MULLEN BOARD OF EDUCATION
October 10, 2022
Regular Board Meeting Agenda
7:30 PM

1. Call to order, roll call, and excuse board member absences.
   Speaker(s): President Bryan Starr
2. Approval of the September 12, 2022 Board Meeting minutes.
3. Approval of the Agenda.
4. Discuss, consider and take all necessary action to approve the quote from Decker equipment for the football/softball field concessions stand bathrooms to be paid from the Special Building Fund.
5. Approval of the following October claims: Payroll $290,234.49, General Fund $51,547.38, Lunch Fund $7,267.02, Special Building Fund $214.40, and September Activity Fund $21,847.77.
6. Teacher Presentation- K-12 Math Curriculum Alignment and Nebraska's Mathematics Standards revision- Ms. Melody McDowell, Ms. Emily Brown, Mr. Ron Taylor, Ms. Jennifer Moore, Mr. Brett Mauler, and Mr. Mike Kvanvig.
7. Americanism Committee Hearing- Presentation by Mrs. Vest and American Government students. Public testimony will be heard on MPS Social Studies curriculum.
8. Public Comment
9. Discuss, consider and take all necessary action to approve the revisions to Nebraska's College and Career Ready Standards for Mathematics.
10. Discuss, consider and take all necessary action to approve the bids from Gateway Motors for 3 Chevrolet Suburbans for the 2023-2024 school year to be purchased with the depreciation fund.
11. Nebraska Association of School Board Monthly Update
12. National Honor Society Student Report
13. Administrative Reports
    13.a. Mr. Hoyt- Activities Director Report
    13.b. Mr. Mauler- Elementary Principal Report
    13.c. Mr. Kvanvig- 6-12 Principal Report
    13.d. Mr. Kuncl- Superintendent Report
14. Board Reports
15. Next Meeting - Monday November 14, 2022 at 7:00 PM
16. Adjournment

Please follow the board meeting at https://meeting.sparqdata.com/Public/Organization/393

The Mullen Board of Education reserves the right to go into Closed Session for purposes in accordance with LB 84-1410(1)

MULLEN BOARD OF EDUCATION
MINUTES
September 12, 2022

The regular meeting of the Mullen School Board was called to order at 7:30 p.m. by President Bryan Starr. He announced that the Open Meetings Act is posted on the west wall. Board members in attendance were **Present:** Jason Coble, Mike French, Travis Hampton, Dane Peterson, Liza Simonson, Bryan Starr. Also present were 3 administrators, 2 staff, 3 students, and 6 patrons: Jill Coble, Casey Phillips, Bri Moore, Michael Stichka, Bob Teters, and Tony Walker.

Motion by Mike French, second by Dane Peterson to approve the minutes from the August 8, 2022 Regular Board Meeting and the August 29, 2022 Board Workshop Minutes. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion by Travis Hampton, second by Mike French to approve the agenda, and verify that notice of the meeting was published in the Hooker County Tribune, and posted according to board policy. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Motion by Liza Simonson, second by Dane Peterson to approve local substitute teaching certificates for Harlee Fisher, Nicole Hoffmann, Lexa Morrison, and Heather Phillips. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Discussion was had on the FastBridge assessment and how it helps the district stay compliant with state statute along with keeping math and reading data on all students throughout the school system.
Motion by Mike French, second by Travis Hampton to approve the purchase of FastBridge Assessments from Illuminate Education. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Discussion was had on the importance of staying consistent with accounting procedures and keeping up to date with the AptaFund system.
Motion by Dane Peterson, second by Liza Simonson to approve the renewal of AptaFund 4.1 for the district's accounting software system. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Discussion was had on the contract with ESU 10 and how helpful the service is for state reporting and local reports through the PowerSchool Student Information System.

Motion by Travis Hampton, second by Dane Peterson to approve the contract with ESU 10 for PowerSchool School Information System support. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Discussion was had on the importance of providing a streaming service for the patrons of Mullen Public Schools.
Motion by Liza Simonson, second by Jason Coble to approve the purchase of Striv.Inc as the streaming service for Mullen Public Schools. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Discussion was had on the payment of bills for September 2022.
Motion by Liza Simonson, second by Jason Coble to Approval of the following September claims: Payroll $272,826.28, General Fund $114,669.56, Lunch Fund $7,215.61, Special Building Fund $4,082.50, and Activity Fund August claims $14,115.83. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Jadyn Andersen and Erika Massey gave a detailed presentation on the 2022 HOBY workshop that they attended during the summer of 2022.

The budget hearing started at 7:55 PM

No testimony was heard

The budget hearing ended at 8:00 PM

No comment was made on the approval of the Mullen Public Schools budget for 2022-2023.
Motion by Travis Hampton, second by Dane Peterson to approve the 2022-2023 Mullen Public Schools Budget. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

Mr. Kvanvig expressed the need to change the wording to the policy as his concerns were the way the previous policy stated extracurricular contributions and fund raising. Mr. Kvanvig promoted a change to the policy to support all students participating in class and activity fundraisers.
Motion by Liza Simonson, second by Travis Hampton to approve all wording revisions to Policy 5045 Student Fees as amended. Motion carried.
Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes
yes: 6, no: 0

The board discussed the bids from Gateway Auto for new Chevrolet suburbans for the 2023-2024 school year. The suburbans are 5-7 months out from production and the district would like to have them on campus by the summer of 2023.

The board of education reviewed the goal of building upon the strength and qualities of each board member to engage in purposeful leadership and governance best practice to advance instruction and learning for all MPS students.

The Nebraska Association of School Boards provides the Mullen Public School Board of Education with a monthly update on new happenings throughout Nebraska.

Mr. Phil Hoyt provided the school board with a detailed activities report.

Mr. Mauler provided the school board with a detailed principal report.

Mr. Kvanvig provided the school board with a detailed 6-12 principal report.

Mr. Kuncl provided the board of education with a detailed district report.

Dane Peterson reported on the NASB area meeting in Valentine on August 30, 2022. He reported on engaging parents and the community within the school system and having rules set for public comment at board meetings.

Liza Simonson reported on the teacher shortage and loan forgiveness for teachers in shortage areas. She spoke about recruitment for the teaching profession.

President Bryan Starr declared the meeting adjourned at 9:02 PM

As soon as the next month's meeting notice is posted on the Mullen Public Schools website, an agenda will be available for public inspection on both the school website and on the SPARQ meetings site.

_____

Chris Kuncl, Recording Secretary

Gmail

Chris Kuncl <chris.kuncl@mullenpublicschools.org>

Your Decker Equipment Quote

Amanda <amanda@schoolfix.com>
To: chris.kuncl@mullenpublicschools.org

Thu, Sep 22, 2022 at 12:06 PM

SCHOOL FIX CATALOG
Better Products for Better School Maintenance
DECKER EQUIPMENT

QUOTATION

HUBZone

Thank you for the opportunity to quote you
PHONE 800-930-6299 FAX 800-964-4629

GO TO SCHOOLFIX.COM | CONTACT SCHOOLFIX | PLACE QUOTE ON ORDER

Thank you CHRIS for the quote request.

