employment, the superintendent of schools shall be evaluated twice ~~each year,~~ once in ~~December~~ September and once in ~~May~~ March. ~~During the first and second year of employment the superintendent of schools' contract will be considered for renewal during the month of February.~~ Thereafter, the superintendent of schools will be evaluated at least once each year. This evaluation shall occur during the month of ~~September~~ May. ~~The superintendent of schools' contract will be considered for renewal during the month of November. Commencing with the third year of employment the superintendent's contract will be reviewed and considered for renewing or extending annually during the month of December.~~

At the regular ~~December~~ November board meeting--in closed session, if necessary to prevent damage to the reputation of any individual--the evaluation results will be shared with the superintendent of schools and open discussion invited on any different viewpoints.

The formal evaluation will be based upon the following principles:

1. The evaluation criteria shall be in writing, clearly stated and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description and the school district's goals;
2. At a minimum, the evaluation process will be conducted annually at a time agreed upon;
3. Each board member shall have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the entire board;
4. The board as a whole shall discuss its evaluation with the superintendent in closed session; and
5. The board will complete the evaluation process by reaching consensus on goals or priorities for the superintendent for the next period of evaluation.

The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities and competence.

Legal Reference: Neb. Statute 79-828

Cross Reference: 204.06 Closed Sessions

302.01 Superintendent Qualifications, Recruitment, Appointment

The following process is recommended for the evaluation of the Superintendent of Schools.

1. In September, the Superintendent and individual board members should review and complete the ~~Performance-Superintendent~~ Evaluation instrument in draft form and set aside for review. By reviewing, you have the opportunity to provide additional comments and/or make necessary corrections.
2. It is important that each board member enter comments on the appraisal to substantiate a score that falls in the "Exceeds Expectations", "Needs Improvement", or "Does Not Meet Expectations" on a specific item.
3. By October 1st all board members and the superintendent shall submit their completed evaluations to the Board President who will then compile all ratings by the November board meeting. ~~Compilation of ratings by Board President.~~
4. At the October board meeting, the Board President will meet with board members in closed session as needed to review the compiled ratings. Such discussion may include the identification of strengths, and areas for improvement as determined.
5. At the November board meeting, the Board President will meet with board members and the superintendent in closed session as needed to review the compiled ratings.
6. At the November board meeting, the Board will consider contract renewal and compensation, and take official board action to approve the superintendent's contract will be taken in open session at the December board meeting following the required posting of the proposed contract.
7. Superintendent evaluations are to be administered in July-September of each calendar year. (A first year superintendent will be evaluated in September-December and June March of his/her first year.)
8. ~~Superintendent compensation will be determined in December of each calendar year.~~

SUPERINTENDENT EVALUATION ~~FORM~~ INSTRUMENT

| Standard #1: Educational Leadership | Exceeds Expectations | Meets Expectations | Needs Improvement | Does Not Meet Expectations | Not Applicable |
|---|-------------------------|-----------------------|----------------------|----------------------------------|-------------------|
| 1. Administers all activities of the school system according to school district policy. | | | | | |
| 2. Articulates and promotes high expectations for teaching and student learning. | | | | | |
| 3. Provides leadership to the board in the annual establishment of short- and long-term district goals that support student achievement. | | | | | |
| 4. Systematically reports to the board on the status of the adopted district goals. (Per reports to the board) | | | | | |
| 5. Maintains a general knowledge of educational and professional trends through participation in national and state workshops and conferences. | | | | | |
| 6. Maintains effective relationships with legislative representatives, NDE personnel, and Education Service Unit administrators. (Per reports to the board) | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #2: Staff Relations | Exceeds | Meets | Needs | Does Not | |
|--|--------------|--------------|-------------|----------|-----|
| | Expectations | Expectations | Improvement | Meet | Not |
| 1. Monitors and makes recommendations for the appropriate staffing levels needed for the effective operation of the schools. | | | | | |
| 2. Ensures that fair, equitable, and effective evaluation processes are in place for all district personnel and that all staff are evaluated regularly according to board policy the applicable laws. | | | | | |
| 3. Ensures that job descriptions for all district personnel are maintained and updated regularly. | | | | | |
| 4. Provides motivation and resources for staff members to engage in professional development activities. <i>(Continues to report to the board periodically)</i> | | | | | |
| 5. Provides leadership and oversight to the administrative team through regular communication, supervision, and evaluation. <i>(Continues to report to the board indicating when evaluations have been done)</i> | | | | | |
| 6. Provides leadership to the board in the negotiations process with the district's recognized bargaining units. | | | | | |
| 7. Continues to build strong staff relations. <i>(Monthly reports to staff)</i> | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #3: Board Relations | | | | | |
|---|-------------------------|-----------------------|----------------------|----------------------------------|-------------------|
| | Exceeds Expectations | Meets Expectations | Needs Improvement | Does Not Meet Expectations | Not Applicable |
| 1. Provides leadership to maintain the board's focus on student achievement. | | | | | |
| 2. Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary. | | | | | |
| 3. Develops in cooperation with the board president the agenda for each board meeting. | | | | | |
| 4. Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act. | | | | | |
| 5. To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district. | | | | | |
| 6. In cooperation with the board, develops and maintains an annual board calendar that ensures timely consideration of: (a) routine matters requiring board approval, (b) follow-up reports requested by the board, (c) regular updates on district goals and the school improvement plan, (d) regular updates on student achievement data, and (e) continuous policy review. | | | | | |
| 7. Ensures that administrative recommendations to the board identify: (a) the situation necessitating the recommendation, (b) how the recommendation relates to district and/or school improvement goals and district policies, (c) the options reviewed and the reason for selecting this recommendation, (d) the benefit that is expected to result from the | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| implementation, (d) the personnel that will be involved in or affected by the implementation, (e) the immediate and long-term cost of the implementation (f) how the staff will measure the results of the implementation, and (g) how and when progress will be reported to the board (see AIM document for format). | | | | | |
| 8. Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities. | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #4: Policy Management | | | | | |
|--|-------------------------|-----------------------|----------------------|----------------------------------|-------------------|
| | Exceeds Expectations | Meets Expectations | Needs Improvement | Does Not Meet Expectations | Not Applicable |
| 1. Provides leadership in the development and implementation of district policy. <i>(Continues to research necessary changes and works with Policy Committee to develop recommendations)</i> | | | | | |
| 2. Ensures policy is consistent with the requirements of state and federal law and NDE rules. | | | | | |
| 3. In cooperation with the administrative team, develops the necessary rules and regulations to carry out board policy. | | | | | |
| 4. In cooperation with the board, ensures that policies and supporting administrative rules and regulations are systematically reviewed and updated. | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #5: Financial Management | Does Not | | | | |
|---|-------------------------|-----------------------|----------------------|----------------------|-------------------|
| | Exceeds Expectations | Meets Expectations | Needs Improvement | Meet Expectations | Not Applicable |
| 1. Schedules timely and appropriate budget work sessions to ensure board input into the development of the district budget. | | | | | |
| 2. Develops the budget according to district policy and state requirements. | | | | | |
| 3. Implements and manages the budget according to sound business and fiscal practices and district policy. | | | | | |
| 4. Provides monthly Claims and Revenue Summary Reports that ensure the board is knowledgeable about the status of the budget. | | | | | |
| 5. Maintains the district's financial records and ensures that they are audited annually by a qualified accounting firm. | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #6: Facilities Management | | | | | |
|---|-------------------------|-----------------------|----------------------|----------------------------------|-------------------|
| | Exceeds Expectations | Meets Expectations | Needs Improvement | Does Not Meet Expectations | Not Applicable |
| 1. In cooperation with the board, maintains and updates a short- and long-range plan that includes: (a) a schedule for the routine maintenance of all school properties, (b) a schedule for the repair and/or replacement of school equipment, and (c) a facilities needs assessment for future renovation or construction. | | | | | |
| 2. Oversees the implementation of the facilities plan and ensures that the board is knowledgeable about the status of the facilities. | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #7: Community Relations | Does Not | | | | |
|---|-------------------------|-----------------------|----------------------|----------------------|-------------------|
| | Exceeds Expectations | Meets Expectations | Needs Improvement | Meet Expectations | Not Applicable |
| 1. Maintains accessibility and visibility in the community. | | | | | |
| 2. Acts as a unifying force within the district, striving to reconcile divergent viewpoints in order to do what is best for students. | | | | | |
| 3. Promotes and supports parent/student/community involvement in the school. | | | | | |
| 4. Maintains a sound working relationship with the media. | | | | | |
| 5. Routinely creates opportunities to seek staff and community input on significant issues where and when appropriate. | | | | | |

Comments:

Areas for commendation

Areas for improvement

| Standard #8: Personal Qualities | | | | | |
|--|-------------------------|-----------------------|----------------------|----------------------------------|-------------------|
| | Exceeds Expectations | Meets Expectations | Needs Improvement | Does Not Meet Expectations | Not Applicable |
| 1. Demonstrates ethical, trustworthy and professional behavior. | | | | | |
| 2. Is cordial, patient, personable, and treats everyone fairly, equitably, and with dignity and respect. | | | | | |
| 3. Expresses ideas in a logical, forthright, and professional manner. | | | | | |
| 4. Possesses the health and energy necessary to fulfill their responsibilities. | | | | | |

Comments:

Areas for commendation

Areas for improvement

In reviewing your goals:

Signature – Board President

Signature - Superintendent

Date

Date

SUPERINTENDENT GOALS FORM

Date of Adoption _____

Review Period From _____ to _____

The signatures below indicate that the school board and superintendent have agreed on performance requirements for the superintendent, the indicators that the school board will examine to determine whether the superintendent has met each requirement, and the information the school board will need in order to measure performance.

Performance Goal #1: (Goal Statement)

Indicators: (The superintendent will . . .)

Evidence needed to measure progress and achievement:

Signature – Board President

Signature - Superintendent

Date

Date

To: Machine Owners/Operators
From: O'Neill Public Schools
Re: Snow Removal (winter of 2014-2015)
Date: September 16, 2014

O'Neill Public Schools is requesting price quotations for the removal of snow at the school sites. If you are interested in providing this service this winter, please complete the bottom portion of this sheet and return it to the Administrative Office at 410 East Benton by noon on Wednesday, October 1, 2014.

• **At the Elementary site, clear:**

1. East parking lot for the lunch personnel (by 6:30 a.m.).
2. South parking lot and push snow to the east
3. North parking lot, snow pushed to the north
4. Circle drive

• **At the High School site, clear:**

1. East parking lot with snow to be pushed east and north of the 5-stall van shed in such a manner that vision is not obstructed for traffic entering or leaving the parking lot, or on the street.
2. West parking lot, snow to be pushed to the west football practice facility.
3. Circle drive

• **The NeCC/Administrative Office site:**

I am interested in taking care of the following sites and would be available to start snow removal early enough for all sites to be accessible by 7:30 a.m. on school days.

☒ Elementary Site ☒ High School Site ☒ NeCC/Administrative Office Site

Cost per hour for equipment including operator \$ 185.⁰⁰

Describe equipment to be used CAT Loader with snow box

Emme Construction Alpha Stone
Signature

1012 E. Adams Street O'Neill
Address

902-340-5794
Phone

9-30-14
Date

NOTE: Because of the number of people dependent upon this service, do not respond unless you can **GUARANTEE** that the school will have **TOP** priority at the sites you have to clean.

Approved _____ Date _____

October 7, 2014


O'Neill Public School
Board of Education
410 E. Benton
O'Neill, NE 68763

Dear Negotiations Committee:

The O'Neill Education Association requests that the school board of the O'Neill Public Schools take action to recognize The O'Neill Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2016-17 contract year.

Please direct your response to the undersigned.

Sincerely,


Kelly Young, President
O'Neill Education Association

Board Recommendation

After-school Program at O'Neill Junior Senior High

Situation

Junior-Senior High School students, particularly Junior High students, are loitering in the hallways after school. Many of these same students are failing at least one class and are at school until 5:00 or later every night. Teachers have also expressed frustration with incomplete homework from these students.

Recommendation

Offer an after-school homework/remediation program at the Junior Senior High School.

How Recommendation Relates to Our School Improvement Goal

Many of these students are failing at least one class and were also not proficient on the NeSA (Nebraska State Assessment) during the 2013-14 school year. By assisting them with homework and/or reviewing standards for their grade level in the core area, this program will assist students in being more successful within their classes and on the NeSA during the spring of 2015.

Options Reviewed

Ask teachers to keep these students in their classrooms after school - this is not an option, as many teachers coach activities after school and are not available. Teachers are also off contract at 3:45 each day.

Call parents about students loitering after school and tell them they must be gone by 3:45 – this is not the best option, as many of these parents work during this time and are unavailable to pick them up. If the students walk home or catch a ride with another student, this will not help with homework completion.

Benefit

Students will benefit by feeling more successful in their coursework. Students will not be loitering by the office disturbing the work taking place there. Students will be supervised so that there is less chance of bullying or accidents.

Personnel Involved

A part time person would be hired to staff the after school program.

Immediate and Long-Term Costs

We would plan to pay the part-time person \$11.00/hr for up to 10 hrs/week. If the program begins next Monday the maximum cost would be \$1,600 for 130 days of service. We have received a Rural and Low-Income School Program grant that will cover this cost in full. If the program is successful, we could write another 21st Century Community Learning Center grant that would cover the cost of the program for five years. This program should have no general fund costs associated with it.

Measuring Results

Mr. Fisher and the after school sponsor will monitor attendance and track students classroom performance and performance on the 2015 spring NeSA assessments to measure results.

Progress Reports

Attendance data and report card information will be reported at the end of each semester. NeSA results will be reported when available from the state.

Reading K-5

2014 Nebraska College- and Career-Ready ELA Standards

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|--|------------|--|------------|--|------------|--|
| LA 0.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text. | LA 1.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text. | LA 2.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text. | LA 3.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text. | | Reading: Students will learn and apply reading skills and strategies to comprehend text. | | Reading: Students will learn and apply reading skills and strategies to comprehend text. |
| LA 0.1.1 | Concepts of Print: Students will demonstrate knowledge of the concepts of print. | LA 1.1.1 | Concepts of Print: Students will demonstrate knowledge of the concepts of print. | LA 2.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 3.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 4.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 5.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| LA 0.1.1.a | Identify variations in text (e.g., font, size, bold, italic, upper/lower case). | LA 1.1.1.a | Identify variations in text (e.g., font, size, bold, italic, upper/lower case). | LA 2.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 3.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 4.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 5.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| LA 0.1.1.b | Identify punctuation (e.g., period, exclamation mark, question mark). | LA 1.1.1.b | Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks). | LA 2.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 3.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 4.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 5.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| LA 0.1.1.c | Identify parts of a book (e.g., cover, pages, title, author, illustrator). | LA 1.1.1.c | Identify parts of a book (e.g., title page, author, illustrator, table of contents). | LA 2.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 3.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 4.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 5.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| LA 0.1.1.d | Demonstrate knowledge that print reads from left to right and top to bottom. | LA 1.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.1.e | Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs). | LA 1.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.1.f | Demonstrate voice to print match (e.g., student points to print while reading or as someone reads). | LA 1.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.1.g | Demonstrate understanding that words are made up of letters and sentences are made up of words. | LA 1.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|---|------------|--|------------|--|------------|--|------------|---|
| LA 0.1.2 | Phonological Awareness: Students will demonstrate phonological awareness through oral activities. | LA 1.1.2 | Phonological Awareness: Students will demonstrate phonological awareness through oral activities. | LA 2.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 3.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 4.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 5.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| LA 0.1.2.a | Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words). | LA 1.1.2.a | Blend, segment and manipulate phonemes orally. | LA 2.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 3.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 4.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 5.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| LA 0.1.2.b | Segment spoken sentences into words. | LA 1.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.2.c | Identify and produce oral rhymes. | LA 1.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.2.d | Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday). | LA 1.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.2.e | Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). | LA 1.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 2.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 3.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 4.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 5.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> |
| LA 0.1.3 | Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | LA 1.1.3 | Word Analysis: Students will use phonetic analysis to read and write grade-level text. | LA 2.1.3 | Word Analysis: Students will use phonetic analysis to read and write grade-level text. | LA 3.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text. | LA 4.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text. | LA 5.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines. |

Reading K-5

2014 Nebraska College- and Career-Ready ELA Standards

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|---|------------|---|------------|--|------------|---|
| LA 0.1.3.a | Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. | LA 1.1.3.a | Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text. | LA 2.1.3.a | Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text. | LA 3.1.3.a | Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text. | LA 4.1.3.a | Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text. | LA 5.1.3.a | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text. |
| LA 0.1.3.b | Identify similarities and differences in written words (e.g., word endings, onsets, rimes). | LA 1.1.3.b | Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words). | LA 2.1.3.b | Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation). | LA 3.1.3.b | Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation). | LA 4.1.3.b | Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation). | LA 5.1.3.b | <i>Mastered in Grade 4 and blended with other skills at this grade level.</i> |
| LA 0.1.3.c | Recognize and read grade-level (phonetic and non-phonetic) words in text. | LA 1.1.3.c | Recognize and read grade-level (phonetic and non-phonetic) words in text. | LA 2.1.3.c | Recognize and read grade-level (phonetic and non-phonetic) words in text. | LA 3.1.3.c | Recognize and read grade-level (phonetic and non-phonetic) words in text. | LA 4.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade level.</i> | LA 5.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade level.</i> |
| LA 0.1.4 | Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension. | LA 1.1.4 | Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. | LA 2.1.4 | Fluency: Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. | LA 3.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | LA 4.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | LA 5.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. |
| LA 0.1.4.a | Listen to text of increasing length and/or complexity to develop stamina. | LA 1.1.4.a | Listen to and read text of increasing length and/or complexity to support reader stamina. | LA 2.1.4.a | Listen to and read text of increasing length and/or complexity to increase reader stamina. | LA 3.1.4.a | Listen to and read text of increasing length and/or complexity to increase reader stamina. | LA 4.1.4.a | Listen to and read text of increasing length and/or complexity to increase reader stamina. | LA 5.1.4.a | Use reading strategies to persevere through text of increasing length and/or complexity. |
| LA 0.1.4.b | Use appropriate expression to reflect meaning while reading emergent-reader text. | LA 1.1.4.b | Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions). | LA 2.1.4.b | Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions). | LA 3.1.4.b | Use context to adjust pace and prosody based on purpose, text complexity, form, and style. | LA 4.1.4.b | Use context to adjust pace and prosody based on purpose, text complexity, form, and style. | LA 5.1.4.b | Use context to adjust pace and prosody based on purpose, text complexity, form, and style. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|---|------------|---|------------|--|------------|--|------------|--|------------|--|
| LA 0.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 1.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 2.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 3.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 4.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 5.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. |
| LA 0.1.5.a | Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds). | LA 1.1.5.a | Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words). | LA 2.1.5.a | Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables). | LA 3.1.5.a | Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations). | LA 4.1.5.a | Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words). | LA 5.1.5.a | Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots). |
| LA 0.1.5.b | Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words. | LA 1.1.5.b | Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words. | LA 2.1.5.b | Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words. | LA 3.1.5.b | Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words. | LA 4.1.5.b | Apply context clues (e.g., word, phrase, and sentence clues) and text features to infer meaning of unknown words. | LA 5.1.5.b | Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. |
| LA 0.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 1.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 2.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 3.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 4.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 5.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. |
| LA 0.1.5.d | Identify semantic relationships (e.g., conceptual categories) to determine word relationships. | LA 1.1.5.d | Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships. | LA 2.1.5.d | Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing. | LA 3.1.5.d | Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. | LA 4.1.5.d | Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. | LA 5.1.5.d | Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. |
| LA 0.1.5.e | With adult guidance, determine word meaning using reference materials and classroom resources. | LA 1.1.5.e | Locate words and determine word meaning using reference materials and classroom resources. | LA 2.1.5.e | Locate words and determine meaning using reference materials. | LA 3.1.5.e | Locate words and determine meaning using reference materials. | LA 4.1.5.e | Determine meaning using reference materials. | LA 5.1.5.e | Determine meaning using reference materials. |