*Your quote number is **496430** .*

Item Number	Description	Qty Ord.	Unit Price	Disc	Extended Price
STEEL	Powder Coated Steel	1.00	$ 3462.2800	0	$ 3462.28
	Includes all standard mounting hardware Color Sandy Beach QTY 1 between wall 3 stall unit QTY 1 in corner 1 stall unit qty 1 urinal screen shipping without lift gate Non-returnable Non-refundable				

Sales Tax: $ 0.00
Shipping & Handling: $ 613.51
Order Total: $ 4075.79

NOTE: Shipping is estimated

BILL TO:

ACCOUNTS PAYABLE
MULLEN PUBLIC SCHOOLS
PO BOX 127
MULLEN, NE 69152-0127

SHIP TO:

CHRIS KUNCL
SUPERINTENDENT
MULLEN PUBLIC SCHOOLS
404 N BLAINE AVE
MULLEN, NE 69152

If you have any questions please call Amanda Jones at 800-762-4899. Thank You.

QUOTE IS VALID FOR 30 DAYS
To Order Please Sign Below and Fax Back to 800-762-4894
X Chris Kent
PO# 23-0040

PLEASE REFERENCE THE QUOTE NUMBER ON YOUR PO WHEN ORDERING
Or Credit Card# _____-_____-_____-_____
Expiration Date: ___/_____

Thank you for giving me the opportunity to quote you the above product.
Amanda Jones

Decker Equipment
P.O. Box 176
215 S. Sherman St.
Vassar, MI 48768

www.schoolfix.com

Mullen Public Schools

October Claims 10/10/2022

Fund	Description	Amount
01	GENERAL FUND	$281,450.44
06	LUNCH FUND	$8,784.05
Total		**$290,234.49**

GENERAL FUND

Check Number	Payee	Description	Amount
20646	Amazon.com PBI	Classroom supplies	$345.21
20667	At&t	long distance phone service	$115.70
20679	Brett Mauler	cell phone	$75.00
20648	ByteSpeed	off site backup renewal	$399.00
20677	Chris Kuncl	cell phone	$100.00
20649	Consolidated	phone service	$424.12
20650	Danielski Farms Inc	rock/gravel	$1,238.60
20668	E.s.u. #10	ALP training	$225.00
20652	E.s.u. #16	ECSE/School Age services; workshops	$27,076.56
20651	Eakes Office Solutions NP	Elem copiers contract, supplies	$551.91
20653	Garrett Tires & Treads	tires	$254.80
20680	General Fund-petty Cash	misc reimb	$1,091.59
20654	Handyman Hardware	custodial/maint & classroom supplies	$221.36
20655	HireRight LLC	DOT screenings	$103.20
20676	Hometown Leasing	copier lease contract	$746.58
20656	Hooker County Tribune	minutes/claims, meeting notices	$184.71
20657	HWY2 BBQ LLC	College Fair lunch	$80.00
20647	Ideal/Bluffs Facility Solutions	custodial supplies	$1,720.86
20669	KSB School Law PC LLO	school attorney fees	$432.50
20670	Kwik Stop	gasoline/diesel	$5,527.08
20671	Lou Cox-Fornander	Skills House supplies	$59.00
20672	Macke's	supplies	$266.33
20683	Megan Andersen Photography	Elementary & Class of 2022 composites	$252.00
20658	Menards - North Platte	custodial & industrial arts supplies	$210.82
20659	Midwest Floor Specialists Inc	custodial supplies	$262.20
20678	Mike Kvanvig	cell phone	$75.00
20660	Mullen Auto & Diesel LLC	vehicle maint/repair	$804.69
20681	Nebr Assoc Of School Boards	Kuncl State education conference	$334.00
20682	Nebraska Safety Center @ UNK	bus driver training	$375.00
20673	Paper Tiger Shredding	purge service	$65.26
20674	Presto X	pest control maint	$161.59
20661	Really Great Reading	Subscriptions & teacher guides	$368.90
20662	Sandhill Oil Co, Inc	suburban maint supplies	$336.00
20663	Teacher Innovations Inc	25 planbook users subscription	$337.50
20664	Teachers Synergy, LLC	Current Events Spanish Class	$100.00
20675	Thomas Wiese	transportation	$587.81
20666	U.S. Bank	planners,gas,postage,health supplies	$418.98
20665	Village Of Mullen	utilities	$5,618.52
		TOTAL	**$51,547.38**

LUNCH FUND

Check Number	Payee	Description	Amount
3349	Cash-wa Distributing	food & supplies	$2,070.66
3350	Harris Sales	food	$421.83
3351	Macke's	food	$1,813.19
3352	US Foods	food & supplies	$2,961.34
			$7,267.02

SPECIAL BUILDING FUND

Check Number	Payee	Description	Amount
1260	U.S. Bank	FB concession building materials	$214.40
		TOTAL	**$214.40**

Activity Detail Report

SELECTED Data

Date Range: 09/01/2022 thru 09/30/2022

Arranged by:
Group ID, Activity Number

Group ID and Description	Activity Number and Name	Reporting ID and Description	Sponsor
A GENERAL FUND			
	210 MISCELLANEOUS		

Expenditures

Date	PO Number	Check	Vendor	Description	Amount
09/07/2022		007086	Shelby Mauler	reimb gas for school car	52.39
09/07/2022		007087	MELODY MCDOWELL	reimb classroom resources	194.34
09/07/2022		007088	Krista Schoonveld	reimb 3rd grade classroom items purch	433.16
09/12/2022		007090	SAM'S CLUB/Synchrony Bank	PO 23-0020,23-0022, timekeeping	351.70
09/21/2022		007091	Nebraska Schoolmasters Club	Kuncl annual dues & fall event ($30	60.00
				Expenditures Total:	1,091.59

Activity and Budget Totals

Beginning Balance	0.00
Receipts	0.00
Expenditures	1,091.59
Adjustments	0.00
Cash Balance	-1,091.59
Outstanding POs	0.00
Unencumbered Balance	-1,091.59

Group Totals

Beginning Balance	0.00
Receipts	0.00
Expenditures	1,091.59
Adjustments	0.00
Cash Balance	-1,091.59
Outstanding POs	0.00
Unencumbered Balance	-1,091.59