Reading K-5

2014 Nebraska College- and Career-Ready ELA Standards

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|---|------------|---|------------|--|------------|--|------------|--|------------|--|
| LA 0.1.6 | Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text. | LA 1.1.6 | Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text. | LA 2.1.6 | Comprehension: Students will construct meaning by using prior knowledge and text information to monitor comprehension while reading grade-level literary and informational text. | LA 3.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | LA 4.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | LA 5.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. |
| LA 0.1.6.a | With adult guidance, identify author's purpose (e.g., explain, entertain, inform). | LA 1.1.6.a | Identify author's purpose (e.g., explain, entertain, inform). | LA 2.1.6.a | Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. | LA 3.1.6.a | Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. | LA 4.1.6.a | Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. | LA 5.1.6.a | Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. |
| LA 0.1.6.b | Identify elements of literary text (e.g., characters, setting, events). | LA 1.1.6.b | Identify elements of literary text (e.g., characters, setting, events). | LA 2.1.6.b | Identify elements of literary text (e.g., characters, setting, plot). | LA 3.1.6.b | Identify and describe elements of literary text (e.g., characters, setting, plot, point of view). | LA 4.1.6.b | Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). | LA 5.1.6.b | Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). |
| LA 0.1.6.c | With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration). | LA 1.1.6.c | Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification). | LA 2.1.6.c | Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification). | LA 3.1.6.c | Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). | LA 4.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). | LA 5.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). |
| LA 0.1.6.d | With adult guidance, retell major events and key details from a literary text and/or media. | LA 1.1.6.d | Retell major events and key details from a literary text and/or media. | LA 2.1.6.d | Retell major events and key details from a literary text and/or media and support a prompted theme. | LA 3.1.6.d | Summarize a literary text and/or media, using key details to identify the theme. | LA 4.1.6.d | Summarize a literary text and/or media, using key details to identify the theme. | LA 5.1.6.d | Summarize and analyze a literary text and/or media, using key details to explain the theme. |
| LA 0.1.6.e | With adult guidance, retell main ideas from informational text and/or media. | LA 1.1.6.e | Retell main ideas and supporting details from informational text and/or media. | LA 2.1.6.e | Retell main ideas and supporting details from informational text and/or media. | LA 3.1.6.e | Determine main ideas and supporting details from informational text and/or media. | LA 4.1.6.e | Determine main ideas and supporting details from informational text and/or media. | LA 5.1.6.e | Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. |
| LA 0.1.6.f | Identify text features in print and digital informational text. | LA 1.1.6.f | Identify text features in print and digital informational text. | LA 2.1.6.f | Use text features to locate information and gain meaning from print and digital text. | LA 3.1.6.f | Use text features to locate information and explain how the information contributes to an understanding of print and digital text. | LA 4.1.6.f | Use text features to locate information and explain how the information contributes to an understanding of print and digital text. | LA 5.1.6.f | Use text features to locate information and explain how the information contributes to an understanding of print and digital text. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|---|------------|---|------------|---|------------|--|
| LA 0.1.6.g | Identify the basic characteristics of literary and informational text. | LA 1.1.6.g | Identify the basic characteristics of a variety of literary and informational texts. | LA 2.1.6.g | Compare and contrast the basic characteristics of a variety of literary and informational texts. | LA 3.1.6.g | Compare and contrast the characteristics that distinguish a variety of literary and informational texts. | LA 4.1.6.g | Compare and contrast the characteristics that distinguish a variety of literary and informational texts. | LA 5.1.6.g | Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts. |
| LA 0.1.6.h | Make connections between own life and/or other cultures in literary and informational text. | LA 1.1.6.h | Make connections between own life and/or other cultures in literary and informational text. | LA 2.1.6.h | Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective. | LA 3.1.6.h | Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. | LA 4.1.6.h | Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. | LA 5.1.6.h | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective. |
| LA 0.1.6.i | Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources. | LA 1.1.6.i | Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources. | LA 2.1.6.i | Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. | LA 3.1.6.i | Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. | LA 4.1.6.i | Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources. | LA 5.1.6.i | Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources. |
| LA 0.1.6.j | Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast). | LA 1.1.6.j | Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast). | LA 2.1.6.j | Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast). | LA 3.1.6.j | Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). | LA 4.1.6.j | Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). | LA 5.1.6.j | Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). |
| LA 0.1.6.k | Identify different purposes for reading (e.g., inform, enjoy). | LA 1.1.6.k | Identify and explain purpose for reading (e.g., answer a question, enjoy). | LA 2.1.6.k | Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task). | LA 3.1.6.k | Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). | LA 4.1.6.k | Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). | LA 5.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|---|------------|--|------------|--|------------|--|------------|--|
| LA 0.1.6.i | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections. | LA 1.1.6.i | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections. | LA 2.1.6.i | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. | LA 3.1.6.i | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. | LA 4.1.6.i | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. | LA 5.1.6.i | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. |
| LA 0.1.6.m | With adult guidance, monitor comprehension by recognizing when meaning is disrupted. | LA 1.1.6.m | Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. | LA 2.1.6.m | Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. | LA 3.1.6.m | Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. | LA 4.1.6.m | Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. | LA 5.1.6.m | Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. |
| LA 0.1.6.n | Make predictions about a text using prior knowledge, pictures, illustrations and titles. | LA 1.1.6.n | Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles. | LA 2.1.6.n | Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media. | LA 3.1.6.n | Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media. | LA 4.1.6.n | Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media. | LA 5.1.6.n | Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. |
| LA 0.1.6.o | Respond to text (e.g., verbally, in writing, or artistically). | LA 1.1.6.o | Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 2.1.6.o | Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 3.1.6.o | Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 4.1.6.o | Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 5.1.6.o | Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). |
| LA 0.1.6.p | Make connections between a print text and an audio, video, or live version of the text. | LA 1.1.6.p | Make connections between a print text and an audio, video, or live version of the text. | LA 2.1.6.p | Make connections between a print text and an audio, video, or live version of the text. | LA 3.1.6.p | Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text. | LA 4.1.6.p | Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text. | LA 5.1.6.p | Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|---|------------|---|------------|---|-------------|---|-------------|---|
| LA 6.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text | LA 7.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text | LA 8.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text | LA 10.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text | LA 12.1 | Reading: Students will learn and apply reading skills and strategies to comprehend text |
| LA 6.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 7.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 8.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 10.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> | LA 12.1.1 | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> |
| LA 6.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 7.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 8.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 10.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> | LA 12.1.1.a | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> |
| LA 6.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 7.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 8.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 10.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> | LA 12.1.1.b | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> |
| LA 6.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 7.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 8.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 10.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> | LA 12.1.1.c | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> |
| LA 6.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.1.d | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.1.e | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.1.f | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.1.g | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 7.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 8.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 10.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> | LA 12.1.2 | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|---|-------------|---|
| LA 6.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 7.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 8.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | LA 10.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> | LA 12.1.2.a | <i>Mastered in Grade 1 and blended with other skills at this grade band.</i> |
| LA 6.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.2.b | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.2.c | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.2.d | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 7.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 8.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade level.</i> | LA 10.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> | LA 12.1.2.e | <i>Mastered in Kindergarten and blended with other skills at this grade band.</i> |
| LA 6.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines | LA 7.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines | LA 8.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines | LA 10.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines | LA 12.1.3 | Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines |
| LA 6.1.3.a | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text | LA 7.1.3.a | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text | LA 8.1.3.a | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text | LA 10.1.3.a | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text | LA 12.1.3.a | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text |
| LA 6.1.3.b | <i>Mastered in Grade 4 and blended with other skills at this grade level.</i> | LA 7.1.3.b | <i>Mastered in Grade 4 and blended with other skills at this grade level.</i> | LA 8.1.3.b | <i>Mastered in Grade 4 and blended with other skills at this grade level.</i> | LA 10.1.3.b | <i>Mastered in Grade 4 and blended with other skills at this grade band.</i> | LA 12.1.3.b | <i>Mastered in Grade 4 and blended with other skills at this grade band.</i> |
| LA 6.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade level.</i> | LA 7.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade level.</i> | LA 8.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade level.</i> | LA 10.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade band.</i> | LA 12.1.3.c | <i>Mastered in Grade 3 and blended with other skills at this grade band.</i> |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|---|------------|---|------------|---|-------------|---|-------------|---|
| LA 6.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | LA 7.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | LA 8.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | LA 10.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | LA 12.1.4 | Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. |
| LA 6.1.4.a | Use reading strategies to persevere through text of increasing length and/or complexity. | LA 7.1.4.a | Use reading strategies to persevere through text of increasing length and/or complexity. | LA 8.1.4.a | Use reading strategies to persevere through text of increasing length and/or complexity. | LA 10.1.4.a | Adjust reading strategies to persevere through text of increasing length and/or complexity. | LA 12.1.4.a | Adjust reading strategies to persevere through text of increasing length and/or complexity. |
| LA 6.1.4.b | <i>Mastered in Grade 5 and blended with other skills at this grade level.</i> | LA 7.1.4.b | <i>Mastered in Grade 5 and blended with other skills at this grade level.</i> | LA 8.1.4.b | <i>Mastered in Grade 5 and blended with other skills at this grade level.</i> | LA 10.1.4.b | <i>Mastered in Grade 5 and blended with other skills at this grade level.</i> | LA 12.1.4.b | <i>Mastered in Grade 5 and blended with other skills at this grade level.</i> |
| LA 6.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 7.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 8.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 10.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | LA 12.1.5 | Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. |
| LA 6.1.5.a | Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. | LA 7.1.5.a | Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. | LA 8.1.5.a | Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. | LA 10.1.5.a | Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing. | LA 12.1.5.a | Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing. |
| LA 6.1.5.b | Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. | LA 7.1.5.b | Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. | LA 8.1.5.b | Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. | LA 10.1.5.b | <i>Skills blended with 10.1.5.a at this level.</i> | LA 12.1.5.b | <i>Skills blended with 12.1.5.a at this level.</i> |
| LA 6.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 7.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 8.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 10.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | LA 12.1.5.c | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|---|-------------|---|
| LA 6.1.5.d | Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing. | LA 7.1.5.d | Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing. | LA 8.1.5.d | Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing. | LA 10.1.5.d | Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. | LA 12.1.5.d | Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. |
| LA 6.1.5.e | Verify meaning and pronunciation of words or phrases using reference materials. | LA 7.1.5.e | Verify meaning and pronunciation of words or phrases using reference materials. | LA 8.1.5.e | Verify meaning and pronunciation of words or phrases using reference materials. | LA 10.1.5.e | Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate. | LA 12.1.5.e | Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate. |
| LA 6.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | LA 7.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | LA 8.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | LA 10.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | LA 12.1.6 | Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. |
| LA 6.1.6.a | Analyze text to determine author's purpose(s) and describe how author's perspective influences text. | LA 7.1.6.a | Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective. | LA 8.1.6.a | Analyze the meaning, reliability, and validity of text considering author's purpose and perspective. | LA 10.1.6.a | Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences. | LA 12.1.6.a | Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences. |
| LA 6.1.6.b | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). | LA 7.1.6.b | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). | LA 8.1.6.b | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes). | LA 10.1.6.b | Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood). | LA 12.1.6.b | Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood). |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|---|------------|--|-------------|--|-------------|--|
| LA 6.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood). | LA 7.1.6.c | Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood). | LA 8.1.6.c | Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood). | LA 10.1.6.c | Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood). | LA 12.1.6.c | Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). |
| LA 6.1.6.d | Summarize and analyze a literary text and/or media, using key details to explain the theme. | LA 7.1.6.d | Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme. | LA 8.1.6.d | Summarize, analyze and synthesize the development of a common theme between two literary text and/or media. | LA 10.1.6.d | Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media). | LA 12.1.6.d | Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media). |
| LA 6.1.6.e | Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. | LA 7.1.6.e | Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea. | LA 8.1.6.e | Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media. | LA 10.1.6.e | <i>Skills blended with 10.1.6.d at this level.</i> | LA 12.1.6.e | <i>Skills blended with 12.1.6.d at this level.</i> |
| LA 6.1.6.f | Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. | LA 7.1.6.f | Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. | LA 8.1.6.f | Analyze and evaluate information from print and digital text features to support comprehension. | LA 10.1.6.f | Interpret and evaluate information from print and digital text features to support comprehension. | LA 12.1.6.f | Interpret and evaluate information from print and digital text features to support comprehension. |
| LA 6.1.6.g | Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts. | LA 7.1.6.g | Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts. | LA 8.1.6.g | Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts. | LA 10.1.6.g | Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective. | LA 12.1.6.g | Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective. |
| LA 6.1.6.h | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective. | LA 7.1.6.h | Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective. | LA 8.1.6.h | Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective. | LA 10.1.6.h | <i>Skills blended with 10.1.6.g at this level.</i> | LA 12.1.6.h | <i>Skills blended with 12.1.6.g at this level.</i> |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|--|-------------|--|
| LA 6.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources. | LA 7.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources. | LA 8.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources. | LA 10.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers. | LA 12.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers. |
| LA 6.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). | LA 7.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support). | LA 8.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support). | LA 10.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer). | LA 12.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer). |
| LA 6.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. | LA 7.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. | LA 8.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. | LA 10.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. | LA 12.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. |
| LA 6.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. | LA 7.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. | LA 8.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text. | LA 10.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text. | LA 12.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text. |
| LA 6.1.6.m | Self-monitor comprehension and independently apply appropriate strategies to understand text. | LA 7.1.6.m | Self-monitor comprehension and independently apply appropriate strategies to understand text. | LA 8.1.6.m | Self-monitor comprehension and independently apply appropriate strategies to understand text. | LA 10.1.6.m | Self-monitor comprehension and independently apply appropriate strategies to understand complex text. | LA 12.1.6.m | Self-monitor comprehension and independently apply appropriate strategies to understand complex text. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|---|------------|--|------------|--|-------------|---|-------------|---|
| LA 6.1.6.n | Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. | LA 7.1.6.n | Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. | LA 8.1.6.n | Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. | LA 10.1.6.n | Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats. | LA 12.1.6.n | Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats. |
| LA 6.1.6.o | Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 7.1.6.o | Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 8.1.6.o | Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 10.1.6.o | Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media). | LA 12.1.6.o | Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media). |
| LA 6.1.6.p | Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script. | LA 7.1.6.p | Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script. | LA 8.1.6.p | Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script. | LA 10.1.6.p | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. | LA 12.1.6.p | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|---|------------|---|------------|---|------------|---|------------|---|------------|---|
| LA 0.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 1.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 2.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 3.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 4.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 5.2 | Writing: Students will learn and apply writing skills and strategies to communicate. |
| LA 0.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 1.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 2.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 3.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 4.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 5.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. |
| LA 0.2.1.a | Use prewriting activities and inquiry tools to generate ideas. | LA 1.2.1.a | Use prewriting activities and inquiry tools to generate ideas. | LA 2.2.1.a | Use prewriting activities and inquiry tools to generate ideas. | LA 3.2.1.a | Use prewriting activities and inquiry tools to generate ideas and organize information. | LA 4.2.1.a | Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. | LA 5.2.1.a | Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. |
| LA 0.2.1.b | Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. | LA 1.2.1.b | Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end. | LA 2.2.1.b | Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. | LA 3.2.1.b | Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. | LA 4.2.1.b | Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. | LA 5.2.1.b | Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. |
| LA 0.2.1.c | With adult guidance, use relevant information and evidence to support ideas. | LA 1.2.1.c | Gather and use relevant information and evidence to support ideas. | LA 2.2.1.c | Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas. | LA 3.2.1.c | Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses. | LA 4.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. | LA 5.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. |
| LA 0.2.1.d | Compose simple, grammatically correct sentences. | LA 1.2.1.d | Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type. | LA 2.2.1.d | Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. | LA 3.2.1.d | Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. | LA 4.2.1.d | Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. | LA 5.2.1.d | Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type. |
| LA 0.2.1.e | With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 1.2.1.e | With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 2.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 3.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 4.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 5.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
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| LA 0.2.1.f | Provide oral descriptive feedback to other writers. | LA 1.2.1.f | Provide oral descriptive feedback to other writers. | LA 2.2.1.f | Provide oral and/or written descriptive feedback to other writers. | LA 3.2.1.f | Provide oral and/or written descriptive feedback to other writers. | LA 4.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. | LA 5.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. |
| LA 0.2.1.g | With adult guidance, persevere in writing tasks. | LA 1.2.1.g | Persevere in writing tasks of various length and complexity. | LA 2.2.1.g | Persevere in writing tasks of various length and complexity. | LA 3.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. | LA 4.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. | LA 5.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. |
| LA 0.2.1.h | With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation). | LA 1.2.1.h | With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation). | LA 2.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 3.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 4.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 5.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). |
| LA 0.2.1.i | Use own words to relate information. | LA 1.2.1.i | Use own words to relate information. | LA 2.2.1.i | Display academic honesty and integrity by avoiding plagiarism and providing a list of sources. | LA 3.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. | LA 4.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. | LA 5.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. |
| LA 0.2.1.j | With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats. | LA 1.2.1.j | Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats. | LA 2.2.1.j | Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats. | LA 3.2.1.j | Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title). | LA 4.2.1.j | Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title). | LA 5.2.1.j | Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title). |
| LA 0.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines | LA 1.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines | LA 2.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines | LA 3.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines | LA 4.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines | LA 5.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines |
| LA 0.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 1.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 2.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 3.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 4.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 5.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. |
| LA 0.2.2.b | With adult guidance, provide evidence from literary or informational text to support ideas or opinions | LA 1.2.2.b | With adult guidance, provide evidence from literary or informational text to support ideas or opinions | LA 2.2.2.b | Provide evidence from literary or informational text to support ideas or opinions. | LA 3.2.2.b | Provide evidence from literary or informational text to support ideas or opinions. | LA 4.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. | LA 5.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|--|------------|--|------------|---|------------|---|
| LA 0.2.2.c | With adult guidance, conduct and publish research to answer questions or solve problems. | LA 1.2.2.c | With adult guidance, conduct and publish research to answer questions or solve problems using resources. | LA 2.2.2.c | Conduct and publish research to answer questions or solve problems using resources. | LA 3.2.2.c | Conduct and publish research to answer questions or solve problems using multiple resources to support theses. | LA 4.2.2.c | Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. | LA 5.2.2.c | Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. |
| LA 0.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 1.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 2.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 3.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 4.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 5.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. |
| LA 0.2.2.e | With adult guidance, compare mentor texts and examples to create similar pieces. | LA 1.2.2.e | Compare various mentor texts and/or exemplars to create similar pieces. | LA 2.2.2.e | Compare various mentor texts and/or exemplars to create a similar piece. | LA 3.2.2.e | Compare various mentor texts and/or exemplars to create a similar piece. | LA 4.2.2.e | Compare various mentor texts and/or exemplars to create a similar piece. | LA 5.2.2.e | Compare various mentor texts and/or exemplars to create a similar piece. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|---|------------|--|------------|--|-------------|---|-------------|---|
| LA 6.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 7.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 8.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 10.2 | Writing: Students will learn and apply writing skills and strategies to communicate. | LA 12.2 | Writing: Students will learn and apply writing skills and strategies to communicate. |
| LA 6.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 7.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 8.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 10.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. | LA 12.2.1 | Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. |
| LA 6.2.1.a | Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions. | LA 7.2.1.a | Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions. | LA 8.2.1.a | Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information. | LA 10.2.1.a | Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information. | LA 12.2.1.a | Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information. |
| LA 6.2.1.b | Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. | LA 7.2.1.b | Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. | LA 8.2.1.b | Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. | LA 10.2.1.b | Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. | LA 12.2.1.b | Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. |
| LA 6.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. | LA 7.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. | LA 8.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. | LA 10.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. | LA 12.2.1.c | Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. |
| LA 6.2.1.d | Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. | LA 7.2.1.d | Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. | LA 8.2.1.d | Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. | LA 10.2.1.d | Apply standard rules of grammar and paragraph formation, including parallel structure and subordination. | LA 12.2.1.d | Apply standard rules of grammar and paragraph formation, including parallel structure and subordination. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|---|------------|---|------------|---|-------------|---|-------------|---|
| LA 6.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 7.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 8.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 10.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. | LA 12.2.1.e | Revise to improve and clarify writing through self-monitoring strategies and feedback from others. |
| LA 6.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. | LA 7.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. | LA 8.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. | LA 10.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. | LA 12.2.1.f | Provide oral, written, and/or digital descriptive feedback to other writers. |
| LA 6.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. | LA 7.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. | LA 8.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. | LA 10.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. | LA 12.2.1.g | Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. |
| LA 6.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 7.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 8.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 10.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). | LA 12.2.1.h | Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). |
| LA 6.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. | LA 7.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. | LA 8.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. | LA 10.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. | LA 12.2.1.i | Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. |
| LA 6.2.1.j | Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations). | LA 7.2.1.j | Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations). | LA 8.2.1.j | Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations). | LA 10.2.1.j | Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements). | LA 12.2.1.j | Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements). |
| LA 6.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines. | LA 7.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines. | LA 8.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines. | LA 10.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines. | LA 12.2.2 | Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|--|-------------|--|
| LA 6.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 7.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 8.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 10.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | LA 12.2.2.a | Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. |
| LA 6.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. | LA 7.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. | LA 8.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. | LA 10.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. | LA 12.2.2.b | Provide evidence from literary or informational text to support analysis, reflection, and research. |
| LA 6.2.2.c | Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. | LA 7.2.2.c | Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. | LA 8.2.2.c | Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. | LA 10.2.2.c | Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. | LA 12.2.2.c | Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses. |
| LA 6.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 7.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 8.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 10.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. | LA 12.2.2.d | Use precise word choice and domain-specific vocabulary to write in a variety of modes. |
| LA 6.2.2.e | Analyze various mentor texts and/or exemplars in order to create a similar piece. | LA 7.2.2.e | Analyze various mentor texts and/or exemplars in order to create a similar piece. | LA 8.2.2.e | Analyze various mentor texts and/or exemplars in order to create a similar piece. | LA 10.2.2.e | Analyze various mentor texts and/or exemplars in order to create a similar piece. | LA 12.2.2.e | Analyze various mentor texts and/or exemplars in order to create a similar piece. |

Speaking/Listening K-5

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|--|------------|--|------------|--|------------|--|
| LA 0.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 1.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 2.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 3.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 4.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 5.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. |
| LA 0.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 1.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 2.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 3.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 4.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 5.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. |
| LA 0.3.1.a | Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences. | LA 1.3.1.a | Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences. | LA 2.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 3.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 4.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 5.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. |
| LA 0.3.1.b | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. | LA 1.3.1.b | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text. | LA 2.3.1.b | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text. | LA 3.3.1.b | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text. | LA 4.3.1.b | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text. | LA 5.3.1.b | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text. |

Speaking/Listening K-5

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|--|------------|---|------------|---|------------|---|
| LA 0.3.1.c | Utilize appropriate visual and/or digital tools to support verbal communication. | LA 1.3.1.c | Utilize appropriate visual and/or digital tools to support verbal communication. | LA 2.3.1.c | Utilize appropriate visual and/or digital tools to support verbal communication. | LA 3.3.1.c | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA 4.3.1.c | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA 5.3.1.c | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. |
| LA 0.3.1.d | Convey a personal perspective with clear reasons. | LA 1.3.1.d | Convey a personal perspective with clear reasons. | LA 2.3.1.d | Convey a personal perspective with clear reasons. | LA 3.3.1.d | Convey a perspective with clear reasoning and support. | LA 4.3.1.d | Convey a perspective with clear reasoning and support. | LA 5.3.1.d | Convey a perspective with clear reasoning and support. |
| LA 0.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 1.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 2.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 3.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 4.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 5.3.1.e | Ask pertinent questions to acquire or confirm information. |
| LA 0.3.1.f | <i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i> | LA 1.3.1.f | <i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i> | LA 2.3.1.f | <i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i> | LA 3.3.1.f | <i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i> | LA 4.3.1.f | <i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i> | LA 5.3.1.f | <i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i> |
| LA 0.3.2 | Listening: Students will develop and demonstrate active listening skills across a variety of situations. | LA 1.3.2 | Listening: Students will develop and demonstrate active listening skills across a variety of situations. | LA 2.3.2 | Listening: Students will develop and demonstrate active listening skills across a variety of situations. | LA 3.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. | LA 4.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. | LA 5.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. |
| LA 0.3.2.a | Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities. | LA 1.3.2.a | Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities. | LA 2.3.2.a | Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities. | LA 3.3.2.a | Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities. | LA 4.3.2.a | Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities. | LA 5.3.2.a | Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities. |
| LA 0.3.2.b | With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats. | LA 1.3.2.b | With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats. | LA 2.3.2.b | Ask questions about the purpose and credibility of information being presented in diverse media and formats. | LA 3.3.2.b | Identify the purpose and credibility of information being presented in diverse media and formats. | LA 4.3.2.b | Identify the purpose and credibility of information being presented in diverse media and formats. | LA 5.3.2.b | Identify the purpose and credibility of information being presented in diverse media and formats. |
| LA 0.3.2.c | Complete a task following one/two-step directions. | LA 1.3.2.c | Complete a task following one/two-step directions. | LA 2.3.2.c | Complete a task following multi-step directions. | LA 3.3.2.c | Complete a task following multi-step directions. | LA 4.3.2.c | Complete a task following multi-step directions. | LA 5.3.2.c | Complete a task following multi-step directions. |
| LA 0.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 1.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 2.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 3.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 4.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 5.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. |
| LA 0.3.3.a | Practice appropriate classroom etiquette and recognize social cues when communicating. | LA 1.3.3.a | Practice appropriate classroom etiquette and recognize social cues when communicating. | LA 2.3.3.a | Demonstrate appropriate classroom etiquette and recognize social cues when communicating. | LA 3.3.3.a | Demonstrate appropriate social etiquette and apply social cues when communicating. | LA 4.3.3.a | Demonstrate appropriate social etiquette and apply social cues when communicating. | LA 5.3.3.a | Demonstrate appropriate social etiquette and apply social cues when communicating. |

Speaking/Listening K-5

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|---|------------|---|------------|---|------------|---|------------|---|------------|---|
| LA 0.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation. | LA 1.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation. | LA 2.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation. | LA 3.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation. | LA 4.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation. | LA 5.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation. |
| LA 0.3.3.c | Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. | LA 1.3.3.c | Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. | LA 2.3.3.c | Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas. | LA 3.3.3.c | Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas. | LA 4.3.3.c | Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas. | LA 5.3.3.c | Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas. |
| LA 0.3.3.d | Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. | LA 1.3.3.d | Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. | LA 2.3.3.d | Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. | LA 3.3.3.d | Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study. | LA 4.3.3.d | Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. | LA 5.3.3.d | Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. |
| LA 0.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. | LA 1.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. | LA 2.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. | LA 3.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. | LA 4.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. | LA 5.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. |

Speaking/Listening 6-12

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|--|-------------|--|
| LA 6.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 7.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 8.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 10.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | LA 12.3 | Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. |
| LA 6.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 7.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 8.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 10.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. | LA 12.3.1 | Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. |
| LA 6.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 7.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 8.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 10.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. | LA 12.3.1.a | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. |
| LA 6.3.1.b | Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text. | LA 7.3.1.b | Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text. | LA 8.3.1.b | Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text. | LA 10.3.1.b | Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text. | LA 12.3.1.b | Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text. |
| LA 6.3.1.c | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA 7.3.1.c | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA 8.3.1.c | Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences. | LA 10.3.1.c | Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences. | LA 12.3.1.c | Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. |
| LA 6.3.1.d | Convey a perspective with clear reasoning and support. | LA 7.3.1.d | Convey a perspective with clear reasoning and valid evidence. | LA 8.3.1.d | Convey a perspective with clear reasoning and valid evidence. | LA 10.3.1.d | Convey a perspective with clear reasoning and valid evidence. | LA 12.3.1.d | Convey a perspective with clear reasoning and valid evidence. |
| LA 6.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 7.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 8.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 10.3.1.e | Ask pertinent questions to acquire or confirm information. | LA 12.3.1.e | Ask pertinent questions to acquire or confirm information. |

Speaking/Listening 6-12

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|---|-------------|---|
| LA 6.3.1.f | Address alternative or opposing perspectives when appropriate to the mode of speaking. | LA 7.3.1.f | Address alternative or opposing perspectives when appropriate to the mode of speaking. | LA 8.3.1.f | Address alternative or opposing perspectives when appropriate to the mode of speaking. | LA 10.3.1.f | Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking. | LA 12.3.1.f | Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking. |

Speaking/Listening 6-12

| Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 | |
|------------|---|------------|---|------------|---|-------------|---|--------------|---|
| LA 6.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. | LA 7.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. | LA 8.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. | LA 10.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. | LA 12.3.2 | Listening: Students will develop and apply active listening skills across a variety of situations. |
| LA 6.3.2.a | Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities. | LA 7.3.2.a | Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities. | LA 8.3.2.a | Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities. | LA 10.3.2.a | Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital). | LA 12.3.2.a | Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital). |
| LA 6.3.2.b | Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats. | LA 7.3.2.b | Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats. | LA 8.3.2.b | Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility. | LA 10.3.2.b | Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility. | LA 12.3.2.b | Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility. |
| LA 6.3.2.c | Complete a task following multi-step directions. | LA 7.3.2.c | Complete a task following multi-step directions. | LA 8.3.2.c | Complete a task following complex multi-step directions. | LA 10.3.2.c | Complete a task following complex multi-step directions. | LA 12.3.2.c | Complete a task following complex multi-step directions. |

Speaking/Listening 6-12

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|--|------------|--|------------|--|-------------|--|-------------|--|
| LA 6.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 7.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 8.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 10.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | LA 12.3.3 | Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. |
| LA 6.3.3.a | Apply appropriate social etiquette and practice social protocols when communicating. | LA 7.3.3.a | Apply appropriate social etiquette and practice social protocols when communicating. | LA 8.3.3.a | Apply appropriate social etiquette and practice social protocols when communicating. | LA 10.3.3.a | Integrate professional etiquette and social protocols when communicating. | LA 12.3.3.a | Integrate professional etiquette and social protocols when communicating. |
| LA 6.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation. | LA 7.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation. | LA 8.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation. | LA 10.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation. | LA 12.3.3.b | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation. |
| LA 6.3.3.c | Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas. | LA 7.3.3.c | Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas. | LA 8.3.3.c | Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas. | LA 10.3.3.c | Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas. | LA 12.3.3.c | Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas. |
| LA 6.3.3.d | Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. | LA 7.3.3.d | Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study. | LA 8.3.3.d | Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study. | LA 10.3.3.d | Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study. | LA 12.3.3.d | Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study. |
| LA 6.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. | LA 7.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. | LA 8.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. | LA 10.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. | LA 12.3.3.e | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|--|------------|--|------------|---|------------|---|
| LA 0.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 1.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 2.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 3.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 4.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 5.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. |
| LA 0.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 1.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 2.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 3.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 4.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 5.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). |
| LA 0.4.1.a | With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real). | LA 1.4.1.a | Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real). | LA 2.4.1.a | With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings. | LA 3.4.1.a | Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings. | LA 4.4.1.a | Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings. | LA 5.4.1.a | Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings. |
| LA 0.4.1.b | With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). | LA 1.4.1.b | With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). | LA 2.4.1.b | With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). | LA 3.4.1.b | With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). | LA 4.1.4.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). | LA 5.1.4.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). |
| LA 0.4.1.c | Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA 1.4.1.c | Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA 2.4.1.c | Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA 3.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). | LA 4.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). | LA 5.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). |

| | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 |
|------------|--|------------|--|------------|--|------------|--|------------|--|------------|--|
| LA 0.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 1.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 2.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 3.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 4.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 5.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. |
| LA 0.4.2.a | Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). | LA 1.4.2.a | Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). | LA 2.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 3.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 4.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 5.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). |
| LA 0.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 1.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 2.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 3.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 4.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 5.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. |

| | Grade 6 | | Grade 7 | | Grade 8 | | Grades 9-10 | | Grades 11-12 |
|------------|---|------------|---|------------|---|-------------|---|-------------|---|
| LA 6.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 7.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 8.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 10.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. | LA 12.4 | Multiple Literacies: Students will apply information fluency and practice digital citizenship. |
| LA 6.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 7.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 8.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 10.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). | LA 12.4.1 | Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital). |
| LA 6.4.1.a | Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings. | LA 7.4.1.a | Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings. | LA 8.4.1.a | Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings. | LA 10.4.1.a | Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. | LA 12.4.1.a | Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. |
| LA 6.4.1.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). | LA 7.4.1.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). | LA 8.4.1.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). | LA 10.4.1.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). | LA 12.4.1.b | Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). |
| LA 6.1.4.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). | LA 7.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). | LA 8.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). | LA 10.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). | LA 12.4.1.c | Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). |

| LA 6.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 7.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 8.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 10.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. | LA 12.4.2 | Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. |
|------------|--|------------|--|------------|--|-------------|--|-------------|--|
| LA 6.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 7.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 8.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 10.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). | LA 12.4.2.a | Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). |
| LA 6.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 7.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 8.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 10.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | LA 12.4.2.b | Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. |

O'NEILL ELEMENTARY SCHOOL

Dan Woodle, Principal

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High School
Corey Fisher
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Director
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School Board Report: October 13th 2014

- The Developing Eagles Program is running full steam ahead. The program has a daily high attendance of 97 and 98 on two respective days. There is currently a waiting list of families to attend the program. Mrs. Olson reviews families that are enrolled and if they are not in attendance for one continuous month that family is removed from the active attendees and placed on the waiting list. They are then replaced by a family/child that is currently on the waiting list and wishes to attend. All of that information is given to the families in the Developing Eagles Handbook when they enroll in the program.
- The backpack program has begun again this year school year. With the guidance of Mrs. Mann, the FCCLA students are currently sending home bags of food for the weekend with 46 students. A note was included in the initial bag for families to reject the service if they did not wish to participate. As of this point we have not received any notices back from families declining this service.
- Homecoming was held at O'Neill Elementary in conjunction with the High School. With dress up days and the big event being the pep rally conducted by the cheerleaders, which included the fall athletes, the students fully enjoyed the week and showed tremendous school spirit.
- Parent Teacher Conferences were held on Tuesday, October 7th from 12:00-6:30 pm. As a school we had an 88% turnout from families. We did have two unique alterations as one classroom had to have an earlier schedule due to a head coach needing the evening for an event. The other was a teacher too ill to conduct conferences and all are being rescheduled. Those families that did not attend will be individually contacted by the child's teacher to reschedule their parent/teacher conference.
- Staff development activities took place for members of both High School and Elementary staff during the morning of October 7th and the full day of October 8th. The staff worked on the Gallop Strengths Finder to identify and analyze each person's individual strengths on Tuesday morning. Wednesday morning was spent working with the Staff Development team from ESU 8 on Marzano's Instructional Framework with the afternoon consisting of curriculum work.
- Dates to note for the coming month:
 - Tuesday, October 14th - Family Math Night- 6:30 pm
 - Friday, October 17th - End of 1st Quarter
 - Thursday, October 23rd - Lights On Afterschool- 4:00 pm

October 2014 Board of Education Meeting

Special Education Report

From: Kathy Grossnicklaus

1. Current Special Education Count is at 158. We have an additional 4 students in the testing process and a number of students in the Student Assistance Team process. Behavioral issues are our biggest concerns at present. The elementary has had to design a calm down room for students experiencing crisis.
2. Our Center for Teaching and Learning presently has four students enrolled in the program.
3. The Birth to Five Program has 16 students enrolled.
4. Home-based services: We have three students that are home schooled and receive speech/language services at the elementary.
5. We currently have eleven students at St. Mary's receiving services. All receive speech services per their proportionate share plan. Students can also access special education by bus over to the public school, if needed.
6. Mobility: We already have had some students that enrolled in August as new students, move away. It's the constant moving that contributes to these student's disabilities.
7. MANDT Training was completed with Angie Robertson, Jill Langan, Brenda Schmeichel, Dale Jackson, Jody Fox, Becky Kohtz, Lori Mathews, Monte Grossnicklaus, Seth Kallhoff and Laurie O'Neill.
8. The Special Education Teachers completed the required FTE documents for ESU 8. The FTE count is used on our final financial forms. FTE's are the percentages of the student's day spent in a special education setting.
9. Consultants from Munroe/Meyer were recently in O'Neill helping our Autism Team. They praised the team, teachers, paraprofessionals and administration for the program we have developed to help our special cases. It was quite rewarding to hear from the experts that we are on-track with the methods and programs we are using.

Administrative Report for School Board October 13, 2014

Nick Hostert, AD

Girl's golf-The golf team has finished 1st or 2nd in almost every tournament they played in this season. This included a runner up finish at the Conference golf meet. The golf team competed in the B-3 district meet at York, finished 4th and Hailee Harmon and Paige Gaughenbaugh qualified for the state tournament.

Softball-The Eagles play in the B-4 district tournament at Wisner on Thursday and Friday. The Eagles finished the regular season with a 11-14 record and have the #4 seed in districts. We finished 3rd at the Mid State Conference tourney as well as at the Central City invite.

FCCLA-We hosted the District 9 Leadership conference last week.

Cross Country-We travel to Wayne for the C-3 district meet on Thursday, October 16. The top three teams and 15 individuals advance to the state meet in Kearney. Both teams ran well at the UNK Invite last week. We also competed in our Conference meet this week at Boone Central.

Football- the JH teams will complete their season this week when we host Crofton and travel to Wagner. The 9/10 & JV squad is 4-0 on the season. They have wins over West Holt, Boone Central, Valentine and Ainsworth, with Wayne and Battle Creek left on the schedule. The Varsity team is 3-3 and is currently sits 26th in wildcard point standings. Only 16 teams will qualify for football playoffs this year, as this is a change from previous years.

Homecoming-Riley Wakefield & Rahtaya Young were crowned king and queen for 2014.

Volleyball- The C/JV/ teams defeated Plainview this week. We have a young team and they have shown improvement. We have 36 students playing Junior High volleyball and they have competed well this fall. Our Elementary volleyball program has 35 4th, 5th & 6th graders competing in several area tournaments and 4 Sunday league events.

Music-The band will compete on the next two Saturdays (Pierce and Schuyler) in marching band competitions. All State Music auditions will be completed soon. The JH/SH Choir concert will be on Sunday, October 19 at 2:00 pm.

FFA-Our chapter has been busy competing in range, dairy, and livestock judging as well as preparing for National Convention, fruit sales, and District Leadership

Skills Events. The District LSE Contest is scheduled for December 3 at Valentine.

“O” Club-We delivered “Meals on Wheels” last month and will do so for two more weeks this school year.

One Act Play- Has 20 students, plus crew members, who will be participating in “Fighting Demons”. They have already started practices and memorizing lines. Mr. Jaques’s “early bird” class makes up a big part of the cast & crew for the play. They should get a minimum of four performances this year, as they will attend a one-act festival at Creighton, Mid State Conference, one public performance, and the B-3 districts competition at Columbus.

Speech-Will be holding an organizational meeting soon. We will be Class B for speech this school year and Districts are at Pierce.

Hosting Events-We will be hosting the C2-8 sub district volleyball tournament and NVC consolation and finals this fall. We will also be host the C2-8 sub district girls and boys basketball tourney this spring. O’Neill High School will also be the site of the C-2 district wrestling tourney on February 13 & 14. This will be the first time O’Neill has hosted this event. All of these events help bring many fans to town.

**Building & Grounds
Board Report
Steve Brown
Monday October 13, 2014**

Elementary

No major incidents to report. Typical maintenance issues

- 1) Progressing with improving control of HVAC with the computer.
- 2) The quarterly inspection of the fire suppression system was conducted.

Central Office

- 1) Rock around the new cement has been added.

High School

No major incidents to report. Typical maintenance issues.

- 1) The quarterly inspection of the fire suppression system was conducted.

O'Neill Public School

Box 230 O'Neill, NE. 68763

*Corey Fisher, High School Principal
e-mail coreyfisher@oneillschools.org
phone: (402) 336-1544*

Date: October 13, 2014

Re: Board Report (High School)

Faculty Curriculum Work

- On Wednesday, October 7th and 8th the OHS faculty participated in a variety of professional development workshops. Most notably, on the afternoon of October 8th, the high school staff was provided the opportunity to meet in their respective content areas (Math, Science, Physical Education, Art, Music and etc.) where they engaged in curriculum discussions. The faculty utilized this time well and I am pleased with the work they did. Each department worked through some guiding questions that helped focus their discussions on key areas of focus. More opportunities will be provided to each department moving forward. The expectation will be to continuously work to strengthen the curriculums in place in each content area. This process is on going and will remain a strong focus in both the short and long term.

District FCCLA Event

- Also, on October 8th Mrs. Mann and the OHS FCCLA Organization hosted the District FCCLA event. Students from schools in the surrounding area participated in workshops, listened to various speakers and engaged in a number of leadership building activities throughout the day. I am proud of Mrs. Mann and the OHS FCCLA program for the tremendous job in hosting this district event.

Fall MAP Assessments

- In September, students in grades 7-10 completed the fall MAP battery of assessments in the areas of Language Arts, Math, Science, and Reading. Our staff will use data from these assessments to identify curricular and instructional areas of strength and also areas of concern. We will give the MAP Assessments again in the spring and that data will be used in large part to measure growth.

UNL Writing Exchange

- In late September, we once again had a large group of 8th grade students that traveled to Lincoln to participate in the annual UNL writing exchange program. Our 8th grade students connected with other students from Omaha Burke and Lincoln High. Students were required to keep a journal, write a poem, and had the option to participate in an "open mic" forum. It continues to be a great experience for those students who participate.

College/Career Fair

- Junior and Senior High students from OHS and the surrounding area had the opportunity to visit with a large number of colleges and branches of the military in late September. Mr. Fernau organized and invited area junior and senior students to the OHS Gym on the afternoon of September 22. In the past, this was held in the evenings. In an attempt to involve more students, it was scheduled in the afternoon this year. This continues to be a

great opportunity that allows our students to investigate a large variety of post-secondary opportunities without leaving town.

Fall Parent-Teacher Conferences

- Fall Parent-Teacher Conferences were held this past week. Attendance was at about 50%. As always, I will continue to encourage faculty to reach out to those parents who were unable to attend in order to assure that concerns are addressed and positive feedback is communicated. This is an expectation I have of all of our teachers throughout the year.

Duties of the School Board Treasurer

For the Month of September 2014

Board Treasurer, Jim Rabe

- X 1. Register a bond or evidence of equivalent insurance coverage within 10 days of appointment
- JR 2. Review Monthly County Treasurer Tax Remittance Reports - August 31, 2014
- JR 3. Review Monthly Income/Expense Reports for all Funds - September 2014
- JR 4. Review Monthly Payables Report - September
- JR 5. Review Monthly Payroll Reports - September
- _____ 6. Compare Quarterly Market Value of Pledges to Cash Balances - _____
- X 7. Attend School Board Meetings as requested

10-7-2014

O'Neill Public Schools
Payroll Report
September - 2014

| | |
|--|---------------------|
| Employee Gross Wages | \$496,474.42 |
| Substitute Employee Gross Wages | \$7,202.80 |
| Health Ins Benefit | \$110,183.37 |
| Retirement Benefit | \$48,543.79 |
| Medicare/Social Security Taxes | \$37,070.26 |
| Total Payroll Expense to District | \$699,474.64 |

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O'NEILL PUBLIC SCHOOLS - PAYABLES
OCTOBER, 2014

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| <u>Invoice Date</u> | | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
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| <u>Vendor Name</u> | | | | |
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| ADVANCED NEBRASKA | | 01 2213 670 000 1 | Regis-Nebr Continuous Improvement Wkshp | 170.00 |
| ADVANCED NEBRASKA | | 01 2213 670 000 2 | Regis-Nebr Continuous Improvement Wkshp | 170.00 |
| | | | Vendor Total: | 340.00 |
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| AEGIS THERAPIES, INC | | 01 4404 313 000 0 | PT - Sept, 2014 | 131.12 |
| AEGIS THERAPIES, INC | | 01 1210 313 000 1 | PT - Sept, 2014 | 460.08 |
| AEGIS THERAPIES, INC | | 01 1210 313 000 2 | PT - Sept, 2014 | 185.18 |
| | | | Vendor Total: | 776.38 |
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| ALCO STORES INC, DUCKWALL | | 01 1220 410 000 1 | Class Supplies | 82.62 |
| | | | Vendor Total: | 82.62 |
| 10/07/2014 | | | | |
| ALDEN, STACIE | | 01 2750 332 000 1 | Trans 4 mi Aug/Sept 2014 - 31 days | 98.95 |
| ALDEN, STACIE | | 01 2750 332 000 2 | Trans 4 mi Aug/Sept 2014 - 31 days | 98.95 |
| | | | Vendor Total: | 197.90 |
| 10/07/2014 | | | | |
| ALDER, BRENT | | 01 2750 332 000 2 | Trans 20 mi Sept 2014 - 20 days | 319.20 |
| ALDER, BRENT | | 01 2750 332 000 1 | Trans 20 mi Sept 2014 - 20 days | 319.20 |
| | | | Vendor Total: | 638.40 |
| 09/26/2014 | | | | |
| AMERICAN ART CLAY CO., INC | | 01 1105 410 000 2 | Class Supplies | 27.69 |
| | | | Vendor Total: | 27.69 |
| 10/13/2014 | | | | |
| AMERICAN BAND ACCESSORIES LLC | | 01 1108 410 000 2 | 2 Drum Major Outfits Dress Style #1302 b | 212.00 |
| AMERICAN BAND ACCESSORIES LLC | | 01 1108 410 000 2 | Sequin Belts | 21.90 |
| AMERICAN BAND ACCESSORIES LLC | | 01 1108 410 000 2 | shipping | 26.95 |
| | | | Vendor Total: | 260.85 |
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| APPEARA | | 01 2610 410 000 1 | Custodial Supplies | 193.80 |
| 09/30/2014 | | | | |
| APPEARA | | 01 2610 410 000 2 | Custodial Supplies | 268.83 |
| 09/30/2014 | | | | |
| APPEARA | | 01 1180 410 000 2 | Class Supplies | 67.82 |
| | | | Vendor Total: | 530.45 |
| 09/23/2014 | | | | |
| AVERA MEDICAL GROUP | | 12 1744 319 000 1 | DE Physical | 137.00 |