ACTIVITY FUND CHECK SUMMARY SEPTEMBER 2022

Check #	Check Date	Vendor Name	PO #	Description	Amount
008EFT	9/10/2022	PEPSI COLA OF WESTERN NE		POP	$1,075.98
008EFT	9/10/2022	PEPSI COLA OF WESTERN NE		POP	$137.43
008EFT	9/10/2022	PEPSI COLA OF WESTERN NE		POP	$28.15
38076	9/6/2022	Creek Valley Schools		Girls Golf Entry Fee	$40.00
38077	9/6/2022	Steven Dent		summer weight room sponsor 7@ $25	$175.00
38078	9/6/2022	Express Toll		Natl FCCLA toll charge Denver	$4.60
38079	9/6/2022	Janie Kuncl		reimb XC supplies(snacks)	$25.84
38080	9/6/2022	NSIAAA		Phil Hoyt Dual Membership Fee	$250.00
38081	9/6/2022	Brad Wright		reimb coaching certificate fee	$55.00
38082	9/7/2022	BRIDGEPORT PUBLIC SCHOOLS		cross country entry fee	$75.00
38083	9/7/2022	Broken Bow Public Schools		girls golf entry fee	$30.00
38084	9/7/2022	Chase County Schools		cross country entry fee 3 HS runners	$21.00
38085	9/7/2022	Hershey Public Schools		girls golf entry fee	$85.00
38086	9/7/2022	LEXINGTON HIGH SCHOOL		Girls Golf entry fee	$90.00
38087	9/7/2022	South Loup Bobcats		Seven Valleys VB entry fee	$50.00
38088	9/7/2022	Cash Pam Ginkens		activities/admission cash box kept in safe	$900.00
38089	9/7/2022	Stadium Sports		athletic supplies	$4,168.53
38090	9/7/2022	Walmart Community - Capital One		vending supplies	$88.40
38091	9/7/2022	Rex Beguin		FB vs Sandhills Valley officials	$750.00
38092	9/7/2022	Tracy Ryland		VB vs Sandhills Valley official	$140.00
38093	9/7/2022	SARA WILKE		VB vs Sandhills Valley official	$140.00
38094	9/12/2022	Amazon Capital Services, Inc	23009	athletic supplies	$199.55
38095	9/12/2022	BRIDGEPORT PUBLIC SCHOOLS		Girls Golf Invite entry fee	$50.00
38096	9/12/2022	CASH-WA DISTRIBUTING CO		concession supplies	$413.03
38097	9/12/2022	DALY ENTERPRISES		plasmacam supplies	$855.00
38098	9/12/2022	District IX FFA		2022-23 Dues	$150.00
38099	9/12/2022	HANDYMAN HARDWARE		memorial plant	$27.50
38100	9/12/2022	Kwik Stop		Journalism pizza; FFA pizza	$218.45
38101	9/12/2022	MACKES GROCERY		Concessions/FCCLA/Wellness supplies	$539.06
38102	9/12/2022	Nebraska FCCLA		Fall Leadership registration (5)	$125.00
38103	9/12/2022	THE NORTH SHED		homecoming dance DJ	$500.00
38104	9/12/2022	Prairie Industries Inc		water	$78.00
38105	9/12/2022	UNK Athletics		cross country entry 3 athletes @$20	$60.00
38106	9/12/2022	U.S. Bank	23003	FB field sound system,travel, supplies	$3,900.31
38107	9/12/2022	Walsworth Publishing Company		2023 yearbook first deposit	$1,206.78
38108	9/12/2022	Gabriel M. Ryland		VB vs Hyannis official	$140.00
38109	9/12/2022	Job Vigil		VB vs Hyannis official	$140.00
38110	9/12/2022	Matthew Harris		FB vs Hyannis official	$125.00
38111	9/12/2022	Trenton J Kuhn		FB vs Hyannis official	$125.00
38112	9/12/2022	Bryan Morgan		FB vs Hyannis official	$125.00
38113	9/12/2022	Tyler Sherlock		FB vs Hyannis official & mileage($100)	$225.00
38114	9/12/2022	Michael J Stevens		FB vs Hyannis official	$125.00
38115	9/12/2022	SAMS CLUB/Synchrony Bank		concession & vending items	$2,510.16
38116	9/20/2022	Upper Loup NRD		range judging contest 7 students @$5	$35.00
38117	9/21/2022	ALLIANCE PUBLIC SCHOOLS		girls golf invite entry	$65.00
38118	9/21/2022	ANSLEY PUBLIC SCHOOLS		Volleyball Tournament entry fee	$50.00
38119	9/21/2022	Cecilia Coons		reimb application fee - coach/sponsor	$55.00
38120	9/21/2022	Ewell Educational Services		AET subscription	$175.00
38121	9/21/2022	NSCTA		K Horn registration fee (1st year)	$175.00
38122	9/21/2022	Valentine High School		girls golf entry fee	$75.00
38123	9/28/2022	BAYARD HIGH SCHOOL		Cross country entry fee	$50.00
38124	9/28/2022	Four Winds Golf Course		Girls District Golf fee (range balls)	$25.00
38125	9/28/2022	Mid-Nebraska Activities Conference		2022-2023 conference Dues	$600.00
38126	9/28/2022	Kelli Walz, Secretary		2022-23 Conference Secretary	$375.00
					$21,847.77

ALL Data

Check Summary Report

Arranged by:
Check Number

Date: 09/01/2022 thru 09/30/2022

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
007086	C	09/07/2022	Shelby Mauler		reimb gas for school car	52.39
007087	C	09/07/2022	MELODY MCDOWELL		reimb classroom resources	194.34
007088	C	09/07/2022	Krista Schoonveld		reimb 3rd grade classroom	433.16
007089	C	09/12/2022	BLUE CROSS BLUE SHIELD		Board & L Vinton less Leibhart	5,364.91
007090	C	09/12/2022	SAM'S CLUB/Synchrony Bank		PO 23-0020,23-0022,	351.70
007091	O	09/21/2022	Nebraska Schoolmasters Club		Kuncl annual dues & fall event	60.00
					Report Total:	**6,456.50**

Current Cash Balance Report

SELECTED Data

Date: 09/01/2022 thru 09/30/2022

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITIES					
120 Hill Top Gym & Weight Room	18,359.28	340.00	49.97	0.00	18,649.31
175 Doug Young Memorial	5,928.66	0.00	0.00	0.00	5,928.66
180 Dan Brost Memorial	5,052.37	0.00	0.00	0.00	5,052.37
185 Chuck Hafer Memorial	864.02	0.00	0.00	0.00	864.02
190 Keith Saults Memorial	33,337.57	0.00	3,169.14	0.00	30,168.43
195 Lee Isom Memorial	730.00	0.00	0.00	0.00	730.00
250 Banking	2,358.36	127.88	0.00	0.00	2,486.24
300 Media	1,552.21	1,850.00	0.00	0.00	3,402.21
400 CONCESSIONS	2,181.81	3,797.25	3,697.15	0.00	2,281.91
425 Pepsi Cola	5,011.94	0.00	0.00	0.00	5,011.94
430 Vending Machine	745.76	357.00	1,284.89	0.00	-182.13
450 Wellness	4,808.59	0.00	391.26	0.00	4,417.33
500 FCCLA--LOCAL	7,268.10	0.00	243.87	0.00	7,024.23
510 FCCLA--DISTRICT 10	1,051.69	0.00	0.00	0.00	1,051.69
520 FCCLA--NATIONAL	0.00	0.00	4.60	0.00	-4.60
721 Class of 2021	0.00	0.00	0.00	0.00	0.00
722 Class of 2022	974.54	0.00	0.00	0.00	974.54
723 Class of 2023	1,668.47	0.00	0.00	0.00	1,668.47
724 Class of 2024	2,976.98	0.00	0.00	0.00	2,976.98
725 Class of 2025	3,005.88	0.00	0.00	0.00	3,005.88
726 Class of 2026	3,855.41	0.00	0.00	0.00	3,855.41
727 Class of 2027	2,244.71	0.00	0.00	0.00	2,244.71
728 Class of 2028	1,158.53	0.00	0.00	0.00	1,158.53
800 ANNUAL	3,123.25	120.00	1,206.78	0.00	2,036.47
825 Digital Yearbooks	3,523.24	0.00	0.00	0.00	3,523.24
850 Computer/Technology	2,598.43	0.00	0.00	0.00	2,598.43
900 MUSIC	691.99	0.00	0.00	0.00	691.99
950 BAND/MUSIC CLUB	1,449.05	0.00	0.00	0.00	1,449.05
1000 SHOP	6,031.89	0.00	0.00	0.00	6,031.89
1010 PlasmaCam/Power Drive	4,303.28	0.00	855.00	0.00	3,448.28
1050 FFA	9,175.67	461.00	525.47	0.00	9,111.20
1100 SUMMER & YOUTH RECREATION	6,237.73	0.00	0.00	0.00	6,237.73
1150 PLAYGROUND	5,761.75	0.00	0.00	0.00	5,761.75
1300 CHEERLEADERS	2,351.35	0.00	0.00	0.00	2,351.35
1400 SPANISH CLUB	3,043.16	0.00	129.00	0.00	2,914.16
1500 NATIONAL HONOR SOCIETY	4,081.83	0.00	0.00	0.00	4,081.83
1520 Quiz Bowl	1,304.56	0.00	0.00	0.00	1,304.56
1550 FLORIDA SCIENCE	1,026.83	0.00	0.00	0.00	1,026.83
1600 ART CLUB	2,435.60	0.00	13.44	0.00	2,422.16
1700 STUDENT COUNCIL	982.51	254.00	500.00	0.00	736.51
1800 M CLUB	2,333.06	0.00	0.00	0.00	2,333.06
1801 Broncos Cross Country	1,118.69	0.00	0.00	0.00	1,118.69
1802 Bronco Football	3,731.19	0.00	0.00	0.00	3,731.19
1804 Bronco Girls Golf	0.00	0.00	0.00	0.00	0.00
1805 Lady Bronco Volleyball Club	1,048.55	300.00	0.00	0.00	1,348.55
1806 Bronco Lady Basketball	5,162.21	0.00	0.00	0.00	5,162.21
1807 Bronco Basketball	2,209.83	0.00	0.00	0.00	2,209.83
1808 Bronco Wrestling	8,164.58	0.00	0.00	0.00	8,164.58
1809 Bronco Track Team	569.38	0.00	0.00	0.00	569.38
1811 Bronco Boys Golf	5,032.24	2,100.00	0.00	0.00	7,132.24
1820 Bronco Play Production	338.95	0.00	0.00	0.00	338.95