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O'NEILL PUBLIC SCHOOLS - PAYABLES
OCTOBER, 2014

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| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
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| | AVERA ST. ANTHONY'S HOSPITAL | 01 4404 313 000 0 | OT - Sept 2014 | 145.00 |
| | AVERA ST. ANTHONY'S HOSPITAL | 01 1210 313 000 1 | OT - Sept 2014 | 1,769.00 |
| | AVERA ST. ANTHONY'S HOSPITAL | 01 1210 313 000 2 | OT - Sept 2014 | 623.50 |
| | | | Vendor Total: | 2,537.50 |
| 10/07/2014 | | | | |
| | BAKER, ANDREA | 01 2750 332 000 1 | Trans 8 mi Sept 2014 - 21 days | 268.13 |
| | | | Vendor Total: | 268.13 |
| 09/11/2014 | | | | |
| | BARCO PRODUCTS | 01 2620 410 000 2 | Gates for HS Hallways | 541.38 |
| | | | Vendor Total: | 541.38 |
| 10/08/2014 | | | | |
| | BATTLES, JENNIFER | 01 2750 332 000 1 | Trans 13 mi Sept 2014 - 21 days | 435.71 |
| | | | Vendor Total: | 435.71 |
| 09/21/2014 | | | | |
| | BIG RED BAKERY AND CATERING | 01 2310 670 000 1 | Rolls/Muffins-Workshops | 106.50 |
| | BIG RED BAKERY AND CATERING | 01 2310 670 000 2 | Rolls/Muffins-Workshops | 106.50 |
| | | | Vendor Total: | 213.00 |
| 09/22/2014 | | | | |
| | BIO-RAD LABORATORIES | 01 1148 410 000 2 | BR-35 Pipet Tips | 28.80 |
| 09/26/2014 | | | | |
| | BIO-RAD LABORATORIES | 01 1140 410 000 2 | TBR-35 Pipet Tips | 44.80 |
| 09/18/2014 | | | | |
| | BIO-RAD LABORATORIES | 01 1148 410 000 2 | Restocking Fee for Pipets | 233.00 |
| | | | Vendor Total: | 306.60 |
| 09/23/2014 | | | | |
| | BIZCO TECHNOLOGIES | 01 1175 318 000 2 | Repairs to projector | 150.00 |
| | BIZCO TECHNOLOGIES | 01 1175 410 000 2 | Repairs to projector | 150.00 |
| | | | Vendor Total: | 300.00 |
| 09/16/2014 | | | | |
| | BOMGAARS | 01 2610 410 000 1 | Supplies | 23.20 |
| | BOMGAARS | 01 2610 410 000 2 | Supplies | 32.56 |
| | | | Vendor Total: | 55.76 |
| 10/02/2014 | | | | |
| | BOYD-HOLT JOINT E-911 | 01 2150 318 000 1 | Annual Alarm Fee | 270.00 |
| 10/02/2014 | | | | |
| | BOYD-HOLT JOINT E-911 | 01 2150 318 000 2 | Annual Alarm Fee | 270.00 |
| | | | Vendor Total: | 540.00 |
| 09/22/2014 | | | | |

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O'NEILL PUBLIC SCHOOLS - PAYABLES
OCTOBER, 2014

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Invoice Date

| <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
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| BRAINPOPLLC | 01 1100 465 000 1 | BrainPop Subscription 14/15 (12 months) | 2,095.00 |
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| BREINER, JEANNE | 01 2750 332 000 1 | Trans 10 mi Sept 2014 - 21 days | 167.58 |
| BREINER, JEANNE | 01 2750 332 000 2 | Trans 10 mi Sept 2014 - 21 days | 167.58 |
| | | Vendor Total: | 335.16 |
| 09/16/2014 | | | |
| BROWN, LOWELL | 01 1148 670 000 2 | Ashfalls Field Trip | 45.00 |
| | | Vendor Total: | 45.00 |
| 09/22/2014 | | | |
| BULLER, GREG | 01 2190 690 000 2 | Bus Permit | 7.50 |
| | | Vendor Total: | 7.50 |
| 10/07/2014 | | | |
| BURIVAL, STEPHANIE | 01 2750 332 000 1 | Trans 5 mi Aug/Sept 2014 - 31 days | 123.69 |
| BURIVAL, STEPHANIE | 01 2750 332 000 2 | Trans 5 mi Aug/Sept 2014 - 31 days | 123.69 |
| | | Vendor Total: | 247.38 |
| 09/12/2014 | | | |
| BUSINESS TELECOMMUNICATION SYSTEMS, INC | 01 2620 318 000 1 | Phone repairs | 90.00 |
| BUSINESS TELECOMMUNICATION SYSTEMS, INC | 01 2620 318 000 2 | Phone repairs | 90.00 |
| | | Vendor Total: | 180.00 |
| 10/10/2014 | | | |
| CAMPBELL, RASHELE | 06 2100 690 000 3 | Refund Lunch Acct | 25.11 |
| | | Vendor Total: | 25.11 |
| 09/25/2014 | | | |
| CARHART LUMBER CO | 01 1135 410 000 1 | Robotics Supplies | 120.92 |
| CARHART LUMBER CO | 01 1103 410 000 2 | Class Supplies | 31.49 |
| CARHART LUMBER CO | 01 2610 410 000 2 | Custodial Supplies | 134.80 |
| | | Vendor Total: | 287.21 |
| 09/27/2014 | | | |
| CASEY'S GENERAL STORES, INC. | 01 4730 670 000 2 | Donuts - Part II Meeting | 11.48 |
| | | Vendor Total: | 11.48 |
| 09/30/2014 | | | |
| CASEY'S GENERAL STORES, INC. | 12 1744 336 000 1 | Vehicle Fuel | 42.90 |
| CASEY'S GENERAL STORES, INC. | 01 2520 336 000 2 | Vehicle Fuel | 75.01 |
| CASEY'S GENERAL STORES, INC. | 01 2750 336 000 2 | Activity Fuel | 49.14 |
| | | Vendor Total: | 167.05 |
| 10/07/2014 | | | |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
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| | CHOATE, ROBIN | 01 2751 332 000 2 | Trans 24 mi Sept 2014 - 19 days | 363.89 |
| | | | Vendor Total: | 363.89 |
| 09/05/2014 | | | | |
| | CITY OF O'NEILL | 01 2620 319 000 1 | Backflow Test @ Elem & HS | 40.00 |
| | CITY OF O'NEILL | 01 2620 319 000 2 | Backflow Test @ Elem & HS | 40.00 |
| 09/30/2014 | | | | |
| | CITY OF O'NEILL | 01 2610 323 000 1 | Water & Sewer | 429.73 |
| | CITY OF O'NEILL | 01 2610 323 000 2 | Water & Sewer | 1,009.55 |
| | CITY OF O'NEILL | 01 2610 324 000 1 | Garbage | 588.30 |
| | CITY OF O'NEILL | 01 2610 324 000 2 | Garbage | 580.27 |
| | | | Vendor Total: | 2,687.85 |
| 09/30/2014 | | | | |
| | CUBBY'S INC. | 01 2750 336 000 2 | Activity Fuel | 182.55 |
| | | | Vendor Total: | 182.55 |
| 09/25/2014 | | | | |
| | DEAN, CHAD | 01 1108 670 000 1 | Regis & Membership NMEA | 104.50 |
| | DEAN, CHAD | 01 1108 670 000 2 | Regis & Membership NMEA | 104.50 |
| | | | Vendor Total: | 209.00 |
| 10/02/2014 | | | | |
| | DECKER EQUIPMENT | 01 2620 410 000 2 | Reserved Parking Aluminum Sign 12in x 18 | 24.85 |
| | DECKER EQUIPMENT | 01 2620 410 000 2 | Shipping | 12.95 |
| | | | Vendor Total: | 37.80 |
| 10/04/2014 | | | | |
| | DOLLAR GENERAL | 01 2610 410 000 1 | Custodial Supplies | 48.50 |
| | DOLLAR GENERAL | 01 2320 410 000 1 | Supplies | 24.00 |
| | DOLLAR GENERAL | 01 2320 410 000 2 | Supplies | 24.00 |
| | | | Vendor Total: | 96.50 |
| 09/17/2014 | | | | |
| | EDMENTUM | 01 1100 465 000 1 | 1 yr Education City 12/17/14-12/16/15 | 3,960.00 |
| | | | Vendor Total: | 3,960.00 |
| 09/19/2014 | | | | |
| | EDUCATION STATION | 01 1100 410 000 1 | Name Plate covers | 6.99 |
| | | | Vendor Total: | 6.99 |
| 09/25/2014 | | | | |
| | EDUCATIONAL RESOURCES, INC | 01 1100 410 000 1 | RRITPB1 Level 1 B1 workbooks | 75.00 |
| | EDUCATIONAL RESOURCES, INC | 01 1100 410 000 1 | shipping | 11.25 |
| 09/22/2014 | | | | |
| | EDUCATIONAL RESOURCES, INC | 01 4311 319 000 1 | Reading Training (9/18/14) | 2,295.69 |
| | | | Vendor Total: | 2,381.94 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
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| 09/08/2014 | | | | |
| | EGAN SUPPLY CO | 01 2610 410 000 2 | Custodial Supplies | 777.66 |
| | EGAN SUPPLY CO | 01 2610 410 000 1 | Custodial Supplies | 532.62 |
| 09/17/2014 | | | | |
| | EGAN SUPPLY CO | 01 2610 410 000 2 | Triple S Disinfectant Foam Cleaner | 55.04 |
| | EGAN SUPPLY CO | 01 2610 410 000 1 | Fresh Linen Refill Cans | 43.56 |
| | EGAN SUPPLY CO | 01 2610 410 000 1 | Triple S Disinfectant Foam Cleaner | 110.08 |
| | | | Vendor Total: | 1,518.96 |
| 09/22/2014 | | | | |
| | EJ COMPUTERS LLC | 01 1180 410 000 2 | Class Supplies | 4.47 |
| | | | Vendor Total: | 4.47 |
| 09/18/2014 | | | | |
| | ELKHORN VALLEY FAMILY MEDICINE | 01 2190 690 000 2 | Bus Driver Physical | 173.50 |
| 10/06/2014 | | | | |
| | ELKHORN VALLEY FAMILY MEDICINE | 01 2190 690 000 2 | Bus Driver Physical | 173.50 |
| | | | Vendor Total: | 347.00 |
| 09/23/2014 | | | | |
| | ENGINEERED CONTROLS, | 01 2620 318 000 1 | Service Agreement(Sept, Oct, Nov 2014) | 547.50 |
| | ENGINEERED CONTROLS, | 01 2620 318 000 2 | Service Agreement(Sept, Oct, Nov 2014) | 547.50 |
| | | | Vendor Total: | 1,095.00 |
| 10/03/2014 | | | | |
| | ESU #1 | 01 4311 670 000 1 | Regis-MAP Users Fall Mtg Brodersen/Young | 40.00 |
| | | | Vendor Total: | 40.00 |
| 09/30/2014 | | | | |
| | ESU #7 | 01 1220 318 000 2 | Transition Services | 223.40 |
| | | | Vendor Total: | 223.40 |
| 10/07/2014 | | | | |
| | ESU #8 | 01 2120 319 000 2 | John Baylor ACT Test Prep 14/15 | 2,625.00 |
| 10/07/2014 | | | | |
| | ESU #8 | 01 2120 465 000 1 | 14/15 MAP Consortium Test Costs | 3,187.50 |
| | ESU #8 | 01 2120 465 000 2 | 14/15 MAP Consortium Test Costs | 3,187.50 |
| 10/07/2014 | | | | |
| | ESU #8 | 01 1210 313 000 1 | Level I Services - August 2014 | 232.43 |
| | ESU #8 | 01 1210 313 000 2 | Level I Services - August 2014 | 601.50 |
| | ESU #8 | 01 1200 690 000 2 | Non Reimb Level I Services | 3.71 |
| 10/07/2014 | | | | |
| | ESU #8 | 01 1230 313 000 2 | Level III Services - Aug 2014 | 4,022.42 |
| | ESU #8 | 01 1200 690 000 2 | Non Reimb Level III Services | 113.52 |

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| 09/24/2014 | | | | |
| ESU #8 | | 01 2410 670 000 1 | Principal Cadre Registration | 50.00 |
| ESU #8 | | 01 2410 670 000 2 | Principal Cadre Registration | 50.00 |
| 09/24/2014 | | | | |
| ESU #8 | | 01 2212 670 000 1 | DIBELS - A Miller | 15.00 |
| | | | Vendor Total: | 14,088.58 |
| 09/17/2014 | | | | |
| ESU COORDINATING COUNCIL | | 01 1100 465 000 2 | Angel/Blackboard Accts 2014-15 | 2,795.00 |
| | | | Vendor Total: | 2,795.00 |
| 10/09/2014 | | | | |
| EWELL EDUCATIONAL SERVICES | | 01 1103 465 000 2 | AET Record Book Subscription | 150.00 |
| | | | Vendor Total: | 150.00 |
| 09/05/2014 | | | | |
| FISHER SCIENTIFIC | | 01 1100 410 000 1 | Microscope Slide Covers | 6.53 |
| 09/14/2014 | | | | |
| FISHER SCIENTIFIC | | 01 1148 410 000 2 | Balance-Electronic | 45.35 |
| FISHER SCIENTIFIC | | 01 1148 410 000 2 | Pipettes Graduated | 11.03 |
| | | | Vendor Total: | 62.91 |
| 09/22/2014 | | | | |
| FISHER'S PLUMBING & HEATING | | 01 2620 318 000 1 | Clean Drain Line in Kitchen | 245.00 |
| FISHER'S PLUMBING & HEATING | | 01 2620 410 000 1 | Clean Drain Line in Kitchen | 4.95 |
| | | | Vendor Total: | 249.95 |
| 10/09/2014 | | | | |
| FISHER, DEBRA | | 01 2750 332 000 1 | Trans 6 mi Sept 2014 - 20 days | 191.52 |
| | | | Vendor Total: | 191.52 |
| 09/30/2014 | | | | |
| FISHNET SECURITY | | 01 2620 460 000 1 | Fortinet FortiGate Service 10/14-10/17 | 550.55 |
| FISHNET SECURITY | | 01 2620 460 000 2 | Fortinet FortiGate Service 10/14-10/17 | 550.55 |
| | | | Vendor Total: | 1,101.10 |
| 09/24/2014 | | | | |
| FOOD SERVICE WAREHOUSE | | 06 2100 410 000 3 | Supplies | 180.14 |
| FOOD SERVICE WAREHOUSE | | 06 2100 480 000 3 | Chopper | 257.78 |
| | | | Vendor Total: | 437.92 |
| 10/07/2014 | | | | |
| GARCIA, ROXANNE | | 01 1150 319 000 2 | Translating for P/T Conf | 135.00 |
| | | | Vendor Total: | 135.00 |
| 10/07/2014 | | | | |
| GARCIA, SHANNON | | 01 1150 319 000 1 | Translating for P/T Conf | 70.00 |
| GARCIA, SHANNON | | 01 1150 319 000 2 | Translating for P/T Conf | 70.00 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|---------------------------------------|-----------------------|--|---------------|
| | | | Vendor Total: | 140.00 |
| 09/29/2014 | | | | |
| | GOKIE OIL CO, INC | 01 2760 336 000 4 | '06 SPED Van Fuel | 119.93 |
| | GOKIE OIL CO, INC | 01 2760 336 000 3 | HC Van Fuel | 334.00 |
| | GOKIE OIL CO, INC | 01 2750 336 000 2 | Activity Fuel | 1,536.59 |
| | GOKIE OIL CO, INC | 01 2520 336 000 2 | Custodial Fuel | 80.00 |
| | | | Vendor Total: | 2,070.52 |
| 10/08/2014 | | | | |
| | GOOD LIFE COUNSELING AND SUPPORT, LLC | 01 1210 313 000 1 | Individual Therapy | 145.00 |
| | | | Vendor Total: | 145.00 |
| 10/09/2014 | | | | |
| | GRASS, DELLA | 01 2750 332 000 2 | Trans 10.6 mi Sept 2014 - 21 days | 355.27 |
| | | | Vendor Total: | 355.27 |
| 10/01/2014 | | | | |
| | HARDING & SHULTZ P.C., L.L.O. | 01 2310 317 000 1 | Legal Services - Sept 2014 | 39.00 |
| | HARDING & SHULTZ P.C., L.L.O. | 01 2310 317 000 2 | Legal Services - Sept 2014 | 39.00 |
| | | | Vendor Total: | 78.00 |
| 10/07/2014 | | | | |
| | HARRIS, DUSTIN | 01 2750 332 000 1 | Trans 9.6 mi Sept 2014 - 21 days | 321.75 |
| | | | Vendor Total: | 321.75 |
| 10/03/2014 | | | | |
| | HARTE'S LAWN SERVICE | 01 2610 318 000 1 | Lawn Mowing - Sept 2014 | 3,067.99 |
| | HARTE'S LAWN SERVICE | 01 2610 318 000 2 | Lawn Mowing - Sept 2014 | 3,067.99 |
| | | | Vendor Total: | 6,135.98 |
| 10/07/2014 | | | | |
| | HARTSOCK, STACY | 01 2750 332 000 2 | Trans 4 mi Sept 2014 - 21 days | 134.06 |
| | | | Vendor Total: | 134.06 |
| 09/19/2014 | | | | |
| | HASTINGS COLLEGE DEPARTMENT OF MUSIC | 01 1141 670 000 2 | All-State Prep Day Registration Fee | 25.00 |
| | | | Vendor Total: | 25.00 |
| 09/18/2014 | | | | |
| | HEARTLAND FIRE PROTECTION CO., INC. | 01 2620 318 000 1 | Semi-Annual Recertification Range Hood | 151.75 |
| | HEARTLAND FIRE PROTECTION CO., INC. | 01 2620 410 000 1 | Semi-Annual Recertification Range Hood | 62.25 |
| 10/02/2014 | | | | |
| | HEARTLAND FIRE PROTECTION CO., INC. | 01 2620 318 000 1 | Upgrade of ANSUL System | 249.46 |
| | HEARTLAND FIRE PROTECTION CO., INC. | 01 2620 410 000 1 | Upgrade of ANSUL System | 1,201.21 |
| | | | Vendor Total: | 1,664.67 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|---------------------------|-----------------------|--|---------------|
| 09/28/2014 | HOLIDAY INN - KEARNEY | 01 4311 670 000 2 | Ldg-Math Conf | 87.95 |
| | | | Vendor Total: | 87.95 |
| 09/28/2014 | HOLT COUNTY INDEPENDENT | 01 2310 350 000 1 | Notice/Proceedings/Ads | 265.05 |
| | HOLT COUNTY INDEPENDENT | 01 2310 350 000 2 | Notice/Proceedings/Ads | 265.05 |
| | HOLT COUNTY INDEPENDENT | 01 2222 440 000 2 | 9 mo Subscription | 40.00 |
| | | | Vendor Total: | 570.10 |
| 09/15/2014 | HOLT COUNTY TIRE | 01 2750 337 000 2 | Tire Repair | 11.00 |
| | | | Vendor Total: | 11.00 |
| 08/13/2014 | HOUGHTON MIFFLIN HARCOURT | 01 1114 410 000 2 | McDougal Littell Literature Interactive | 612.00 |
| | HOUGHTON MIFFLIN HARCOURT | 01 1114 410 000 2 | Shipping | 64.40 |
| 09/15/2014 | HOUGHTON MIFFLIN HARCOURT | 01 1173 410 000 2 | Houghton Mifflin Harcourt Expresate Cua | 646.00 |
| | HOUGHTON MIFFLIN HARCOURT | 01 1173 410 000 2 | Houghton Mifflin Harcourt Expresate Cuad | 646.00 |
| | HOUGHTON MIFFLIN HARCOURT | 01 1173 410 000 2 | Houghton Mifflin Harcourt Expresate Cuad | 323.00 |
| | HOUGHTON MIFFLIN HARCOURT | 01 1173 410 000 2 | Houghton Mifflin Harcourt Expresate Cuad | 323.00 |
| | HOUGHTON MIFFLIN HARCOURT | 01 1173 410 000 2 | shipping | 204.00 |
| | | | Vendor Total: | 2,818.40 |
| 09/30/2014 | ISLAND SUPPLY WELDING CO | 01 1103 410 000 2 | Welding Supplies | 292.12 |
| | | | Vendor Total: | 292.12 |
| 10/07/2014 | ISOM, JONI | 01 2750 332 000 2 | Trans 10 mi Aug/Sept 2014-31 days | 494.76 |
| | | | Vendor Total: | 494.76 |
| 09/24/2014 | JAKUES, JONATHAN | 01 1141 670 000 2 | Registration - NMEA | 90.00 |
| | | | Vendor Total: | 90.00 |
| 10/06/2014 | JENNINGS, MOLLY | 01 1141 480 000 1 | CD Player | 232.16 |
| | | | Vendor Total: | 232.16 |
| 10/07/2014 | KISER, KAYLA | 01 2751 332 000 1 | Trans 12 mi Sept 2014 - 20 days | 191.52 |
| | | | Vendor Total: | 191.52 |
| 10/07/2014 | | | | |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|--------------------|-----------------------|------------------------------------|---------------|
| | KLABENES, MARIJO | 01 2750 332 000 2 | Trans 5 mi Aug/Sept 2014 - 29 days | 231.42 |
| | | | Vendor Total: | 231.42 |
| 10/06/2014 | | | | |
| | KNABE, KRYSTL | 01 2190 690 000 2 | Bus Driver Permit | 7.50 |
| | | | Vendor Total: | 7.50 |
| 09/09/2014 | | | | |
| | LAB-AIDS, INC | 01 1103 410 000 2 | HCI Solution | 39.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | NaOH Solution | 39.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Alcohol Lamps | 73.00 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Kerosene | 7.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Ethanol | 8.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Bromthymol Blue | 9.90 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | "Groundwater Contaminant" | 11.85 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Iodine | 27.90 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Blue Figures- set of 10 | 5.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Red Figures- set of 10 | 5.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Mini-Stream Table | 119.80 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Stream Sand | 17.10 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Lugol's Solution22-LSPKG | 14.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Provision Note Cards | 5.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Cell Lysis Solution | 34.75 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | DNA Precipitation Solution | 25.25 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Test Tubes | 9.00 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Pipette | 8.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | A&B Tray | 29.00 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Funnel | 29.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Sleeves | 10.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Poly Bags | 6.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Cheesecloth Squares | 2.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Wood Splints | 1.25 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Molecular Model of DNA | 94.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Nematode Funnel | 39.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Nematode Tripod | 9.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Wire Discs | 10.15 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Collection Containers w/ covers | 39.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Diluted Alcohol | 16.25 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Balanced Salt Solution | 9.75 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Petrolatum vial | 3.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Liquid Starch | 12.75 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Corn Syrup | 14.85 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|-------------------------------|-----------------------|--------------------------------------|---------------|
| | LAB-AIDS, INC | 01 1103 410 000 2 | Monocot Cross Sections vial | 23.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Dicot Cross Sections vial | 23.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Macerated Stem Tissue vial | 11.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Differential Stain | 9.75 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Glycerine | 3.25 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Diastase Solution | 12.45 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Starch Suspension | 9.75 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Lima Bean Seed pkg/25 | 6.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Root Tips vial | 34.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Solution A | 11.85 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Solution B | 11.85 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Aceto-Orcein Solution | 9.75 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Bleach Solution | 30.30 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Hay Bunch | 1.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Peppercorns | 1.50 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Transparent Infusion Chamber | 9.90 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Glucose Solution | 3.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Sucrose Solution | 3.95 |
| | LAB-AIDS, INC | 01 1103 410 000 2 | Shipping | 121.90 |
| | | | Vendor Total: | 1,137.75 |
| 10/07/2014 | | | | |
| | LAIBLE, DUSTIN | 01 2750 332 000 1 | Trans 8 mi Sept 2014 - 21 days | 268.13 |
| | | | Vendor Total: | 268.13 |
| 09/20/2014 | | | | |
| | LEAF FUNDING INC. | 01 1100 410 000 1 | Copier Contract | 649.50 |
| | LEAF FUNDING INC. | 01 1100 410 000 2 | Copier Contract | 649.50 |
| | | | Vendor Total: | 1,299.00 |
| 10/07/2014 | | | | |
| | LECHTENBERG, JACQUELYN | 01 2760 332 000 2 | Trans Sept 2014 - 20 days | 358.40 |
| | | | Vendor Total: | 358.40 |
| 09/11/2014 | | | | |
| | LIGHTSPEED TECHNOLOGIES, INC. | 01 1220 319 000 2 | Redmic - rechargeable battery | 14.00 |
| | LIGHTSPEED TECHNOLOGIES, INC. | 01 1220 319 000 2 | estimated shipping | 5.00 |
| | | | Vendor Total: | 19.00 |
| 10/07/2014 | | | | |
| | LORENZ, KIMBERLY | 01 2750 332 000 2 | Trans 2.5 mi Aug/Sept 2014 - 30 days | 119.70 |
| | | | Vendor Total: | 119.70 |
| 09/23/2014 | | | | |
| | LUNCHTIME SOLUTIONS, INC. | 06 2100 410 000 3 | Forks, Spoons | 100.60 |