Current Cash Balance Report

SELECTED Data

Date: 09/01/2022 thru 09/30/2022

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1825 Bronco Speech	493.83	0.00	0.00	0.00	493.83
1840 Bronco Journalism	0.00	0.00	52.98	0.00	-52.98
1950 Scholarships	1,145.62	0.00	0.00	0.00	1,145.62
1955 Marilyn Downing Scholarship est 2019	7,384.78	0.00	0.00	0.00	7,384.78
2200 TURNER FOUNDATION	814.99	0.00	0.00	0.00	814.99
3000 MATH-SCIENCE COALITION	3,940.88	0.00	0.00	0.00	3,940.88
3100 STEM	1,922.66	0.00	0.00	0.00	1,922.66
A ACTIVITIES Totals:	208,668.44	9,707.13	12,123.55	0.00	206,252.02
B NSAA Activities					
100330 Employee Training/Development	0.00	0.00	0.00	0.00	0.00
100580 Employee Travel	-712.00	0.00	44.37	0.00	-756.37
100610 Supplies	0.00	0.00	1,485.38	0.00	-1,485.38
100810 Dues/Fees	-2,157.50	0.00	1,510.00	0.00	-3,667.50
100890 Misc Expense	3,843.80	0.00	900.00	0.00	2,943.80
1001710 Admissions Activity Tickets	290.00	440.00	0.00	0.00	730.00
1005200 Transfer from GL	0.00	0.00	0.00	0.00	0.00
1005690 Non Revenue Receipts	0.00	0.00	0.00	0.00	0.00
B NSAA Activities Totals:	1,264.30	440.00	3,939.75	0.00	-2,235.45
C Cross Country					
5010580 Cross Country Travel	0.00	0.00	0.00	0.00	0.00
5010610 Cross Country Supplies	0.00	0.00	25.84	0.00	-25.84
5010810 Cross Country Dues/Fees	-62.00	0.00	206.00	0.00	-268.00
5010890 Cross Country Misc Exp	0.00	0.00	0.00	0.00	0.00
5015200 Cross Country transfer from GL	0.00	0.00	0.00	0.00	0.00
C Cross Country Totals:	-62.00	0.00	231.84	0.00	-293.84
D Football					
5020340 Football Officials	0.00	0.00	1,475.00	0.00	-1,475.00
5020580 Football Travel	0.00	0.00	0.00	0.00	0.00
5020610 Football Supplies	0.00	0.00	1,568.60	0.00	-1,568.60
5020810 Football Dues/Fees	0.00	0.00	0.00	0.00	0.00
5020890 Football Misc Exp	0.00	0.00	0.00	0.00	0.00
5021710 Football Admissions	0.00	1,130.00	0.00	0.00	1,130.00
5025200 Football transfer from GL	0.00	0.00	0.00	0.00	0.00
D Football Totals:	0.00	1,130.00	3,043.60	0.00	-1,913.60
E Girls Golf					
5040580 Girls Golf Travel	0.00	0.00	0.00	0.00	0.00
5040610 Girls Golf Supplies	0.00	0.00	0.00	0.00	0.00
5040810 Girls Golf Dues/Fees	-60.00	120.00	460.00	0.00	-400.00
5040890 Girls Gofl Misc Exp	0.00	6.00	0.00	0.00	6.00
5045200 Girls Golf transfer from GL	0.00	0.00	0.00	0.00	0.00
E Girls Golf Totals:	-60.00	126.00	460.00	0.00	-394.00
F Volleyball					
5050171 Volleyball Admissions	0.00	1,013.00	0.00	0.00	1,013.00
5050340 Volleyball Officials	0.00	0.00	560.00	0.00	-560.00
5050580 Volleybal Travel	0.00	0.00	0.00	0.00	0.00
5050610 Volleyball Supplies	0.00	60.00	310.05	0.00	-250.05
5050810 Volleyball Dues/Fees	0.00	0.00	100.00	0.00	-100.00
5050890 Volleyball Misc Exp	0.00	0.00	0.00	0.00	0.00
5055200 Volleyball transfer from GL	0.00	0.00	0.00	0.00	0.00
F Volleyball Totals:	0.00	1,073.00	970.05	0.00	102.95

Current Cash Balance Report

SELECTED Data

Date: 09/01/2022 thru 09/30/2022

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
G Girls Basketball					
5060340 Girls Basketball Officials	0.00	0.00	0.00	0.00	0.00
5060580 Girls Basketball Travel	0.00	0.00	0.00	0.00	0.00
5060610 Girls Basketball Supplies	0.00	0.00	383.10	0.00	-383.10
5060810 Girls Basketball Dues/Fees	0.00	0.00	0.00	0.00	0.00
5060890 Girls Basketball Misc Exp	0.00	0.00	0.00	0.00	0.00
5061710 Girls Basketball Admissions	0.00	0.00	0.00	0.00	0.00
5065200 Girls Basketball transfer from GL	0.00	0.00	0.00	0.00	0.00
G Girls Basketball Totals:	0.00	0.00	383.10	0.00	-383.10
H Boys Basketball					
5070340 Boys Basketball Officials	0.00	0.00	0.00	0.00	0.00
5070580 Boys Basketball Travel	0.00	0.00	0.00	0.00	0.00
5070610 Boys Basketball Supplies	0.00	0.00	288.30	0.00	-288.30
5070810 Boys Basketball Dues/Fees	0.00	0.00	0.00	0.00	0.00
5070890 Boys Basketball Misc Exp	0.00	0.00	0.00	0.00	0.00
5071710 Boys Basketball Admissions	0.00	0.00	0.00	0.00	0.00
5075200 Boys Basketball transfer from GL	0.00	0.00	0.00	0.00	0.00
H Boys Basketball Totals:	0.00	0.00	288.30	0.00	-288.30
I Wrestling					
5080340 Wrestlng Officials	0.00	0.00	0.00	0.00	0.00
5080580 Wrestling Travel	0.00	0.00	0.00	0.00	0.00
5080610 Wrestling Supplies	0.00	0.00	232.58	0.00	-232.58
5080810 Wrestling Dues/Fees	0.00	0.00	0.00	0.00	0.00
5080890 Wrestling Misc Exp	-166.85	0.00	0.00	0.00	-166.85
5081710 Wrestling Admissions	0.00	0.00	0.00	0.00	0.00
5085200 Wrestling transfer from GL	0.00	0.00	0.00	0.00	0.00
I Wrestling Totals:	-166.85	0.00	232.58	0.00	-399.43
J Track & Field					
5090580 Track Travel	0.00	0.00	0.00	0.00	0.00
5090610 Track Supplies	0.00	0.00	0.00	0.00	0.00
5090810 Track Dues/Fees	0.00	0.00	0.00	0.00	0.00
5090890 Track Misc Exp	0.00	0.00	0.00	0.00	0.00
5095200 Track transfer from GL	0.00	0.00	0.00	0.00	0.00
J Track & Field Totals:	0.00	0.00	0.00	0.00	0.00
K Boys Golf					
5110580 Boys Golf Travel	0.00	0.00	0.00	0.00	0.00
5110610 Boys Golf Supplies	0.00	0.00	0.00	0.00	0.00
5110810 Boys Golf Dues/Fees	0.00	0.00	0.00	0.00	0.00
5110890 Boys Golf Misc Exp	0.00	0.00	0.00	0.00	0.00
5115200 Boys Golf Transfer from GL	0.00	0.00	0.00	0.00	0.00
K Boys Golf Totals:	0.00	0.00	0.00	0.00	0.00
L Play Production					
5120580 Play Production Travel	0.00	0.00	0.00	0.00	0.00
5120610 Play Production Supplies	0.00	0.00	0.00	0.00	0.00
5120810 Play Production Dues/Fees	0.00	0.00	175.00	0.00	-175.00
5120890 Play Production Misc Exp	0.00	0.00	0.00	0.00	0.00
5125200 Play Production transfer from GL	0.00	0.00	0.00	0.00	0.00
L Play Production Totals:	0.00	0.00	175.00	0.00	-175.00
M Speech					
5130340 Speech Judges	0.00	0.00	0.00	0.00	0.00
5130580 Speech Travel	0.00	0.00	0.00	0.00	0.00
5130610 Speech Supplies	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

SELECTED Data

Date: 09/01/2022 thru 09/30/2022

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5130810 Speech Dues/Fees	0.00	0.00	0.00	0.00	0.00
5130890 Speech Misc Exp	0.00	0.00	0.00	0.00	0.00
5135200 Speech transfer from GL	0.00	0.00	0.00	0.00	0.00
M Speech Totals:	0.00	0.00	0.00	0.00	0.00
N Journalism					
5140200 Journalism transfer from GL	0.00	0.00	0.00	0.00	0.00
5140580 Journalism Travel	0.00	0.00	0.00	0.00	0.00
5140610 Journalism Supplies	0.00	0.00	0.00	0.00	0.00
5140810 Journalism Dues & Fees	0.00	0.00	0.00	0.00	0.00
5140890 Journalism Misc Exp	0.00	0.00	0.00	0.00	0.00
N Journalism Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	209,643.89	12,476.13	21,847.77	0.00	200,272.25

Mullen Public Schools

Cash Summary Report September 2022

Fund	Description	Beginning Balance	Revenue	Expenditure		Ending Balance
01	GENERAL FUND	$1,322,378.34	$820,015.76	($383,409.39)		$1,758,984.71
02	DEPRECIATION FUND	$367,590.09	$226.60	$0.00		$367,816.69
03	EMPLOYEE BENEFIT FUND	$73,048.55	$45.03	$0.00		$73,093.58
06	LUNCH FUND	$53,351.43	$6,347.79	($11,302.06)		$48,397.16
07	BOND FUND	$78,397.25	$48.33	$0.00		$78,445.58
08	SPECIAL BUILDING FUND	$427,713.00	$262.72	($4,082.50)		$423,893.22
09	QUAL SCHOOL CONSTR	$505,373.47	$311.53	$0.00		$505,685.00
05	ACTIVITY FUND	$209,643.89	$12,476.13	($21,847.77)		$200,272.25
	PETTY CASH FUND	$5,000.00	$5,858.88	($6,456.50)		$4,402.38
	CAFETERIA PLAN	$7,075.98	$729.44	($1,137.25)		$6,668.17
		$3,049,572.00	**$846,322.21**	**($428,235.47)**		**$3,467,658.74**

County Treasurer's Report October 2022 Receipts (September collections)

	GENERAL	BOND	SPEC BUILDING	QSCB	TOTAL
HOOKER					$0.00
CHERRY	$64,110.50				$64,110.50
THOMAS					$0.00
TOTAL	**$64,110.50**	**$0.00**	**$0.00**	**$0.00**	**$64,110.50**

Cash Summary Report YTD 2021-2022

Fund	Description	Beginning Balance	Revenue	Expenditure		Ending Balance
01	GENERAL FUND	$1,322,378.34	$820,015.76	($383,409.39)		$1,758,984.71
02	DEPRECIATION FUND	$367,590.09	$226.60	$0.00		$367,816.69
03	EMPLOYEE BENEFIT FUND	$73,048.55	$45.03	$0.00		$73,093.58
06	LUNCH FUND	$53,351.43	$6,347.79	($11,302.06)		$48,397.16
07	BOND FUND	$78,397.25	$48.33	$0.00		$78,445.58
08	SPECIAL BUILDING FUND	$427,713.00	$262.72	($4,082.50)		$423,893.22
09	QUAL SCHOOL CONSTR	$505,373.47	$311.53	$0.00		$505,685.00
05	ACTIVITY FUND	$209,643.89	$12,476.13	($21,847.77)		$200,272.25
	PETTY CASH FUND	$5,000.00	$5,858.88	($6,456.50)		$4,402.38
	CAFETERIA PLAN	$7,075.98	$729.44	($1,137.25)		$6,668.17
		$3,049,572.00	**$846,322.21**	**($428,235.47)**		**$3,467,658.74**

Mullen Public Schools

October Claims 10/10/2022

Fund	Description	Amount
01	GENERAL FUND	$281,450.44
06	LUNCH FUND	$8,784.05
Total		**$290,234.49**