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|---------------------|---|-----------------------|--|---------------|
| 09/30/2014 | | | | |
| | LUNCHTIME SOLUTIONS, INC. | 06 2100 470 000 3 | Food - Sept 2014 | 43,860.28 |
| | LUNCHTIME SOLUTIONS, INC. | 01 1100 410 000 1 | Kdg Snacks - Sept 2014 | 906.62 |
| | | | Vendor Total: | 44,867.50 |
| 10/07/2014 | | | | |
| | MALOUN, MELANIE | 01 2750 332 000 2 | Trans 8.5 mi Sept 2014 - 19 days | 257.75 |
| | | | Vendor Total: | 257.75 |
| 09/24/2014 | | | | |
| | MCGRRAW-HILL SCHOOL EDUCATION HOLDINGS, LLC | 01 1100 410 000 1 | Treasures Practice Blackline Masters ISB | 5.76 |
| | MCGRRAW-HILL SCHOOL EDUCATION HOLDINGS, LLC | 01 1100 410 000 1 | Treasures Grammar Practice Book 6 ISBN 9 | 93.00 |
| | MCGRRAW-HILL SCHOOL EDUCATION HOLDINGS, LLC | 01 1100 410 000 1 | Shipping and Handling | 18.81 |
| | | | Vendor Total: | 117.57 |
| 09/01/2014 | | | | |
| | MCNICHOLS, KEVIN | 01 1108 410 000 2 | Paint for Band | 16.97 |
| | | | Vendor Total: | 16.97 |
| 09/30/2014 | | | | |
| | MEJIA CALIX, SULMA | 06 2100 690 000 3 | Refund Lunch Acct | 27.50 |
| | | | Vendor Total: | 27.50 |
| 09/30/2014 | | | | |
| | MEJIA, NELA | 06 2100 690 000 3 | Refund Lunch Acct | 15.55 |
| | | | Vendor Total: | 15.55 |
| 09/24/2014 | | | | |
| | MENC-NATIONAL ASSOC FOR MUSIC EDUCATION | 01 1141 670 000 2 | Membership - J Jaques (000116187) | 119.00 |
| | | | Vendor Total: | 119.00 |
| 09/14/2014 | | | | |
| | MNJ TECHNOLOGIES DIRECT | 01 1173 410 000 2 | USB JetFlash Drive 32 GB Transcend | 30.78 |
| | MNJ TECHNOLOGIES DIRECT | 01 1100 410 000 2 | USB JetFlash Drive 16 GB Transcend | 25.53 |
| | MNJ TECHNOLOGIES DIRECT | 01 1108 410 000 2 | USB JetFlash Drive 16 GB Transcend | 8.51 |
| | MNJ TECHNOLOGIES DIRECT | 01 2120 410 000 1 | USB JetFlash Drive 16 GB Transcend | 8.51 |
| | MNJ TECHNOLOGIES DIRECT | 01 1100 410 000 1 | USB JetFlash Drive 8 GB Transcend | 11.08 |
| | MNJ TECHNOLOGIES DIRECT | 06 2100 410 000 3 | USB JetFlash Drive 4 GB Transcend | 10.18 |
| | MNJ TECHNOLOGIES DIRECT | 01 1114 410 000 2 | USB JetFlash Drive 4 GB Transcend | 10.18 |
| | | | Vendor Total: | 104.77 |
| 10/01/2014 | | | | |
| | MYERS BUS SERVICE INC. | 01 2750 336 000 1 | Fuel Surcharge | 16.67 |
| | MYERS BUS SERVICE INC. | 01 2750 336 000 2 | Fuel Surcharge | 861.04 |
| | MYERS BUS SERVICE INC. | 01 2750 670 000 1 | 6th Gr - Ashfalls | 230.50 |

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| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|--|-----------------------|--|---------------|
| 10/01/2014 | MYERS BUS SERVICE INC. | 01 2750 670 000 2 | Activity Travel | 10,335.60 |
| 10/01/2014 | MYERS BUS SERVICE INC. | 01 2750 670 000 2 | PE Shuttle | 720.00 |
| | | | Vendor Total: | 12,163.81 |
| 10/01/2014 | MYERS LUXURY COACHES, INC | 01 2750 670 000 2 | Activity Travel | 3,728.35 |
| | MYERS LUXURY COACHES, INC | 01 2750 336 000 2 | Fuel Surcharge | 299.28 |
| | | | Vendor Total: | 4,027.63 |
| 09/12/2014 | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2310 670 000 1 | State Conf Regis Fee - E Boshart | 131.50 |
| | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2310 670 000 2 | State Conf Regis Fee - E Boshart | 131.50 |
| | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2410 670 000 1 | State Conf Regis Fee - D Woodle | 207.00 |
| | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2410 670 000 2 | State Conf Regis Fee - C Fisher | 207.00 |
| | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2320 670 000 1 | State Conf Regis Fee - A Shane | 131.50 |
| | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2320 670 000 2 | State Conf Regis Fee - A Shane | 131.50 |
| 09/18/2014 | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2310 670 000 1 | State Conf Regis-D Becker, A Rowse | 263.00 |
| | NASB-NEBR ASSOC OF SCHOOL BOARDS | 01 2310 670 000 2 | State Conf Regis-D Becker, A Rowse | 263.00 |
| | | | Vendor Total: | 1,466.00 |
| 10/01/2014 | NCSS ANNUAL CONFERENCE REGISTRATION | 01 4311 670 000 2 | Regis-'14 Soc Studies Conf (Hunt/Hesse) | 658.00 |
| | | | Vendor Total: | 658.00 |
| 10/06/2014 | NE NEBRASKA REGIONAL DEAF EDUCATION PROG | 01 4404 313 000 0 | Deaf Education Services-Sept 2014 | 304.00 |
| | NE NEBRASKA REGIONAL DEAF EDUCATION PROG | 01 1210 313 000 1 | Deaf Education Services-Sept 2014 | 2,378.12 |
| | NE NEBRASKA REGIONAL DEAF EDUCATION PROG | 01 1210 313 000 2 | Deaf Education Services-Sept 2014 | 1,558.00 |
| | | | Vendor Total: | 4,240.12 |
| 09/25/2014 | NEBR COUNCIL OF SCHOOL ADMINISTRATORS | 01 2320 670 000 1 | School Law Update | 62.50 |
| | NEBR COUNCIL OF SCHOOL ADMINISTRATORS | 01 2320 670 000 2 | School Law Update | 62.50 |
| | | | Vendor Total: | 125.00 |
| 09/29/2014 | NEBRASKA ASSOCIATION OF TEACHERS OF MATHEMATICS | 01 4311 670 000 2 | Math Conf (J Vosler/T Myers/M Reiman) | 300.00 |
| | | | Vendor Total: | 300.00 |
| 10/09/2014 | NEBRASKA CHORAL DIRECTORS ASSOC | 01 1141 670 000 1 | Regis-2014 Sing Around Nebraska | 130.00 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|--|-----------------------|---------------------------------------|---------------|
| | | | Vendor Total: | 130.00 |
| 10/01/2014 | | | | |
| | NEBRASKA LINK | 01 2224 382 000 1 | Internet Service | 140.75 |
| | NEBRASKA LINK | 01 2224 382 000 2 | Internet Service | 140.75 |
| | | | Vendor Total: | 281.50 |
| 09/23/2014 | | | | |
| | NIELSEN FAMILY ENTERPRISES, LLC | 01 1235 327 000 1 | CTL Bldg Rent - Nov 2014 | 550.00 |
| | NIELSEN FAMILY ENTERPRISES, LLC | 01 1235 327 000 2 | CTL Bldg Rent - Nov 2014 | 550.00 |
| | | | Vendor Total: | 1,100.00 |
| 09/01/2014 | | | | |
| | NORFOLK DAILY NEWS | 01 2222 440 000 2 | Norfolk Daily News Subscription- 1 YR | 100.00 |
| | | | Vendor Total: | 100.00 |
| 09/17/2014 | | | | |
| | NORTH CENTRAL DISTRICT HEALTH DEPARTMENT | 12 1744 319 000 1 | DE Physical | 35.00 |
| | | | Vendor Total: | 35.00 |
| 10/01/2014 | | | | |
| | NPPD | 01 2610 322 000 1 | Monthly Service | 8,417.68 |
| | NPPD | 01 2610 322 000 2 | Monthly Service | 6,820.98 |
| | | | Vendor Total: | 15,238.66 |
| 09/23/2014 | | | | |
| | NSIAAA | 01 2190 670 000 2 | 2014-15 Membership & Conference | 205.00 |
| | | | Vendor Total: | 205.00 |
| 09/30/2014 | | | | |
| | O'NEILL AUTO SUPPLY, INC | 01 1180 410 000 2 | Class Supplies | 34.37 |
| | | | Vendor Total: | 34.37 |
| 09/30/2014 | | | | |
| | O'NEILL LUMBER & TRAILER SALES | 01 1103 410 000 2 | Class Supplies | 8.37 |
| | O'NEILL LUMBER & TRAILER SALES | 01 2610 410 000 2 | Custodial Supplies | 12.00 |
| | | | Vendor Total: | 20.37 |
| 09/23/2014 | | | | |
| | O'NEILL PEST CONTROL | 01 2610 318 000 1 | Pest Control | 100.00 |
| | | | Vendor Total: | 100.00 |
| 10/01/2014 | | | | |
| | O'NEILL SUPER FOODS | 01 1148 410 000 2 | Class Supplies | 6.69 |
| | O'NEILL SUPER FOODS | 12 1744 410 000 1 | DE Supplies | 15.83 |
| | | | Vendor Total: | 22.52 |
| 10/01/2014 | | | | |
| | OGDEN HARDWARE | 01 2610 410 000 1 | Custodial Supplies | 210.84 |

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|---------------------|---|-----------------------|-------------------------------------|---------------|
| | OGDEN HARDWARE | 01 2620 480 000 1 | Vacuum | 300.00 |
| | | | Vendor Total: | 510.84 |
| 09/30/2014 | | | | |
| | ONE SOURCE, THE BACKGROUND CHECK CO., INC | 01 2510 319 000 1 | Background Checks | 8.00 |
| | ONE SOURCE, THE BACKGROUND CHECK CO., INC | 01 2510 319 000 2 | Background Checks | 8.00 |
| | ONE SOURCE, THE BACKGROUND CHECK CO., INC | 12 1744 319 000 1 | Background Checks | 48.00 |
| | | | Vendor Total: | 64.00 |
| 09/30/2014 | | | | |
| | OPS IMPREST ACCOUNT | 01 1108 670 000 2 | Schuyler HS Band Festival | 80.00 |
| | | | Vendor Total: | 80.00 |
| 09/27/2014 | | | | |
| | PEARSON, INC, NCS | 01 1220 410 000 1 | Testing Kits | 566.22 |
| | PEARSON, INC, NCS | 01 1220 410 000 2 | Testing Kits | 566.21 |
| 10/01/2014 | | | | |
| | PEARSON, INC, NCS | 01 1220 410 000 1 | Testing Forms | 65.63 |
| | PEARSON, INC, NCS | 01 1220 410 000 2 | Testing Forms | 65.62 |
| | | | Vendor Total: | 1,263.68 |
| 10/07/2014 | | | | |
| | PETERSEN, TRICIA | 01 2750 332 000 2 | Trans 11.5 mi Sept 2014 - 20 days | 367.08 |
| | | | Vendor Total: | 367.08 |
| 10/07/2014 | | | | |
| | PINKERMAN, DENISE | 01 2750 332 000 1 | Trans 12 mi Aug/Sept 2014 - 31 days | 593.71 |
| | | | Vendor Total: | 593.71 |
| 09/30/2014 | | | | |
| | PLAINS EQUIPMENT GROUP | 01 2620 318 000 1 | Skid Steer Repairs | 179.24 |
| | PLAINS EQUIPMENT GROUP | 01 2620 318 000 2 | Skid Steer Repairs | 179.24 |
| | PLAINS EQUIPMENT GROUP | 01 2620 410 000 1 | Skid Steer Repairs | 60.39 |
| | PLAINS EQUIPMENT GROUP | 01 2620 410 000 2 | Skid Steer Repairs | 60.39 |
| | PLAINS EQUIPMENT GROUP | 01 2510 381 000 1 | Freight-Return Math Books | 181.42 |
| | PLAINS EQUIPMENT GROUP | 01 2510 381 000 2 | Freight-Return Books to NECC | 10.85 |
| | | | Vendor Total: | 671.53 |
| 10/01/2014 | | | | |
| | QUALITY ALIGNMENT & REPAIR | 01 2750 334 000 2 | Vehicle Repairs | 342.00 |
| | QUALITY ALIGNMENT & REPAIR | 01 2750 337 000 2 | Vehicle Repairs | 452.18 |
| | QUALITY ALIGNMENT & REPAIR | 01 2520 337 000 1 | Custodial PU Repairs | 217.33 |
| | QUALITY ALIGNMENT & REPAIR | 01 2520 334 000 1 | Custodial PU Repairs | 35.00 |
| | | | Vendor Total: | 1,046.51 |

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|---------------------|---------------------------------|-----------------------|--|---------------|
| 09/27/2014 | QUALITY INN & CONFERENCE CENTER | 01 4311 670 000 2 | Ldg-NSCTA Conf (C Spader-SM) | 185.90 |
| | | | Vendor Total: | 185.90 |
| 09/22/2014 | RAMOLD, JOAN | 12 1745 | Refund computer fee less library fine | 23.50 |
| | | | Vendor Total: | 23.50 |
| 09/05/2014 | RANCHLAND AUTO PARTS | 01 2750 334 000 2 | Vehicle Maintenance | 115.13 |
| | | | Vendor Total: | 115.13 |
| 09/12/2014 | REALLY GOOD STUFF, INC | 01 1100 410 000 1 | Dr. Seuss Cat in the Hat Read Every Day | 3.99 |
| | REALLY GOOD STUFF, INC | 01 1100 410 000 1 | Desktop Helper 18" Self Adhesive Vinyl S | 53.98 |
| | REALLY GOOD STUFF, INC | 01 1100 410 000 1 | Zaner Bloser 100 Grid Self Adhesive Delu | 35.70 |
| | REALLY GOOD STUFF, INC | 01 1100 410 000 1 | Shipping Cost Estimation | 10.95 |
| | | | Vendor Total: | 104.62 |
| 10/09/2014 | RESERVE ACCOUNT | 01 2510 381 000 1 | Postage | 72.86 |
| | RESERVE ACCOUNT | 01 2510 381 000 2 | Postage | 242.63 |
| | RESERVE ACCOUNT | 01 1220 381 000 1 | Postage | 2.14 |
| | RESERVE ACCOUNT | 01 1220 381 000 2 | Postage | 46.80 |
| | RESERVE ACCOUNT | 06 2100 381 000 3 | Postage | 111.98 |
| | | | Vendor Total: | 476.41 |
| 10/07/2014 | SAYERS, ANGELA | 01 2750 332 000 1 | Trans 10 mi Sept 2014 - 21 days | 335.16 |
| | | | Vendor Total: | 335.16 |
| 09/22/2014 | SCHOOL SPECIALTY, INC. | 01 1220 410 000 1 | Class Supplies | 36.68 |
| 10/03/2014 | SCHOOL SPECIALTY, INC. | 01 1105 410 000 1 | Mask Form Set | 22.50 |
| | SCHOOL SPECIALTY, INC. | 01 1105 410 000 1 | Reeve Sketching Pencil School Pack | 57.16 |
| | SCHOOL SPECIALTY, INC. | 01 1105 410 000 1 | Black Masking Tape | 3.74 |
| | SCHOOL SPECIALTY, INC. | 01 1105 410 000 1 | 7" Easie Grip Scissors Left | 9.89 |
| | SCHOOL SPECIALTY, INC. | 01 1105 410 000 1 | 7" First cut adapted scissors Right | 17.48 |
| | | | Vendor Total: | 147.45 |
| 09/23/2014 | SEVEN SPRINGS, INC. | 01 2130 410 000 2 | Water for nurses office | 12.00 |
| | | | Vendor Total: | 12.00 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|-----------------------|-----------------------|---------------------------------------|---------------|
| 10/08/2014 | SHANE, AMY | 01 2750 336 000 2 | Vehicle Fuel | 33.00 |
| 09/25/2014 | SHANE, AMY | 01 2750 336 000 1 | Vehicle Fuel | 26.36 |
| | SHANE, AMY | 01 2750 336 000 2 | Vehicle Fuel | 26.36 |
| | SHANE, AMY | 01 2320 670 000 1 | Meals/Ldg-NRCSA & School Law | 34.77 |
| | SHANE, AMY | 01 2320 670 000 2 | Meals/Ldg-NRCSA & School Law | 34.76 |
| | | | Vendor Total: | 155.25 |
| 09/30/2014 | SHOLES, KAMI | 01 2750 332 000 2 | Trans 11 mi Sept 2014 - 21 days | 368.68 |
| | | | Vendor Total: | 368.68 |
| 10/07/2014 | SHOLES, KELLY LYNNE | 01 2750 332 000 2 | Trans 6 mi Sept 2014 - 21 days | 100.55 |
| | SHOLES, KELLY LYNNE | 01 2750 332 000 1 | Trans 6 mi Sept 2014 - 21 days | 100.55 |
| | | | Vendor Total: | 201.10 |
| 09/30/2014 | SHOPKO HOMETOWN | 01 1103 410 000 2 | Class Supplies | 63.29 |
| | | | Vendor Total: | 63.29 |
| 09/15/2014 | SOURCE GAS, INC | 01 2610 321 000 1 | Monthly Service | 59.45 |
| | SOURCE GAS, INC | 01 2610 321 000 2 | Monthly Service | 59.46 |
| 09/15/2014 | SOURCE GAS, INC | 01 2610 321 000 2 | Monthly Service | 178.71 |
| 09/15/2014 | SOURCE GAS, INC | 01 2610 321 000 1 | Monthly Service | 855.94 |
| | | | Vendor Total: | 1,153.56 |
| 09/25/2014 | SPADER, CHRISTINA | 01 4311 670 000 2 | Registration-NSCTA Conf (C Spader-SM) | 90.00 |
| | | | Vendor Total: | 90.00 |
| 09/27/2014 | SPECIAL T'S & MORE | 01 2310 410 000 1 | Staff Shirts | 220.00 |
| | SPECIAL T'S & MORE | 01 2310 410 000 2 | Staff Shirts | 220.00 |
| | | | Vendor Total: | 440.00 |
| 10/07/2014 | STAGEMEYER, CARLA | 01 2750 332 000 1 | Trans 13.5 mi Sept 2014 - 21 days | 226.23 |
| | STAGEMEYER, CARLA | 01 2750 332 000 2 | Trans 13.5 mi Sept 2014 - 21 days | 226.24 |
| | | | Vendor Total: | 452.47 |
| 09/24/2014 | STEPPCO REFRIGERATION | 01 2620 318 000 2 | Repair ice machine | 215.00 |