GENERAL FUND

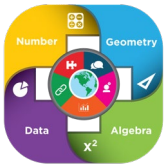
Check Number	Payee	Description	Amount
20646	Amazon.com PBI	Classroom supplies	$345.21
20667	At&t	long distance phone service	$115.70
20679	Brett Mauler	cell phone	$75.00
20648	ByteSpeed	off site backup renewal	$399.00
20677	Chris Kuncl	cell phone	$100.00
20649	Consolidated	phone service	$424.12
20650	Danielski Farms Inc	rock/gravel	$1,238.60
20668	E.s.u. #10	ALP training	$225.00
20652	E.s.u. #16	ECSE/School Age services; workshops	$27,076.56
20651	Eakes Office Solutions NP	Elem copiers contract, supplies	$551.91
20653	Garrett Tires & Treads	tires	$254.80
20680	General Fund-petty Cash	misc reimb	$1,091.59
20654	Handyman Hardware	custodial/maint & classroom supplies	$221.36
20655	HireRight LLC	DOT screenings	$103.20
20676	Hometown Leasing	copier lease contract	$746.58
20656	Hooker County Tribune	minutes/claims, meeting notices	$184.71
20657	HWY2 BBQ LLC	College Fair lunch	$80.00
20647	Ideal/Bluffs Facility Solutions	custodial supplies	$1,720.86
20669	KSB School Law PC LLO	school attorney fees	$432.50
20670	Kwik Stop	gasoline/diesel	$5,527.08
20671	Lou Cox-Fornander	Skills House supplies	$59.00
20672	Macke's	supplies	$266.33
20683	Megan Andersen Photography	Elementary & Class of 2022 composites	$252.00
20658	Menards - North Platte	custodial & industrial arts supplies	$210.82
20659	Midwest Floor Specialists Inc	custodial supplies	$262.20
20678	Mike Kvanvig	cell phone	$75.00
20660	Mullen Auto & Diesel LLC	vehicle maint/repair	$804.69
20681	Nebr Assoc Of School Boards	Kuncl State education conference	$334.00
20682	Nebraska Safety Center @ UNK	bus driver training	$375.00
20673	Paper Tiger Shredding	purge service	$65.26
20674	Presto X	pest control maint	$161.59
20662	Sandhill Oil Co, Inc	suburban maint supplies	$336.00
20663	Teacher Innovations Inc	25 planbook users subscription	$337.50
20664	Teachers Synergy, LLC	Current Events Spanish Class	$100.00
20675	Thomas Wiese	transportation	$587.81
20666	U.S. Bank	planners,gas,postage,health supplies	$418.98
20665	Village Of Mullen	utilities	$5,618.52
20684	Really Great Reading	SPED Teacher Guides	$273.90
20685	U.S. Bank	SPED online subscription	$95.00
		TOTAL	**$51,547.38**

LUNCH FUND

Check Number	Payee	Description	Amount
3349	Cash-wa Distributing	food & supplies	$2,070.66
3350	Harris Sales	food	$421.83
3351	Macke's	food	$1,813.19
3352	US Foods	food & supplies	$2,961.34
			$7,267.02

SPECIAL BUILDING FUND

Check Number	Payee	Description	Amount
1260	U.S. Bank	FB concession building materials	$214.40
		TOTAL	**$214.40**



Key Instructional Shifts for Nebraska's 2022 College and Career Ready Standards for Mathematics

Shifting instructional practice is central to improving teaching and learning. The 2022 revisions to *Nebraska's College and Career Ready Standards for Mathematics* require key shifts in practice and consideration of instructional materials to realize the vision for excellent instruction in mathematics. This document provides an overview of the instructional shifts and the roles that teachers, leaders, and students have in their implementation.

Mathematics Shift 1: Focus | The ability to focus on fewer concepts at a grade level allows for deeper engagement with concepts and topics. The revised standards reflect the emphasis of developmentally appropriate concepts at each grade level that are foundational to later proficiency. These shifts narrow and deepen learning experiences and focus on the "major work" of each grade.

Teachers…	School leaders…	Students…
▪ Establish clear learning goals for the mathematics students are learning and use the goals to make instructional decisions. ▪ Design learning experiences using high-quality instructional materials that focus on the major work of the grade and promote positive dispositions toward the study of mathematics. ▪ Facilitate meaningful discourse to build a shared understanding of mathematical ideas. ▪ Provide students sufficient time working with engaging applications of mathematics while allowing students to think independently about problems.	▪ Ensure instruction aligns with a district-wide, developed and shared vision for excellent teaching and learning of mathematics. ▪ Support the procurement and implementation of high-quality, standards-aligned instructional materials. ▪ Provide professional learning focused on the major work of each grade supported by high-quality instructional materials.	▪ Use learning goals to focus on progress in improving their understanding of grade-level content and proficiency with using the mathematical processes. ▪ Participate in grade-level content in classroom interactions and assignments. ▪ Explain how they solved a problem and provide mathematical justification for their reasoning. ▪ Discuss how different approaches to solving a problem are the same and how they are different. ▪ Reflect on mistakes and misconceptions to improve their mathematical understanding.

Mathematics Shift 2: Coherence | Mathematics represents a coherent body of knowledge that is made up of interconnected concepts and topics. The revised standards are designed as coherent progressions both within and across grade levels. The five mathematical processes (*Problem solving, Reasoning, Representations, Connections, and Communications*) support the interlinking within and across grades. Each standard is an extension of previous learning. All students should have the opportunity to exhibit mathematical processes while engaging in the content of the lesson.

Teachers…	School leaders…	Students…
▪ Prioritize the mathematical processes in all aspects of classroom practice including teaching, instructional materials, assessment, and the use of tools and technology. ▪ Use high-quality instructional materials that address the major work of each grade and reflect the learning progressions. ▪ Provide learning experiences that build on and extend the student's current mathematical understanding.	▪ Develop and/or refine a coherent, district-wide scope and sequence based on the learning progressions. ▪ Ensure the use of high-quality instructional materials that incorporate the mathematical processes. ▪ Establish and maintain sustained professional learning across grade levels. ▪ Observe lessons or engage in classroom walk-throughs, focusing on the mathematical processes.	▪ Engage with the mathematical processes to apply and extend previous understandings. ▪ Transfer mathematical skills and understandings across concepts and grade levels. ▪ Make sense of tasks by drawing upon, and making connections to, prior understanding and ideas. ▪ Use a variety of ways to demonstrate how previous learning supports their thinking with new topics and concepts.

Mathematics Shift 3: Rigor | Rigor refers to the deep, authentic command of mathematical concepts and includes three aspects in the major work of each grade: *conceptual understanding*, *procedural skills and fluency*, and *application*. When these aspects are balanced in instruction and applied with equal intensity and through the use of high-quality questions and tasks, students are equipped to meet the standards at each grade level.		
Teachers… ▪ Use high-quality instructional materials that support the development of conceptual understanding of mathematics. ▪ Provide work with grade-level, authentic problems to develop procedural skill and fluency. ▪ Select tasks from high-quality instructional materials that promote multiple entry points using varied tools and representations. ▪ Pose tasks and problems that require a high level of cognitive demand.	**School leaders…** ▪ Design professional learning that deepens teachers' knowledge of the three aspects of rigor and the importance of balance among them. ▪ Engage families and other stakeholders in the process of selecting high-quality instructional materials and the rigor expected from them. ▪ Support the use of assessments that measure conceptual understanding, procedural skills, fluency, and application.	**Students…** ▪ Build a foundation of conceptual understandings so that, over time, they become skillful in using procedures flexibly as they solve authentic mathematical problems. ▪ Access concepts from a variety of perspectives. ▪ Use tools and representations, as needed, to support their thinking and problem solving. ▪ Persevere in exploring and reasoning through tasks.