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| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|-------------------------|-----------------------|--|---------------|
| | STEPPCO REFRIGERATION | 01 2620 410 000 2 | Repair ice machine | 314.93 |
| 09/08/2014 | | | | |
| | STEPPCO REFRIGERATION | 01 2620 318 000 1 | Repair Walk In Freezer | 86.00 |
| | STEPPCO REFRIGERATION | 01 2620 410 000 1 | Repair Walk In Freezer | 58.92 |
| | | | Vendor Total: | 674.85 |
| 10/07/2014 | | | | |
| | STROPE, KATHRYN | 01 2750 332 000 2 | Trans 6 mi Sept 2014 - 21 days | 201.10 |
| | | | Vendor Total: | 201.10 |
| 10/08/2014 | | | | |
| | SUMMERS, BRANDI | 01 2750 332 000 1 | Trans 13 mi Sept 2014 - 21 days | 435.71 |
| | | | Vendor Total: | 435.71 |
| 09/30/2014 | | | | |
| | SUNRISE FLOWER AND GIFT | 01 2310 632 000 1 | Flowers | 40.50 |
| | SUNRISE FLOWER AND GIFT | 01 2310 632 000 2 | Flowers | 40.50 |
| | | | Vendor Total: | 81.00 |
| 09/10/2014 | | | | |
| | THERMAL SERVICES | 01 2620 410 000 1 | Boiler repairs | 47.75 |
| | THERMAL SERVICES | 01 2620 410 000 2 | Boiler repairs | 47.74 |
| 09/10/2014 | | | | |
| | THERMAL SERVICES | 01 2620 410 000 1 | Repair clogged drain | 103.24 |
| | THERMAL SERVICES | 01 2620 318 000 1 | Repair clogged drain | 162.50 |
| 09/18/2014 | | | | |
| | THERMAL SERVICES | 01 2620 318 000 1 | Boiler repairs at '38 Bldg | 32.50 |
| | THERMAL SERVICES | 01 2620 318 000 2 | Boiler repairs at '38 Bldg | 32.50 |
| 09/23/2014 | | | | |
| | THERMAL SERVICES | 01 2620 318 000 2 | Add Conditioner to Boiler System at HS | 32.50 |
| 09/23/2014 | | | | |
| | THERMAL SERVICES | 01 2620 318 000 1 | Add conditioner to boiler at Elem | 81.25 |
| 09/23/2014 | | | | |
| | THERMAL SERVICES | 01 2620 318 000 2 | Boiler Repairs | 113.75 |
| | | | Vendor Total: | 653.73 |
| 09/12/2014 | | | | |
| | TOMJACK, MICHELLE | 01 2212 670 000 1 | Mlg - MAPS Observation | 20.90 |
| | | | Vendor Total: | 20.90 |
| 09/30/2014 | | | | |
| | TORPIN'S RODEO MARKET | 01 1118 410 000 2 | Class Supplies | 624.62 |
| | TORPIN'S RODEO MARKET | 01 2120 410 000 2 | Water for Education Planning | 7.96 |
| | TORPIN'S RODEO MARKET | 01 1103 410 000 2 | Class Supplies | 80.08 |
| | TORPIN'S RODEO MARKET | 01 1220 410 000 2 | Class Supplies | 56.98 |
| | | | Vendor Total: | 769.64 |

| <u>Invoice Date</u> | | | | |
|-----------------------------------|-----------------------|---|----------|---------------|
| <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | | <u>Amount</u> |
| 08/27/2014 | | | | |
| TRINITY 3 TECHNOLOGY | 01 2320 460 000 1 | Motherboard for Server at CO | | 163.50 |
| TRINITY 3 TECHNOLOGY | 01 2320 460 000 2 | Motherboard for Server at CO | | 163.50 |
| | | Vendor Total: | 327.00 | |
| 11/01/2014 | | | | |
| TYLER TECHNOLOGIES INC | 01 1100 465 000 1 | Schoolmaster Annual Renewal Dec14-Nov 15 | | 3,004.86 |
| TYLER TECHNOLOGIES INC | 01 1100 465 000 2 | Schoolmaster Annual Renewal Dec14-Nov 15 | | 3,004.86 |
| | | Vendor Total: | 6,009.72 | |
| 09/26/2014 | | | | |
| UNIVERSITY OF NEBRASKA AT KEARNEY | 01 1220 670 000 1 | Special Education Issues Conf | | 75.00 |
| UNIVERSITY OF NEBRASKA AT KEARNEY | 01 1220 670 000 2 | Special Education Issues Conf | | 75.00 |
| | | Vendor Total: | 150.00 | |
| 10/05/2014 | | | | |
| UNIVERSITY OF NEBRASKA-LINCOLN | 01 1220 670 000 1 | Regis-Para Conf (A Fritz) | | 50.00 |
| 10/06/2014 | | | | |
| UNIVERSITY OF NEBRASKA-LINCOLN | 01 1220 670 000 1 | Regis-Para Conf (M Sholes/T Mustin) | | 100.00 |
| | | Vendor Total: | 150.00 | |
| 10/07/2014 | | | | |
| WALTERS, SUSAN | 01 2750 332 000 2 | Trans 3 mi Sept 2014 - 21 days | | 100.55 |
| | | Vendor Total: | 100.55 | |
| 10/07/2014 | | | | |
| WALTON, JENNIFER | 01 2750 332 000 2 | Trans 12.2 mi Sept 2014 - 21 days | | 408.90 |
| | | Vendor Total: | 408.90 | |
| 09/24/2014 | | | | |
| WARD'S NATURAL SCIENCE | 01 1148 410 000 2 | Maglev Train Kit | | 172.83 |
| | | Vendor Total: | 172.83 | |
| 10/07/2014 | | | | |
| WELKE, COBY | 01 2750 332 000 1 | Trans 4.4 mi Aug/Sept 2014 - 31 days | | 108.84 |
| WELKE, COBY | 01 2750 332 000 2 | Trans 4.4 mi Aug/Sept 2014 - 31 days | | 108.85 |
| | | Vendor Total: | 217.69 | |
| 09/30/2014 | | | | |
| WESTERN OFFICE TECHNOLOGIES | 01 1100 410 000 1 | Copier Contract | | 1,077.33 |
| WESTERN OFFICE TECHNOLOGIES | 01 1100 410 000 2 | Copier Contract | | 936.85 |
| | | Vendor Total: | 2,014.18 | |
| 10/07/2014 | | | | |
| WHETSTINE, STACEY | 01 2750 332 000 1 | Trans 20 mi Sept 2014 - 20 days | | 638.40 |

| <u>Invoice Date</u> | | | | |
|--|-----------------------|--------------------------------------|------------|---------------|
| <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | | <u>Amount</u> |
| | | Vendor Total: | 638.40 | |
| 09/27/2014 | | | | |
| WILLIS, CAROLE | 01 4311 670 000 1 | Mlg-Literacy Conf (C Willis) | 191.52 | |
| | | Vendor Total: | 191.52 | |
| 10/07/2014 | | | | |
| YOUNG, HEATHER | 01 2750 332 000 1 | Trans 8.5 mi Aug/Sept 2014 - 31 days | 210.27 | |
| YOUNG, HEATHER | 01 2750 332 000 2 | Trans 8.5 mi Aug/Sept 2014 - 31 days | 210.28 | |
| | | Vendor Total: | 420.55 | |
| | | Checking Account Total: | 171,591.48 | |
| <u>Checking</u> | 3 | | | |
| 10/01/2014 | | | | |
| BLUE CROSS AND BLUE SHIELD OF NEBRASKA | 03 1100 284 000 1 | Ins Prem-Leroy Wiekamp EHN867033948 | 604.14 | |
| | | Vendor Total: | 604.14 | |
| | | Checking Account Total: | 604.14 | |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|--------------------|-----------------------|--|---------------|
| Checking | 1 | | | |
| 10/09/2014 | | | | |
| AMAZON.COM | | 01 2222 440 000 2 | The Family Handyman | 12.00 |
| AMAZON.COM | | 01 2222 440 000 2 | Nebraska Life | 21.00 |
| AMAZON.COM | | 01 2222 440 000 2 | Smithsonian | 12.00 |
| AMAZON.COM | | 01 2222 440 000 2 | Make: Technology on Your Time | 34.95 |
| AMAZON.COM | | 01 2222 440 000 2 | Digital Photography | 11.97 |
| AMAZON.COM | | 01 2222 440 000 2 | Writers Digest | 19.96 |
| 10/09/2014 | | | | |
| AMAZON.COM | | 01 2222 430 000 2 | Love Anthony by Lisa Genova | 19.60 |
| AMAZON.COM | | 01 2222 430 000 2 | Left Neglected by Lisa Genova | 4.00 |
| AMAZON.COM | | 01 2222 430 000 2 | Rosa Parks: My Story by Rosa Parks | 13.35 |
| AMAZON.COM | | 01 2222 430 000 2 | The Long Journey Home: A young Girl's m | 9.99 |
| AMAZON.COM | | 01 2222 430 000 2 | 1 year, 100 Pounds: My Journey to a bett | 7.48 |
| AMAZON.COM | | 01 2222 430 000 2 | The Shadow Lantern by Teresa Flavin | 11.51 |
| AMAZON.COM | | 01 2222 430 000 2 | Six Feet Over It by Jennifer Longo | 12.53 |
| AMAZON.COM | | 01 2222 430 000 2 | Just Duct Tape It by Leisure Arts | 8.96 |
| AMAZON.COM | | 01 2222 430 000 2 | Crazy Cool Duct Tape Projects: Fun and | 14.06 |
| AMAZON.COM | | 01 2222 430 000 2 | Sold by Patricia McCormick | 16.81 |
| AMAZON.COM | | 01 2222 430 000 2 | Socrates by Jim Whiting1 | 26.95 |
| AMAZON.COM | | 01 2222 430 000 2 | Pipestone: My Life in an Indian Boardin | 15.45 |
| AMAZON.COM | | 01 2222 430 000 2 | Blogging for Bliss: Crafting Your Own O | 8.26 |
| AMAZON.COM | | 01 2222 430 000 2 | Frozen in Time by Mitchell Zuckoff | 11.98 |
| AMAZON.COM | | 01 2222 430 000 2 | Shadow on the Crown by Patricia Bracewel | 11.18 |
| AMAZON.COM | | 01 2222 430 000 2 | The Call of the Wild by Jack London | 13.98 |
| AMAZON.COM | | 01 2222 430 000 2 | Night of the Howling Dogs by Graham Sali | 15.50 |
| 10/09/2014 | | | | |
| AMAZON.COM | | 01 1138 420 000 2 | Calculus Manual | 127.99 |
| 10/09/2014 | | | | |
| AMAZON.COM | | 01 1138 420 000 2 | Return Calculus manual | (119.99) |
| 10/09/2014 | | | | |
| AMAZON.COM | | 01 2222 430 000 2 | Enslaved: True Stories of Modern Day Sl | 11.87 |
| AMAZON.COM | | 01 2222 430 000 2 | Sweetgrass Basket by Marlene Carvell | 13.78 |
| AMAZON.COM | | 01 2222 430 000 2 | Katie.com: My Story by Katherine | 7.16 |

| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|--------------------|-----------------------|--|---------------|
| | | | Tarbox | |
| | AMAZON.COM | 01 2222 430 000 2 | It Happened to Nancy: By an Anonymous Te | 8.09 |
| | AMAZON.COM | 01 2222 430 000 2 | Always Running: LA Vida Loca: Gang Days | 9.04 |
| | AMAZON.COM | 01 2222 430 000 2 | Counting By 7's Holly Sloan | 45.24 |
| | AMAZON.COM | 01 2222 430 000 2 | El Trono De Fuego (The Chronicles of Kan | 9.51 |
| | AMAZON.COM | 01 2222 430 000 2 | El de Neptuno Heroe del Olimpo / The Las | 9.19 |
| | AMAZON.COM | 01 2222 430 000 2 | El Hijo de Neptuno: Heroes del Olimpo 2 | 8.65 |
| | AMAZON.COM | 01 2222 430 000 2 | La casa de Hades: Los heroes del olimpo | 9.41 |
| | AMAZON.COM | 01 2222 430 000 2 | Monstrous Beauty by Ilizabeth Fama | 7.26 |
| 10/09/2014 | | | | |
| | AMAZON.COM | 01 2222 410 000 2 | sanDisk Cruzer 16 GB 2.0 Flash Drive | 8.99 |
| | AMAZON.COM | 01 2222 480 000 2 | garment rack Whitmor | 14.00 |
| | AMAZON.COM | 01 2222 430 000 2 | My Life Has a Price: A Memoir of Surviv | 12.95 |
| | AMAZON.COM | 01 2222 430 000 2 | Dollbaby: A Novel | 17.04 |
| | AMAZON.COM | 01 2222 430 000 2 | This Star Won't Go Out: The Life and Wo | 14.39 |
| | AMAZON.COM | 01 2222 430 000 2 | War Brothers: The Novel by Sharon McKay | 9.99 |
| | AMAZON.COM | 01 2222 430 000 2 | Helga's Diary: A Young Girl's Account o | 17.19 |
| | AMAZON.COM | 01 2222 430 000 2 | Because of Mr. Terrupt by Rob Buyea | 25.85 |
| | AMAZON.COM | 01 2222 430 000 2 | Out of My Mind by Sharon Draper | 56.32 |
| 10/09/2014 | | | | |
| | AMAZON.COM | 01 2222 430 000 2 | Freakboy by Kristin Clark | 28.88 |
| | AMAZON.COM | 01 2222 430 000 2 | Conversion by Katherine Howe | 12.33 |
| | AMAZON.COM | 01 2222 430 000 2 | The One (The Selection Kiera Cass) | 10.78 |
| | AMAZON.COM | 01 2222 430 000 2 | Eleanor and Park by Rainbow Rowell | 22.78 |
| | AMAZON.COM | 01 2222 430 000 2 | The Revenge of Seven by Pittacus Lore | 10.79 |
| 10/09/2014 | | | | |
| | AMAZON.COM | 01 2222 430 000 2 | All God's Children Need Traveling Shoes | 21.57 |
| | | | Vendor Total: | 764.52 |
| 10/09/2014 | | | | |
| | EBAY | 01 1100 460 000 1 | Ipad mini case | 82.88 |
| | | | Vendor Total: | 82.88 |
| 09/10/2014 | | | | |

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| <u>Invoice Date</u> | <u>Vendor Name</u> | <u>Account Number</u> | <u>Description</u> | <u>Amount</u> |
|---------------------|--------------------------------------|-----------------------|---------------------------------|---------------|
| | HOLIDAY INN CITY CENTRE SIOUX FALLS | 01 1220 670 000 1 | Ldg - Autism Workshop | 114.41 |
| | | | Vendor Total: | 114.41 |
| 10/09/2014 | | | | |
| | ITIN SCALES | 01 1148 480 000 2 | DigiWeigh Analytical Scale | 975.00 |
| | ITIN SCALES | 01 1148 480 000 2 | Shipping | 34.00 |
| | | | Vendor Total: | 1,009.00 |
| 10/09/2014 | | | | |
| | NEBRASKA LIFE | 01 2222 440 000 1 | Subscription | 21.00 |
| | | | Vendor Total: | 21.00 |
| 10/09/2014 | | | | |
| | NEBRASKA MUSIC EDUCATORS ASSOCIATION | 01 1141 670 000 2 | All-State Registrations | 150.00 |
| | | | Vendor Total: | 150.00 |
| 10/09/2014 | | | | |
| | NEBRASKALAND MAGAZINE | 01 2222 440 000 2 | NebraskaLand Magazine | 19.26 |
| | | | Vendor Total: | 19.26 |
| 10/09/2014 | | | | |
| | SCHOOL LIBRARY JOURNAL | 01 2222 440 000 2 | Subscription | 81.99 |
| | | | Vendor Total: | 81.99 |
| 10/09/2014 | | | | |
| | STAMINGTON & COMPANY | 01 2222 440 000 2 | Subscription to Altered Couture | 59.99 |
| | STAMINGTON & COMPANY | 01 2222 440 000 2 | artful Blogging | 59.99 |
| | STAMINGTON & COMPANY | 01 2222 440 000 2 | Greencraft Magazine | 59.99 |
| | | | Vendor Total: | 179.97 |
| | | | Checking Account Total: | 2,423.03 |

O'Neill Public School

Expenditures

2014-2015

| | | September | YTD Expenditures | Ending Balance | Budget Used |
|------------------------------|-------------------------|----------------------|----------------------|------------------------|-------------|
| Regular Instructional | 3,903,694.00 | 293,873.47 | 293,873.47 | 3,609,820.53 | 7.5% |
| Vocational Education | 571,336.00 | 45,768.87 | 45,768.87 | 525,567.13 | 8.0% |
| Gifted Program | 8,000.00 | 1,531.23 | 1,531.23 | 6,468.77 | 19.1% |
| ELL Program | 220,095.00 | 18,623.36 | 18,623.36 | 201,471.64 | 8.5% |
| Poverty Programs | 349,011.00 | 38,751.26 | 38,751.26 | 310,259.74 | 11.1% |
| Early Childhood Programs | 84,462.00 | 282.07 | 282.07 | 84,179.93 | 0.3% |
| Special Education | 1,722,970.00 | 138,546.01 | 138,546.01 | 1,584,423.99 | 8.0% |
| Other Pupil Services | 579,401.00 | 99,611.81 | 99,611.81 | 479,789.19 | 17.2% |
| Support Services-Staff | 19,050.00 | 342.23 | 342.23 | 18,707.77 | 1.8% |
| Library Services | 300,030.00 | 23,649.22 | 23,649.22 | 276,380.78 | 7.9% |
| Distance Learning | 9,165.00 | 3,581.50 | 3,581.50 | 5,583.50 | |
| General Administration | 291,942.00 | 26,515.17 | 26,515.17 | 265,426.83 | 9.1% |
| Principals | 319,141.00 | 26,431.39 | 26,431.39 | 292,709.61 | 8.3% |
| Admin-Business Services | 100,224.00 | 5,872.46 | 5,872.46 | 94,351.54 | 5.9% |
| Vehicle Acquisition & Maint. | 2,500.00 | - | - | 2,500.00 | 0.0% |
| Maint & Operation-Buildings | 964,502.00 | 59,655.12 | 59,655.12 | 904,846.88 | 6.2% |
| Pupil Transportation | 242,541.00 | 13,420.42 | 13,420.42 | 229,120.58 | 5.5% |
| State Categorical | 21,246.00 | 4,974.19 | 4,974.19 | 16,271.81 | 23.4% |
| Title I | 193,204.00 | 8,389.15 | 8,389.15 | 184,814.85 | 4.3% |
| Federal Programs | 91,520.00 | 5,682.19 | 5,682.19 | 85,837.81 | 6.2% |
| IDEA | 200,266.00 | 5,768.04 | 5,768.04 | 194,497.96 | 2.9% |
| Summer School | 3,995.00 | - | - | 3,995.00 | 0.0% |
| Transfers to Activity Fund | 50,000.00 | 50,000.00 | 50,000.00 | - | 100.0% |
| TOTAL EXPENDITURES | \$ 10,248,295.00 | \$ 871,269.16 | \$ 871,269.16 | \$ 9,377,025.84 | 8.5% |

Transfers to Bond Fund

| | | | |
|------------------|---------------|---------------|-----------------|
| - | - | - | - |
| \$ 10,248,295.00 | \$ 871,269.16 | \$ 871,269.16 | \$ 9,377,025.84 |

2014-2015

| | |
|------------------|---------------|
| September | \$ 871,269.16 |
| October | \$ - |
| November | \$ - |
| December | \$ - |
| January | \$ - |
| February | \$ - |
| March | \$ - |
| April | \$ - |
| May | \$ - |
| June | \$ - |
| July | \$ - |
| August | \$ - |
| YTD Expenditures | \$ 871,269.16 |

Regular; Processing Month 09/2014; Fund Number 01

Fund: 01 GENERAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|---|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 01 1110 | LOCAL TAX SOURCES-DISTRIC | 8,588,807.12 | 1,599,334.10 | 1,599,334.10 | 18.62 | 6,989,473.02 |
| 01 1111 | TAXES IN LIEU-REG. (NPPD) | 2,000.00 | 0.00 | 0.00 | 0.00 | 2,000.00 |
| 01 1115 | CAR LINE TRANSP. TAX | 1,000.00 | 462.33 | 462.33 | 46.23 | 537.67 |
| 01 1120 | TAXES IN LIEU-5% (NPPD) | 105,000.00 | 0.00 | 0.00 | 0.00 | 105,000.00 |
| 01 1125 | MOTOR VEHICLE TAXES | 350,000.00 | 45,279.82 | 45,279.82 | 12.94 | 304,720.18 |
| 01 1210 | TUITION FROM OTHER DISTRI | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1220 | TUITION FROM INDIVIDUALS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1230 | SE TUITION-OTHER DIST. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1250 | DRIVER ED. FEES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1251 | SUMMER SCHOOL TUITION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1270 | PRESCHOOL TUITION AND FEES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1330 | TRANSP. FROM OTHER DIST.- | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1410 | INTEREST | 2,000.00 | 320.40 | 320.40 | 16.02 | 1,679.60 |
| 01 1610 | LOCAL LICENSE FEES | 1,500.00 | 310.00 | 310.00 | 20.67 | 1,190.00 |
| 01 1620 | LOCAL POLICE COURT FEES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1790 | OTHER LOCAL RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1910 | RENT | 9,500.00 | 417.59 | 417.59 | 4.40 | 9,082.41 |
| 01 1911 | RENT (CUSTODIAL) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1920 | DONATIONS & CONTRIBUTIONS | 1,500.00 | 1,079.00 | 1,079.00 | 71.93 | 421.00 |
| 01 1990 | SALE OF JUNK/OTHER REC. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1991 | KM FOUNDATION GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1992 | KM FOR KIDS GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1994 | NN AHEC-BIO II GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: LOCAL RECIEPTS | 9,061,307.12 | 1,647,203.24 | 1,647,203.24 | 18.18 | 7,414,103.88 |
| 01 2110 | CO. FINES & LICENSES | 50,000.00 | 4,183.90 | 4,183.90 | 8.37 | 45,816.10 |
| 01 2130 | OTHER COUNTY SOURCES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2225 | ESU - DL FUNDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: COUNTY AND ESU RECEIPTS | 50,000.00 | 4,183.90 | 4,183.90 | 8.37 | 45,816.10 |
| 01 3110 | STATE AID | 160,199.81 | 16,126.15 | 16,126.15 | 10.07 | 144,073.66 |
| 01 3120 | SPEC. ED. PROGRAMS | 625,000.00 | 0.00 | 0.00 | 0.00 | 625,000.00 |
| 01 3125 | SPEC. ED. TRANSPORTATION | 15,000.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| 01 3130 | HOMESTEAD EXEMPTIONS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3131 | PROPERTY TAX CREDIT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3135 | HIGH ABIL. LEARN. GRANT | 7,000.00 | 0.00 | 0.00 | 0.00 | 7,000.00 |
| 01 3145 | OPTION TRANSPORTATION REC | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3155 | TEXTBOOK LOAN REIMB. | 2,000.00 | 0.00 | 0.00 | 0.00 | 2,000.00 |
| 01 3161 | WARDS OF COURT - SPED | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3165 | PRESCHOOL SPED-SUPP. TRAN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3180 | PRORATE MOTOR VEHICLE | 10,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 01 3190 | OTHER STATE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3200 | STATE APPORTIONMENT | 120,000.00 | 0.00 | 0.00 | 0.00 | 120,000.00 |
| 01 3300 | INLIEU OF SCHOOL LAND TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3511 | DISTANCE EDUCATION EQUIPMENT REIMBURSEMT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3512 | DISTANCE EDUCATION INCENTIVE PAYMENTS | 8,000.00 | 12,000.00 | 12,000.00 | 150.00 | (4,000.00) |
| 01 3518 | WASTE REDUCTION GRANT (TR | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3540 | STATE EARLY CHILDHOOD | 12,403.00 | 0.00 | 0.00 | 0.00 | 12,403.00 |
| 01 3990 | OTHER STATE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3991 | HHS TOBACCO GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: STATE RECEIPTS | 959,602.81 | 28,126.15 | 28,126.15 | 2.93 | 931,476.66 |
| 01 4200 | TITLE I CURRENT | 183,204.00 | 21,630.00 | 21,630.00 | 11.81 | 161,574.00 |
| 01 4210 | TITLE I, PART A NCLB IMPROVE BASIC PRGRM | 10,000.00 | 7,437.00 | 7,437.00 | 74.37 | 2,563.00 |
| 01 4310 | TITLE IIA | 40,890.00 | 544.00 | 544.00 | 1.33 | 40,346.00 |
| 01 4315 | TITLE IIB-MATH/SCI PARTNERSHIP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Regular; Processing Month 09/2014; Fund Number 01

Fund: 01 GENERAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|--|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 01 4320 | TITLE V NCLB GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4402 | PRESCHOOL SPEC.ED.TRANSPO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4404 | SPED IDEA BASE BAF ALLOCATION 0-3 | 71,252.00 | 0.00 | 0.00 | 0.00 | 71,252.00 |
| 01 4405 | IDEA PART B SUPP PAYMENT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4406 | SPED IDEA BASE BAF ALLOCATION 3-5 | 2,915.00 | 0.00 | 0.00 | 0.00 | 2,915.00 |
| 01 4410 | SPED IDEA ENROLLMENT/POVERTY | 118,099.00 | 0.00 | 0.00 | 0.00 | 118,099.00 |
| 01 4412 | IDEA NON PUBLIC PROPORTIONATE SHARE | 8,000.00 | 0.00 | 0.00 | 0.00 | 8,000.00 |
| 01 4415 | SCIP GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4416 | SYSTEM SUPPORT GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4417 | IDEA TRANSITIONS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4450 | MEDICAID - SCHOOL AGE | 6,000.00 | 0.00 | 0.00 | 0.00 | 6,000.00 |
| 01 4451 | MEDICAID - PRESCHOOL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4455 | MECCATECH/NEBMAC PAYMENTS | 40,000.00 | 0.00 | 0.00 | 0.00 | 40,000.00 |
| 01 4580 | EDUCATION JOBS FUND PROGRAM | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4599 | ARRA: STATE FISCAL STABILIZATION FUNDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4610 | ARRA: IDEA PART B (611) ENROLL/POVERTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4630 | ARRA: IDEA PS (619) ENROLL/POVERTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4690 | OTHER FEDERAL NON-CATEGORICAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4700 | PERKINS GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4720 | MIDDLE SCHOOLS CURRICULUM PROJECT GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4810 | ARRA: ESEA TITLE I, PART A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4813 | ARRA: ESEA TITLE II, PART D TECHNOLOGY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4915 | TITLE I, PART C NCLB - MIGRANT EDUCATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4925 | TITLE III NCLB - LIMITED ENG PROF GRNT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4968 | 21ST CENTURY GRANT | 50,030.00 | 0.00 | 0.00 | 0.00 | 50,030.00 |
| 01 4970 | STAR GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4971 | ARMS GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4985 | TITLE II PART D TECH GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4990 | OTHER FEDERAL SOURCES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4995 | CATEGORICAL GRANTS FROM CORP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: FEDERAL RECEIPTS | | 530,390.00 | 29,611.00 | 29,611.00 | 5.58 | 500,779.00 |
| 01 5300 | INSURANCE CLAIMS | 10,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 01 5400 | SALE OF PROPERTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 5500 | TRANSFERS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 5600 | NON-REVENUE RECEIPTS | 15,000.00 | 1,405.00 | 1,405.00 | 9.37 | 13,595.00 |
| 01 5601 | NON-REVENUE RECEIPTS-CUSTODIAL SERVICES | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| 01 5690 | ADMIN. SERVICES-AFFIL. DI | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: NON-REVENUE RECEIPTS | | 30,000.00 | 1,405.00 | 1,405.00 | 4.68 | 28,595.00 |
| 01 9000 | NON-PROGRAM RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: OTHER NON-REVENUE RECEIPTS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Fund Total: | | 10,631,299.93 | 1,710,529.29 | 1,710,529.29 | 16.09 | 8,920,770.64 |

Regular; Processing Month 09/2014; Fund Number 08

Fund: 08 BUILDING FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 08 1110 | LOCAL TAX SOURCES | 0.00 | 8,248.69 | 8,248.69 | 0.00 | (8,248.69) |
| 08 1111 | TAXES IN LIEU-REG. (NPPD) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 1115 | CARLINE TRANSP. TAX | 0.00 | 2.38 | 2.38 | 0.00 | (2.38) |
| 08 1120 | TAXES IN LIEU-5% (NPPD) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 1125 | MOTOR VEHICLE TAXES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 1410 | INTEREST | 0.00 | 33.55 | 33.55 | 0.00 | (33.55) |
| 08 1920 | DONATIONS & CONTRIBUTIONS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: LOCAL RECIEPTS | 0.00 | 8,284.62 | 8,284.62 | 0.00 | (8,284.62) |
| 08 3130 | HOMESTEAD EXEMPTION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 3131 | PROPERTY TAX CREDIT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 3180 | PRORATE MOTOR VEHICLE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 3192 | CARLINE TRANSP. TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 3300 | IN LIEU OF SCHOOL LAND TX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 3990 | OTHER STATE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: STATE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 5200 | LONG TERM LOANS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 5400 | SALE OF PROPERTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 5500 | TRANSFERS FROM GEN. FUND | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 5600 | NON-REVENUE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: NON-REVENUE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 08 9000 | NON-PROG. TRANSF.FROM GF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Subtotal: OTHER NON-REVENUE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Fund Total: | 0.00 | 8,284.62 | 8,284.62 | 0.00 | (8,284.62) |

| Account Number | Account Description | Revised Budget | Expended During Month | Expenditures to Date | % of Budget |
|-------------------|---|----------------|-----------------------|----------------------|-------------|
| 08 | BUILDING FUND | | | | |
| 08 2515 318 000 1 | BLDG & SITE CONTRACTED SERVICES - E | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 08 2515 319 000 1 | BLDG & SITE OTHER PROF/TECH SERVICES- E | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 08 2515 480 000 1 | BLDG FUND EQUIPMENT <5000 - E | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 08 2515 520 000 1 | NEW BUILDINGS-ELEM. | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 08 2515 520 000 2 | BUILDING, ACQUISITON & IMPROVEMENTS-HS | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2515 | BUILDING & SITES | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 08 9000 759 000 2 | BF NON-PROGRAM TRANSFER | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 9000 | NON-PROGRAMMED EXPENDITURES | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 08 | BUILDING FUND | \$0.00 | \$0.00 | \$0.00 | 0.00 |

O'Neill Public Schools
Income - Expense Summary
September, 2014

IMPREST ACCOUNT

| | | |
|---|----------|--------------------|
| GWB - CHECKING ACCT. BALANCE - 8/31/14 | | \$5,000.00 |
| REVENUE: | | |
| Reimbursement from GF | 1738.56 | |
| Great Western Bank - Interest | 0.04 | |
| TOTAL REVENUE | | \$1,738.60 |
| EXPENDITURES: | | |
| Schuler HS - Band Festival | -80.00 | |
| Visa Payment | -1738.56 | |
| TOTAL EXPENDITURES | | -\$1,738.56 |
| GWB - CHECKING ACCT. BALANCE - 9/30/14 | | \$5,000.04 |

| | | |
|---|------|-------------------|
| GWB BANK STATEMENT BALANCE 9/30/14 | | \$4,920.04 |
| Outstanding Deposit | 0.00 | |
| Outstanding Checks | 0.00 | |
| ENDING BALANCE | | \$4,920.04 |

ACCOUNT REVIEW

| | |
|--------------------------------|-------------------|
| Ending Register Balance | \$5,000.04 |
| Disbursements | \$0.00 |
| Less: Accrued Interest | \$0.04 |
| Imprest Account Balance | \$5,000.00 |

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

GENERAL - DEPRECIATION - LUNCH - COOPERATIVE - STUDENT FEE FUNDS:

| | | |
|--|--------------|-----------------------|
| Checking Account Balance | 1,827,605.03 | |
| Pinnacle Bank CD Balance Depreciation Fund | 300,000.00 | |
| Bank First CD Balance Depreciation Fund | 500,000.00 | |
| Liquid Asset Fund | <u>0.00</u> | |
| | | \$2,627,605.03 |

EMPLOYEE BENEFIT FUND:

| | | |
|--------------------------|-----------------|-------------------|
| Checking Account Balance | <u>9,036.04</u> | |
| | | \$9,036.04 |

BOND FUND:

| | | |
|--------------------------|-------------------|---------------------|
| Checking Account Balance | <u>230,484.28</u> | |
| | | \$230,484.28 |

BUILDING FUND:

| | | |
|--------------------------|-------------------|---------------------|
| Checking Account Balance | 69,002.51 | |
| Savings Account Balance | <u>200,906.62</u> | |
| | | \$269,909.13 |

FLEX BENEFITS FUND:

| | | |
|--------------------------|------------------|--------------------|
| Checking Account Balance | <u>12,241.71</u> | |
| | | \$12,241.71 |

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

GENERAL FUND

| | | |
|---|--------------|-----------------------|
| Checking Account Balance | 800,418.85 | |
| BALANCE - 8/31/2014 | | \$800,418.85 |
| REVENUE: | | |
| Taxes | 1,599,334.10 | |
| Carline Taxes | 462.33 | |
| Motor Vehicle Taxes | 45,279.82 | |
| Interest - Checking | 320.40 | |
| Local License Fees | 310.00 | |
| Rent | 417.59 | |
| Donations and Contributions | 1,079.00 | |
| Co. Fines & Licenses | 4,183.90 | |
| State Aid | 16,126.15 | |
| Distance Learning Incentive Payment | 12,000.00 | |
| Title I Current | 21,630.00 | |
| Title I, Part A NCLB Improve Basic Program | 7,437.00 | |
| Title II A | 544.00 | |
| Non-Revenue Receipts | 1,405.00 | |
| Non-Revenue Receipts - Custodial | 0.00 | |
| TOTAL REVENUE | | \$1,710,529.29 |
| TRANSFER: | | |
| Transfer from Bond Fund to General Fund | 0.00 | |
| TOTAL TRANSFERS | | \$0.00 |
| EXPENDITURES: | | |
| Payables | (871,269.16) | |
| TOTAL EXPENDITURES | | (\$871,269.16) |
| LIABILITIES: | | |
| FICA-Board Share | 0.00 | |
| BCBS | 0.00 | |
| Retirees Life Insurance | 1,504.80 | |
| TOTAL LIABILITIES | | \$1,504.80 |
| Checking Account Balance | 1,641,183.78 | |
| TOTAL GENERAL FUND BALANCE - 9/30/2014 | | \$1,641,183.78 |

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

DEPRECIATION FUND

| | | |
|--|-------------|----------------------------|
| Great Western Bank Balance | 44,305.51 | |
| Pinnacle Bank CD Balance | 300,000.00 | |
| Bank First CD Balance | 500,000.00 | |
| NSDLAF Balance | 0.00 | |
| BALANCE - 8/31/2014 | | \$844,305.51 |
| | | |
| TRANSFER: | | |
| From General Fund to Depreciation Fund | 0.00 | |
| TOTAL TRANSFERS | | \$0.00 |
| | | |
| REVENUE: | | |
| Interest - CD | 0.00 | |
| Interest - GWB | 4.33 | |
| Interest - NSDLAF | 0.00 | |
| TOTAL REVENUE | | \$4.33 |
| | | |
| EXPENDITURES: | | |
| | (20,831.00) | |
| TOTAL EXPENDITURES | | (\$20,831.00) |
| | | |
| Great Western Bank Balance | 23,478.84 | |
| Pinnacle Bank CD Balance | 300,000.00 | |
| Bank First CD Balance | 500,000.00 | |
| NSDLAF Balance | 0.00 | |
| TOTAL DEPRECIATION FUND BALANCE - 9/30/2014 | | <u>\$823,478.84</u> |

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

NUTRITION FUND

CHECKING ACCT. BALANCE - 8/31/2014

\$141,659.52

REVENUE:

| | |
|------------------------------------|-----------|
| Federal Lunch Reimbursement | 10,688.30 |
| Federal Breakfast Reimbursement | 1,938.40 |
| Federal After School Snacks | 418.20 |
| Federal SFSP Reimbursement | 0.00 |
| State Lunch Reimbursement | 0.00 |
| State Breakfast Reimbursement | 0.00 |
| Lunch/Breakfast Receipts | 14,724.11 |
| Headstart/Lucky Learners Preschool | 374.00 |
| Other Receipts | 0.00 |

TOTAL REVENUE

\$28,143.01

EXPENDITURES:

| | |
|--|-------------|
| Salaries - SFSP | 0.00 |
| Benefits - SFSP | 0.00 |
| Advertising | 0.00 |
| Food | (20,512.49) |
| Postage | (140.64) |
| Equipment (>5000) | (5,502.87) |
| Supplies & Equipment (<5000) | (798.64) |
| Travel Expense | (70.00) |
| Repairs/Services | (110.00) |
| Computer Hardware | (49.99) |
| Computer Software | 0.00 |
| Other - Refund Lunch Acct Balance, etc | (10.20) |

TOTAL EXPENDITURES

(\$27,194.83)

TOTAL NUTRITION FUND BALANCE - 9/30/2014

\$142,607.70

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

COOPERATIVE FUND

| | | |
|---|-------------|---------------|
| BALANCE - 8/31/2014 | | \$0.00 |
| REVENUE: | | |
| | 0.00 | |
| TOTAL REVENUE | <u>0.00</u> | \$0.00 |
| EXPENDITURES: | | |
| Interlocal Agreement Expenditures | 0.00 | |
| TOTAL EXPENDITURES | <u>0.00</u> | \$0.00 |
| LIABILITIES: | | |
| | 0.00 | |
| TOTAL LIABILITIES | <u>0.00</u> | \$0.00 |
| TOTAL COOPERATIVE FUND BALANCE - 9/30/2014 | | \$0.00 |

STUDENT FEE FUND

| | | |
|---|-------------|--------------------|
| BALANCE - 8/31/2014 | | \$19,963.55 |
| REVENUE: | | |
| Driver's Ed Student Fees | 0.00 | |
| Developing Eagles Fees | 328.00 | |
| Mac Book User Fees | 184.00 | |
| Mac Book Damage Receipts | 0.00 | |
| TOTAL REVENUE | <u>0.00</u> | \$512.00 |
| EXPENDITURES: | | |
| Mac Book Repairs | 0.00 | |
| Developing Eagle Expenses | (140.84) | |
| Driver's Education | 0.00 | |
| TOTAL EXPENDITURES | <u>0.00</u> | (\$140.84) |
| TOTAL STUDENT FEE FUND BALANCE - 9/30/2014 | | \$20,334.71 |

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

EMPLOYEE BENEFIT FUND

| | | |
|--|----------|--------------------------|
| Checking Account Balance | 9,640.10 | |
| TOTAL EMPLOYEE BENEFIT FUND BALANCE - 8/31/2014 | | \$9,640.10 |
| REVENUE: | | |
| Interest - Checking | 0.08 | |
| TOTAL REVENUE | | \$0.08 |
| EXPENDITURES: | | |
| Early Ret or Voluntary Term | (604.14) | |
| Unemployment Comp | 0.00 | |
| TOTAL EXPENDITURES | | (\$604.14) |
| TRANSFERS: | | |
| From General Fund | 0.00 | |
| TOTAL EXPENDITURES | | \$0.00 |
| Checking Account Balance | | |
| TOTAL EMPLOYEE BENEFIT FUND BALANCE - 9/30/2014 | | <u>\$9,036.04</u> |

BOND FUND

| | | |
|--|-----------|----------------------------|
| CHECKING ACCT. BALANCE - 8/31/2014 | | 154,842.80 |
| TRANSFER: | | |
| From General Fund to Bond Fund | 0.00 | 0.00 |
| REVENUE: | | |
| Taxes | 75,639.90 | |
| Great Western Bank - Interest | 1.58 | |
| TOTAL REVENUE | | \$75,641.48 |
| EXPENDITURES: | | |
| | 0.00 | |
| TOTAL EXPENDITURES | | \$0.00 |
| TOTAL BOND FUND BALANCE - 9/30/2014 | | <u>\$230,484.28</u> |

O'Neill Public Schools
Income - Expense Summary
Sept - 2014

BUILDING FUND

| | | |
|--|------------|---------------------|
| Checking Account Balance | 60,750.91 | |
| Savings Account Balance | 200,873.60 | |
| TOTAL BUILDING FUND BALANCE - 8/31/2014 | | \$261,624.51 |
| REVENUE: | | |
| Taxes | 8,251.07 | |
| Sale of Property | 0.00 | |
| Interest - Checking | 0.53 | |
| Interest - Savings | 33.02 | |
| TOTAL REVENUE | | \$8,284.62 |
| EXPENDITURES: | | |
| Expenses | 0.00 | |
| TOTAL EXPENDITURES | | \$0.00 |
| TRANSFER: | | |
| From Savings to Checking | 0.00 | |
| TOTAL EXPENDITURES | | \$0.00 |
| Checking Account Balance | 69,002.51 | |
| Savings Account Balance | 200,906.62 | |
| TOTAL BUILDING FUND BALANCE - 9/30/2014 | | \$269,909.13 |