Mathematics Standards
Grade 5

Reveal MATH™

STANDARDS	UNIT/LESSON
MA 5.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA.5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers, fractions, and decimals within the base-ten number system.	
MA 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.	3-3, 6-4, 6-6, 8-4
MA 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols , or =.	3-4, 6-4, 6-6, 8-4
MA 5.1.1.c Round whole numbers and decimals to any given place.	3-5, 4-1, 4-7, 6-2, 8-2
MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).	1-3, 8-6, 9 Fraction Wall Percents fall outside the scope of Reveal Math © 2022.
MA 5.1.1.e Write powers of 10 with exponents	5-1, 5-2, 6-1, 8-1, 8-5, 8-6, 12-2
MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.	
MA 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm.	5-3, 5-4, 5-5, 5-6, 5-7 6-5, 6-6, 12-1, 12-3, 14-3
MA 5.1.2.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.	7-1, 7-2, 7-3, 7-4, 7-5, 7-6
MA 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.	10-1, 10-3
MA 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction.	11-4, 11-5, 11-6
MA 5.1.2.e Explain division of a whole number by a fraction using models and visual representations.	11-3, 11-4, 11-5, 11-6, 11-7
MA 5.1.2.f Interpret a fraction as division of the numerator by the denominator.	11-1, 11-2
MA 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.	4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 6-2, 6-3, 6-4, 6-5, 6-6, 8-2, 8-3, 8-4, 8-5, 8-6, 3-3, 14-3

STANDARDS	UNIT/LESSON
MA 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators.	9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 10-6, 10-7, 12-4, 12-5, 14-3
MA 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals.	4-2, 4-4, 4-5, 4-7, 5-4, 5-5, 5-6, 5-7, 6-3, 6-4, 6-6, 7-3, 7-4, 7-5, 8-3, 8-4, 8-5, 8-6, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 11-4, 11-5, 11-6
MA 5.1.2.j Multiply and divide by powers of 10	5-1, 5-2, 6-1, 8-1, 8-5, 8-6, 12-2
MA 5.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 5.2.1.a Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.	14-4, 14-5, 14-6
MA 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	
MA 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).	14-3
MA 5.2.3 Applications: Students will solve real-world problems involving equations with fractions and mixed numbers.	
MA 5.2.3.a Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.	9-1, 9-2, 9-3, 9-4, 9-5, 9-9
MA 5.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.	
MA 5.3.1.a Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.	Rectangular prisms are mentioned in Unit 2 Lesson 1 as part of the lesson on volume. See Reveal Math Grade 2 © 2022: 12-3
MA 5.3.1.b Identify faces, edges, and vertices of rectangular prisms.	See Reveal Math Grade 2 © 2022: 12-3
MA 5.3.1.c Justify the classification of two-dimensional figures based on their properties.	13-4, 13-5, 13-6

STANDARDS	UNIT/LESSON
MA 5.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	
MA 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane.	13-1
MA 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.	13-3
MA 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 5.3.3.a Recognize that solid figures have volume that is measured in cubic units.	2-1, 2-2, 2-3
MA 5.3.3.b Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.	2-2
MA 5.3.3.c Generate conversions within the customary and metric systems of measurement.	12-1, 12-2, 12-3
MA 5.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 5.4.2.a Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs.	Unit Digital Artifacts: Activity Based exploration and Application Station.
MA 5.4.2.b Formulate questions that can be addressed with data and make predictions about the data.	Unit Digital Artifacts: Extend Thinking

Mathematics Standards
Grade 4

Reveal MATH™

STANDARDS	UNIT/LESSON
MA 4.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA.4.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.	
MA 4.1.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.	2-2
MA 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left.	2-1, 6-1, 6-6, 7-1
MA 4.1.1.c Classify a number up to 100 as prime or composite.	5-2
MA 4.1.1.d Determine whether a given whole number up to 100 is a multiple of a given one-digit number	5-3, 5-6
MA 4.1.1.e Determine factors of any whole number up to 100.	5-1, 5-2
MA 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using >, and = symbols, and visual representations.	2-3
MA 4.1.1.g Round a multi-digit whole number to any given place.	2-4, 3-1, 3-2, 6-2, 7-2
MA 4.1.1.h Use decimal notation for fractions with denominators of 10 or 100.	12-2, 12-3, 12-5
MA 4.1.1.i Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.	8-2, 8-3
MA 4.1.1.j Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.	10-1
MA 4.1.1.k Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).	8-4, 8-5, 9-2

STANDARDS	UNIT/LESSON
MA 4.1.1.l Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.	9-1, 10-1
MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.	
MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm.	3-3, 3-4, 3-6, 3-7
MA 4.1.2.b Multiply a four-digit whole number by a one-digit whole number.	6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 2-1, 5-5, 6-8, 13-1, 13-2, 13-4, 13-5, 13-6, 13-8, 13-9
MA 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.	6-7
MA 4.1.2.d Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.	7-5, 7-8
MA 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.	9-2, 9-4
MA 4.1.2.f Add and subtract fractions and mixed numbers with like denominators.	9-3, 9-5, 9-6, 10-3, 10-5, 10-6
MA 4.1.2.g Multiply a fraction by a whole number.	11-3
MA 4.1.2.h Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.	6-8, 7-8
MA 4.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 4.2.1.a Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., 3 + n = 15, 81 ÷ n = 9).	3-8, 3-9, 6-8, 7-8, 14-6
MA 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule, such as y = 3x + 5 is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given.	5-5

STANDARDS	UNIT/LESSON
MA 4.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	
MA 4.2.2.a Solve one- and two-step problems which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity.	3-1, 3-8, 3-9, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 13-7, 13-8, 13-9, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 13-7, 13-8
MA 4.2.3 Applications: Students will solve real-world problems involving equations with fractions.	
MA 4.2.3.a Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders.	3-9, 6-8, 7-8
MA 4.2.3.b Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.	9-6, 10-6, 11-5
MA 4.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.	
MA 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint.	14-2
MA 4.3.1.b Classify an angle as acute, obtuse, or right.	14-2
MA 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.	14-1, 14-2, 14-4, 14-7, 14-8, 14-3, 14-5, 14-6
MA 4.3.1.d Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.	14-7, 14-8
MA 4.3.1.e Identify right triangles.	14-8
MA 4.3.1.f Measure angles in whole number degrees using a protractor.	14-3, 14-5
MA 4.3.1.g Sketch angles of a specified measure.	14-3
MA 4.3.1.h Recognize and draw lines of symmetry in two-dimensional shapes.	14-9, 14-10

STANDARDS	UNIT/LESSON
MA 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 4.3.3.a Apply perimeter and area formulas for rectangles.	13-7, 13-8, 13-9, 6-4, 6-7, 6-8
MA 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.	13-5, 13-6
MA 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.	13-1, 13-2, 13-3, 13-4, 13-5, 13-6
MA 4.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.4.1 Representations: Students will create displays that represent data.	
MA 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).	13-10, 13-11
MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 4.4.1 Representations: Students will create displays that represent data.	
MA 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).	13-10
MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots	13-10, 13-11

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK: This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