FLEX BENEFITS FUND

| | | |
|--|------------|---------------------|
| CHECKING ACCT. BALANCE - 8/31/2014 | | \$4,267.05 |
| REVENUE: | | |
| Uncontributed Flex Elections | 0.00 | |
| Dist. 7 General Fund - Payroll Deductions | 10,733.77 | |
| Great Western Bank - Interest | 0.09 | |
| TOTAL REVENUE | | \$10,733.86 |
| EXPENDITURES: | | |
| Dist. 7 Employees - Employee Reimbursements | (2,759.20) | |
| TOTAL EXPENDITURES | | (\$2,759.20) |
| TOTAL FLEX BENEFIT FUND BALANCE - 9/30/2014 | | \$12,241.71 |

| | | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|-------------|-----------------------------|------------------------------|-----------------|-----------------|---------------------------|----------------|
| 05 704 0150 | ACTIVITIES | 2,505.60 | 472.00 | 25,000.00 | 0.00 | 27,033.60 |
| | ACTIVITIES TOTAL | 2,505.60 | 472.00 | 25,000.00 | 0.00 | 27,033.60 |
| 05 704 0126 | ANNUAL | 6,462.40 | 0.00 | 0.00 | 0.00 | 6,462.40 |
| | ANNUAL TOTAL | 6,462.40 | 0.00 | 0.00 | 0.00 | 6,462.40 |
| 05 704 0100 | ATHLETICS | (6,135.10) | 4,305.29 | 25,389.82 | 0.00 | 14,949.43 |
| 05 704 0101 | ATHLETICS - MISC | 0.00 | 1,533.00 | 0.00 | 0.00 | (1,533.00) |
| 05 704 0103 | BASKETBALL DISTRICTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0105 | BASKETBALL - BOYS | 0.00 | 291.94 | 0.00 | 0.00 | (291.94) |
| 05 704 0106 | BASKETBALL - GIRLS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0107 | BASKETBALL - BOYS/GIRLS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0108 | CROSS COUNTRY | 0.00 | 575.00 | 821.00 | 0.00 | 246.00 |
| 05 704 0109 | FOOTBALL | 0.00 | 1,743.74 | 5,130.00 | 0.00 | 3,386.26 |
| 05 704 0110 | GOLF - BOYS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0111 | GOLF - GIRLS | 0.00 | 1,596.45 | 455.00 | 0.00 | (1,141.45) |
| 05 704 0113 | SOFTBALL DISTRICTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0114 | SOFTBALL | 0.00 | 1,377.50 | 1,003.00 | 0.00 | (374.50) |
| 05 704 0115 | TRACK | 0.00 | 1,106.39 | 100.00 | 0.00 | (1,006.39) |
| 05 704 0116 | VOLLEYBALL DISTRICTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0117 | VOLLEYBALL | 0.00 | 1,435.00 | 2,201.00 | 0.00 | 766.00 |
| 05 704 0118 | WRESTLING | 0.00 | 390.58 | 0.00 | 0.00 | (390.58) |
| 05 704 0120 | ACTIVITY TICKETS - STUDENTS | 0.00 | 0.00 | 354.00 | 0.00 | 354.00 |
| 05 704 0121 | ACTIVITY TICKETS - ADULTS | 0.00 | 0.00 | 160.00 | 0.00 | 160.00 |
| 05 704 0122 | ACTIVITY TICKETS - FAMILY | 0.00 | 0.00 | 1,300.00 | 0.00 | 1,300.00 |
| 05 704 0124 | FINES/LOST EQUIPMENT | 0.00 | 0.00 | 60.00 | 0.00 | 60.00 |
| | ATHLETICS TOTAL | (6,135.10) | 14,354.89 | 36,973.82 | 0.00 | 16,483.83 |
| 05 704 0206 | CLASS OF '14 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0207 | CLASS OF '15 | 1,330.19 | 0.00 | 420.00 | 0.00 | 1,750.19 |
| 05 704 0208 | CLASS OF '16 | 4,135.10 | 0.00 | 0.00 | 0.00 | 4,135.10 |
| 05 704 0209 | CLASS OF '17 | 1,499.74 | 1,701.94 | 2,011.00 | 0.00 | 1,808.80 |
| 05 704 0210 | CLASS OF '18 | 455.00 | 60.00 | 0.00 | 0.00 | 878.70 |
| 05 704 0211 | CLASS OF '19 | 178.35 | 348.00 | 364.00 | 0.00 | 194.35 |
| 05 704 0212 | CLASS OF '20 | 30.00 | 0.00 | 0.00 | 0.00 | 30.00 |
| | CLASSES TOTAL | 7,628.38 | 2,109.94 | 2,795.00 | 0.00 | 8,797.14 |
| 05 704 0300 | ALUMNI | 6,870.33 | 2,121.00 | 0.00 | 0.00 | 4,749.33 |
| 05 704 0301 | BAND | 2,262.62 | 0.00 | 0.00 | 0.00 | 2,262.62 |
| 05 704 0303 | CHEERLEADERS | 188.85 | 2,695.25 | 1,594.39 | 0.00 | (912.01) |
| 05 704 0304 | CHEMISTRY CLUB | 243.83 | 0.00 | 0.00 | 0.00 | 243.83 |
| 05 704 0305 | ROBOTICS/CHESS CLUB | 1,034.77 | 0.00 | 84.37 | 0.00 | 1,119.14 |
| 05 704 0306 | CHOIR - JH/HS | 5,618.16 | 250.00 | 0.00 | 0.00 | 5,368.16 |
| 05 704 0308 | FACULTY FUND - ELEMENTARY | 123.22 | 27.00 | 94.30 | 0.00 | 190.52 |
| 05 704 0309 | FACULTY FUND - HIGH SCHOOL | 1,600.08 | 102.50 | 0.00 | 0.00 | 1,497.58 |
| 05 704 0310 | FINE ARTS CLUB | 2,984.73 | 0.00 | 0.00 | 0.00 | 2,984.73 |
| 05 704 0311 | FLAG CORPS | 4,070.21 | 2,408.75 | 963.00 | 0.00 | 2,624.46 |
| 05 704 0312 | JR COUNCIL | 330.56 | 0.00 | 0.00 | 0.00 | 330.56 |
| 05 704 0313 | LIBRARY - ELEMENTARY | 1,970.09 | 150.00 | 0.00 | 0.00 | 1,820.09 |
| 05 704 0314 | LIBRARY - HIGH SCHOOL | 680.35 | 254.45 | 0.00 | 0.00 | 425.90 |
| 05 704 0317 | MOCK TRIAL | 69.13 | 0.00 | 0.00 | 0.00 | 69.13 |
| 05 704 0318 | MUSIC CONTEST | 0.36 | 0.00 | 0.00 | 0.00 | 0.36 |
| 05 704 0319 | MUSICAL | 370.83 | 0.00 | 0.00 | 0.00 | 370.83 |
| 05 704 0320 | NATIONAL HONOR SOCIETY | 602.65 | 1,334.81 | 1,660.85 | 0.00 | 928.69 |
| 05 704 0321 | ONE ACTS | 224.72 | 0.00 | 0.00 | 0.00 | 224.72 |
| 05 704 0322 | QUIZ BOWL TEAM | 10.96 | 0.00 | 0.00 | 0.00 | 10.96 |

| | | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|-------------|------------------------------------|------------------------------|-----------------|-----------------|---------------------------|----------------|
| 05 704 0323 | SOUNDSATIONAL SINGERS | 3,773.71 | 104.55 | 0.00 | 0.00 | 3,669.16 |
| 05 704 0324 | SPEECH TEAM | 381.00 | 0.00 | 0.00 | 0.00 | 381.00 |
| 05 704 0325 | SPIRIT FUND | 1,018.78 | 255.24 | 479.76 | 0.00 | 1,243.30 |
| 05 704 0326 | STUDENT COUNCIL | 713.28 | 470.41 | 957.40 | 0.00 | 1,200.27 |
| 05 704 0327 | THEATRE/SWING CHOIR | 681.27 | 0.00 | 0.00 | 0.00 | 681.27 |
| 05 704 0328 | NATIONAL HISTORY DAY | 38.43 | 0.00 | 0.00 | 0.00 | 38.43 |
| 05 704 0329 | DRILL TEAM | 434.67 | 152.50 | 448.83 | 0.00 | 731.00 |
| 05 704 0330 | DtL | 3,608.34 | 0.00 | 0.00 | 0.00 | 3,608.34 |
| 05 704 0333 | CHINESE CLUB | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0335 | EAGLE EYE SPORTS | 193.25 | 137.28 | 75.00 | 0.00 | 130.97 |
| 05 704 0336 | HOLOCAUST LIT | 350.26 | 0.00 | 0.00 | 0.00 | 350.26 |
| 05 704 0337 | WEIGHT ROOM | 1,603.79 | 0.00 | 140.00 | 0.00 | 1,743.79 |
| 05 704 0340 | WASHINGTON DC TRIP | 78.80 | 0.00 | 442.59 | 0.00 | 521.39 |
| | CLUBS TOTAL | 42,132.03 | 10,463.74 | 6,940.49 | 0.00 | 38,608.78 |
| 05 704 0127 | CONCESSIONS | 8,115.92 | 5,305.89 | 5,599.34 | 0.00 | 8,409.37 |
| | CONCESSIONS TOTAL | 8,115.92 | 5,305.89 | 5,599.34 | 0.00 | 8,409.37 |
| 05 704 0129 | FCCLA | 2,384.18 | 504.17 | 1,067.11 | 0.00 | 2,947.12 |
| | FCCLA TOTAL | 2,384.18 | 504.17 | 1,067.11 | 0.00 | 2,947.12 |
| 05 704 0143 | FFA | 4,030.56 | 4,060.44 | 2,702.82 | 0.00 | 2,672.94 |
| | FFA TOTAL | 4,030.56 | 4,060.44 | 2,702.82 | 0.00 | 2,672.94 |
| 05 704 0102 | GATE/ACTIVITY CASH BOX | (1,350.00) | 4,840.00 | 5,310.00 | 0.00 | (880.00) |
| 05 704 0128 | DONATIONS | 1,565.05 | 0.00 | 0.00 | 0.00 | 1,565.05 |
| 05 704 0130 | GUIDANCE | 1,169.96 | 1,342.50 | 1,389.00 | 0.00 | 1,216.46 |
| 05 704 0131 | INTEREST INCOME | 0.00 | 0.00 | 6.22 | 0.00 | 6.22 |
| 05 704 0132 | INTERVENTION FUND | 114.33 | 0.00 | 0.00 | 0.00 | 114.33 |
| 05 704 0133 | MISCELLANEOUS | 3,697.23 | 0.00 | 0.00 | 0.00 | 3,697.23 |
| 05 704 0134 | SUMMER SCHOLARSHIP FUND | 187.24 | 65.00 | 0.00 | 0.00 | 122.24 |
| 05 704 0136 | SCHOLARSHIPS | (2,139.97) | 0.00 | 0.00 | 0.00 | (2,139.97) |
| 05 704 0137 | TOP OF THE NEST/READ HEADS | 382.35 | 0.00 | 0.00 | 0.00 | 382.35 |
| 05 704 0138 | VOICES OF YOUTH | 1.58 | 0.00 | 0.00 | 0.00 | 1.58 |
| 05 704 0139 | BOOK FINES/LOCKS/PLANNERS | 2,545.00 | 0.00 | 0.00 | 0.00 | 2,545.00 |
| 05 704 0141 | INSUFFICIENT/CLOSED ACCT CHECKS | (3.00) | 0.00 | (6.00) | 0.00 | (9.00) |
| 05 704 0144 | PINK OUT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0145 | MENTORING | 491.65 | 0.00 | 0.00 | 0.00 | 491.65 |
| 05 704 0147 | BULLYING PREVENTION GROUP | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| 05 704 0148 | BACKPACK PROGRAM | 2,665.14 | 0.00 | 0.00 | 0.00 | 2,665.14 |
| | MISCELLANEOUS TOTAL | 9,426.56 | 6,247.50 | 6,699.22 | 0.00 | 9,878.28 |
| 05 704 0142 | SPEECH MEET | 2,266.00 | 0.00 | 0.00 | 0.00 | 2,266.00 |
| | SPEECH TOTAL | 2,266.00 | 0.00 | 0.00 | 0.00 | 2,266.00 |
| 05 704 0403 | ALUMNI BASKETBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0405 | BASKETBALL CLUB - BOYS | 2,302.96 | 100.00 | 200.00 | 0.00 | 2,402.96 |
| 05 704 0406 | BASKETBALL CLUB - GIRLS | 792.40 | 0.00 | 0.00 | 0.00 | 792.40 |
| 05 704 0407 | ELEMENTARY BOYS BB CLUB | 87.75 | 0.00 | 0.00 | 0.00 | 87.75 |
| 05 704 0408 | CROSS COUNTRY CLUB | 8,348.13 | 8,310.89 | 3,349.00 | 0.00 | 3,386.24 |
| 05 704 0409 | FOOTBALL CLUB | 14,540.16 | 10,594.10 | 919.00 | 0.00 | 4,865.06 |
| 05 704 0410 | GOLF CLUB - BOYS | 212.19 | 0.00 | 0.00 | 0.00 | 212.19 |
| 05 704 0411 | GOLF CLUB - GIRLS | (151.49) | 513.25 | 160.00 | 0.00 | (504.74) |
| 05 704 0412 | "O" CLUB | 3,271.60 | 161.50 | 299.00 | 0.00 | 3,409.10 |
| 05 704 0413 | POWER LIFTING CLUB | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0414 | SOFTBALL CLUB | 10,505.17 | 3,169.57 | 441.00 | 0.00 | 7,776.60 |
| 05 704 0415 | TRACK CLUB - BOYS | 938.07 | 0.00 | 0.00 | 0.00 | 938.07 |

| | | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|-------------|-------------------------------|------------------------------|------------------|------------------|---------------------------|-------------------|
| 05 704 0416 | TRACK CLUB - GIRLS | 1,046.35 | 0.00 | 0.00 | 0.00 | 1,046.35 |
| 05 704 0417 | VOLLEYBALL CLUB | 4,270.43 | 1,758.71 | 1,256.00 | 0.00 | 3,767.72 |
| 05 704 0418 | WRESTLING CLUB | 2,433.50 | 0.00 | 0.00 | 0.00 | 2,433.50 |
| 05 704 0419 | ELEM GIRLS BASKETBALL | 1,774.99 | 0.00 | 0.00 | 0.00 | 1,774.99 |
| 05 704 0420 | BASKETBALL CLUB-GIRLS 7TH/8TH | 238.35 | 25.00 | 0.00 | 0.00 | 213.35 |
| 05 704 0421 | BASKETBALL CLUB-BOYS JH | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0422 | ELEM GIRLS VOLLEYBALL | 577.27 | 830.00 | 440.00 | 0.00 | 187.27 |
| | SPORTS CLUBS TOTAL | <u>51,187.83</u> | <u>25,463.02</u> | <u>7,064.00</u> | <u>0.00</u> | <u>32,788.81</u> |
| 05 704 0135 | T & I | 2,971.69 | 57.87 | 173.00 | 0.00 | 3,086.82 |
| | T & I TOTAL | <u>2,971.69</u> | <u>57.87</u> | <u>173.00</u> | <u>0.00</u> | <u>3,086.82</u> |
| | GRAND TOTAL | <u>132,976.05</u> | <u>69,039.46</u> | <u>95,014.80</u> | <u>0.00</u> | <u>159,435.09</u> |

OPS - ACTIVITY REPORT

SEPTEMBER 2014

| | | |
|--|--------------|--------------|
| BALANCE - AUGUST 29, 2014 | | \$ 2,259.98 |
| RECEIPTS: | | |
| 2014-15 OPS Operating Funds | \$ 25,000.00 | |
| 2013-14 Interest Income | \$ 245.62 | |
| Total Receipts: | | \$ 25,245.62 |
| EXPENDITURES: | | |
| Brooklyn Publishers - One Act Books | \$ 277.00 | |
| Michelle Reiman - Reimb Speech Judge Registration | \$ 25.00 | |
| NE Association of Student Councils - Student Council Fee | \$ 70.00 | |
| Gary Hostert - National Geo Registration | \$ 100.00 | |
| Total Expenditures: | | \$ 472.00 |
| ADJUSTMENTS: | | |
| Total Adjustment: | | \$ - |
| BALANCE - SEPTEMBER 30, 2014 | | \$ 27,033.60 |
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OPS ATHLETIC REPORT
SEPTEMBER 2014

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|---|--------------|---------------|
| BALANCE - AUGUST 29, 2014 | | \$ (6,380.72) |
| RECEIPTS: | | |
| 2013-14 Interest Income | \$ 245.62 | |
| N Hostert - Reimb State Track Room - Burtwistle | \$ 258.00 | |
| 2014/15 Operating Funds | \$ 25,000.00 | |
| N Hostert - Donation from Target | \$ 95.82 | |
| N Hostert - Concessions at Elem for VB Invite | \$ 36.00 | |
| N Hostert - O'Neill Invite CC Entry Fees | \$ 821.00 | |
| N Hostert - FB Gate w/Wayne | \$ 1,642.00 | |
| N Hostert - JV FB Gate w/Ainsworth | \$ 136.00 | |
| N Hostert - FB Gate w/Pierce | \$ 2,035.00 | |
| N Hostert - JV FB Gate W/West Holt | \$ 187.00 | |
| Sandra Peterson - NSF Check | \$ (10.00) | |
| N Hostert - FB Gate w/Broken Bow | \$ 1,140.00 | |
| N Hostert - O'Neill Invite Girls Golf Entry Fees | \$ 455.00 | |
| N Hostert - SB Gate w/Pierce | \$ 352.00 | |
| N Hostert - SB Gate Tri | \$ 161.00 | |
| N Hostert - SB Gate w/Norfolk | \$ 296.00 | |
| N Hostert - JV/V SB Gate w/BC | \$ 40.00 | |
| N Hostert - SB Gate w/GACC | \$ 154.00 | |
| N Hostert - JH Track Entry Fee | \$ 100.00 | |
| N Hostert - VB Gate w/BC | \$ 581.00 | |
| N Hostert - VB Gate O'Neill Invite @ HS | \$ 417.00 | |
| N Hostert - VB Gate O'Neill Invite @ Elem | \$ 400.00 | |
| N Hostert - VB Gate w/Creighton | \$ 403.00 | |
| N Hostert - VB O'Neill Invite Entry Fees | \$ 400.00 | |
| N Hostert - Student Activity Passes | \$ 354.00 | |
| N Hostert - Adult Activity Passes | \$ 160.00 | |
| N Hostert - Family Activity Passes | \$ 1,300.00 | |
| N Hostert - David Carr Lost Track Uniform | \$ 60.00 | |
| TOTAL RECEIPTS: | | \$ 37,219.44 |
| EXPENDITURES: | | |
| B Eichelberger - Reimb Coaches Clinic | \$ 150.00 | |
| Caseys - Rolls for Golf Course Workers | \$ 29.96 | |
| J Burtwistle - Reimb Coaches Clinic | \$ 150.00 | |
| T Mustin - Reimb Coaches Clinic | \$ 133.38 | |
| M Tomjack - Reimb Coaches Clinic | \$ 150.00 | |
| Taylor Made Printing - Activity Passes & Billfold Schedules | \$ 310.50 | |
| Winners Circle - Medals for 2014-15 School Year | \$ 3,367.05 | |
| Kolby Dean - Share of Concessions @ Elem for VB Invite | \$ 14.40 | |
| Image Maker 4U - Updates for Records Boards | \$ 20.00 | |
| Pioneer Manufacturing - Paint | \$ 1,513.00 | |
| Misko Sports - Boys Basketballs | \$ 291.94 | |
| Boone Central HS - CC Entry Fee | \$ 136.00 | |
| Norfolk Catholic HS - CC Entry Fee | \$ 150.00 | |
| Boone Central HS - Individual CC Entry Fee | \$ 133.00 | |
| UNK - CC Entry Fee | \$ 156.00 | |
| W Hesse - JV FB Official w/Ainsworth | \$ 180.00 | |
| P Dekay - FB Official w/Pierce | \$ 450.00 | |
| W Hesse - JV FB Official w/West Holt | \$ 180.00 | |
| W Hesse - JH FB Official w/Ainsworth | \$ 180.00 | |
| B Culler - FB Official w/Broken Bow | \$ 450.00 | |
| Misko Sports - Footballs | \$ 129.94 | |
| Misko Sports - Mouth Guards | \$ 129.90 | |

OPS ATHLETIC REPORT
SEPTEMBER 2014

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|--|----|----------|--------------|
| Riddell - Replacement parts for helmets | \$ | 43.90 | |
| West Holt HS - Girls Golf Entry Fee | \$ | 50.00 | |
| Boone Central HS - Girls Golf Entry Fee | \$ | 65.00 | |
| Pierce HS - Girls Golf Entry Fee | \$ | 35.00 | |
| Plainview HS - Girls Golf Entry Fee | \$ | 40.00 | |
| Battle Creek HS - Girls Golf Entry Fee | \$ | 50.00 | |
| D Fernau - Reimb Balls & Gloves for Girls Golf | \$ | 341.51 | |
| Misko Sports - Golf Bags for Girls Golf | \$ | 914.94 | |
| D Fernau - Range Balls | \$ | 100.00 | |
| G Kelly - SB Official w/Pierce | \$ | 100.00 | |
| G Davis - SB Official w/Pierce | \$ | 100.00 | |
| L Bloedorn - SB Official Tri | \$ | 150.00 | |
| G Davis - SB Official Tri | \$ | 150.00 | |
| G Kelly - SB Official w/Norfolk | \$ | 100.00 | |
| L Bloedorn - SB Official w/Norfolk | \$ | 100.00 | |
| G Kelly - SB Official w/BC | \$ | 100.00 | |
| G Granquist - SB Official w/BC | \$ | 100.00 | |
| G Kelly - SB Official w/GACC | \$ | 100.00 | |
| G Davis - SB Official w/GACC | \$ | 100.00 | |
| T Hoeman - SB Official w/S Sioux City | \$ | 100.00 | |
| G Schurmans - SB Official w/S Sioux City | \$ | 100.00 | |
| Wisner Pilger HS - V SB Entry Fee | \$ | 75.00 | |
| Wisner Pilger HS - JV SB Entry Fee | \$ | 75.00 | |
| Stadium Sports - SB Pants | \$ | 127.50 | |
| Mikso Sports - Cross Bar | \$ | 64.99 | |
| Stadium Sports - Blanks/Track Hurdles | \$ | 1,041.40 | |
| S Aldag - VB Official w/BC | \$ | 240.00 | |
| T Classen - VB Invite Official | \$ | 260.00 | |
| R Rautenberg - VB Invite Official | \$ | 150.00 | |
| K Harris - VB Invite Official | \$ | 150.00 | |
| N Bentz - C/JV/V VB Official w/Creighton | \$ | 240.00 | |
| St Marys HS - 9th & 10th VB Entry Fee | \$ | 40.00 | |
| Wisner-Pilger HS - V VB Entry Fee | \$ | 75.00 | |
| Boone Central HS - VB Entry Fee | \$ | 80.00 | |
| Dollamur Sport - WR Mats | \$ | 390.58 | |
| TOTAL EXPENDITURES | | | \$ 14,354.89 |
| ADJUSTMENTS: | | | |
| Total Adjustments | | | \$ - |
| BALANCE - SEPTEMBER 30, 2014 | | | \$ 16,483.83 |
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