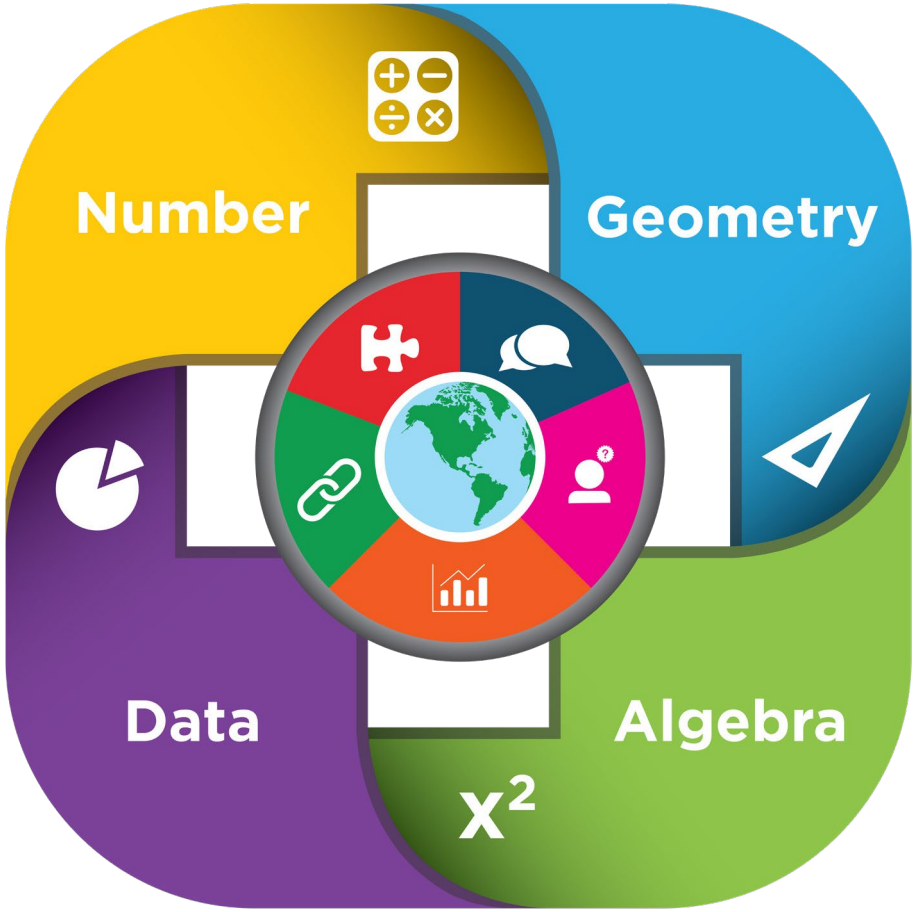
- **Getting Started**: After signing in at the meeting, you will be recognized. When you have been recognized, please identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.

- **Time Limit**: The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

- **Personnel or Student Topic**: If you are planning to speak about personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedure to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.

- **General Rules**: This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.

- **No Action by the Board**: The board will not act on any matter unless it is on the published agenda.



Nebraska's College and Career Ready Standards for Mathematics

Approved by the Nebraska State Board of Education on September 2, 2022

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Acknowledgements

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Introduction

College and career readiness for Nebraska's K-12 students requires content area standards that are clearly defined and increasingly rigorous across grade levels. The standards are designed to ensure all students have access to grade-level mathematics content centered on deep learning of concepts while actively building new knowledge from their experiences. The revised mathematics standards encompass a wide range of essential skills across the strands of Number, Algebra, Geometry, and Data. The standards, both individually and as an integrated whole, describe not only expectations for college and career readiness, but the 21st century mathematical literacies for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for postsecondary and workforce demands.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The revised mathematics standards, written by teams of Nebraska educators and reviewed by local and national experts, were developed with the following indicators of quality:

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

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

Connected. Student learning is most effective when it connects knowledge and skills to related topics and authentic applications.

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

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

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

Mathematics Standards Design

Nebraska's College and Career Ready Standards for Mathematics reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction and assessment. In addition to standards and indicators, some of the standards include examples. The "e.g." statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

The structure of Nebraska's College and Career Ready Standards for Mathematics includes:

K-12 Content Strands. The strands are broad, general statements that are not grade-level specific. They reflect major topics in mathematics (number, algebra, geometry, and data) and the five mathematical processes.

Grade-Level Standards. The grade-level standards identify what students should know and be able to do by the end of each grade level or grade band. The standards are organized within K-12 Content Strands. The grade-level standards include a statement that describes the expectations for proficiency relative to the major work of the grade.

Indicators. The indicators provide additional specificity to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught and assessed.

For grades K-8, the standards and indicators are written at grade level and are organized by four content strands: Number, Algebra, Geometry, and Data. The High School Standards and Advanced Topics Standards are organized by four content strands: Number, Algebra, Geometry, and Data.

Coding: The standards are organized using a coding system that includes the content area, the grade level, an abbreviation for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: not all standards include indicators.)

––—----**Example: MA.K.N.1.a**—--------

MA = Content Area (Math)

K = Kindergarten

N = Content Strand (Number)

1 = Standard

a = indicator

Approved by the Nebraska State Board of Education on September 2, 2022

The structure of Nebraska's College and Career Ready Standards for Mathematics includes:

Content Strand	Description
Number (N)	Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Ratios and Proportions (R) [1]	Students will understand ratio concepts and use ratio reasoning to solve problems.
Algebra (A)	Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Geometry (G)	Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Data (D)	Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

[1] Ratios and Proportions is a new content strand found only in Grades 6 and 7.

Grade Level Content Focus

In addition to the standards and indicators, this document includes information about content focus at the beginning of each grade level. Based on research and the progression of the disciplines, the information provides a snapshot of the "major work of the grade." This guidance leverages the structure and emphases of college- and career-ready mathematics standards. At every grade level, instruction should emphasize the development of the mathematical processes as the vehicle for content mastery.

Nebraska Mathematical Processes

Introduction. The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. As described by the National Research Council (2001), mathematical processes are integral to all mathematics teaching and learning. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within authentic contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom. Additionally, the Fordham Institute (2018) states that high quality standards for mathematics "integrate and promote the 'math processes' or mathematical habits of mind that every student should possess." Mathematical processes activate the learning process while increasing the likelihood that students will become mathematically proficient (Van de Walle et al., 2018).

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in solving them. Students make sense of problems and look for entry points to plan solution pathways. A variety of tools including, but not limited to, mental math, estimation, concrete and visual models, and appropriate technology may be selected to support problem solving. Students form conjectures or inferences based on patterns or sets of examples and nonexamples and monitor their progress. Perseverance includes working without knowing if a plan will succeed, trying other plans if an initial plan does not work, and checking if a solution is reasonable. **(PROBLEM SOLVING)**

Reason quantitatively and abstractly and consider the reasoning of others. Students make sense of quantities and their relationships using quantitative and abstract reasoning. Quantitative reasoning uses the properties of numbers, operations, and geometric objects. Abstract reasoning includes making sense of and manipulating representations in terms of the original context. Students can represent a problem using numbers and mathematical symbols, solve the problem and then make sense of the solution in context of the original situation. Students can analyze their own reasoning and the reasoning of others by comparing different approaches, recognizing correctness and efficiency, and finding counterexamples. **(REASONING)**

Create and use representations to organize, record, and communicate mathematical ideas. Students will understand that representations of mathematical ideas – physical, visual, symbolic, contextual, and verbal – are an essential part of learning, doing, and communicating mathematics. Students create, use, and evaluate the effectiveness of representations to clearly communicate mathematical ideas. **(REPRESENTATIONS)**

Analyze mathematical relationships to connect mathematical ideas. Students routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense. By modeling mathematics in authentic contexts, students make connections among and between different areas of mathematics and other disciplines. Students seek out and make connections among different approaches and representations, including those of other students. **(CONNECTIONS)**

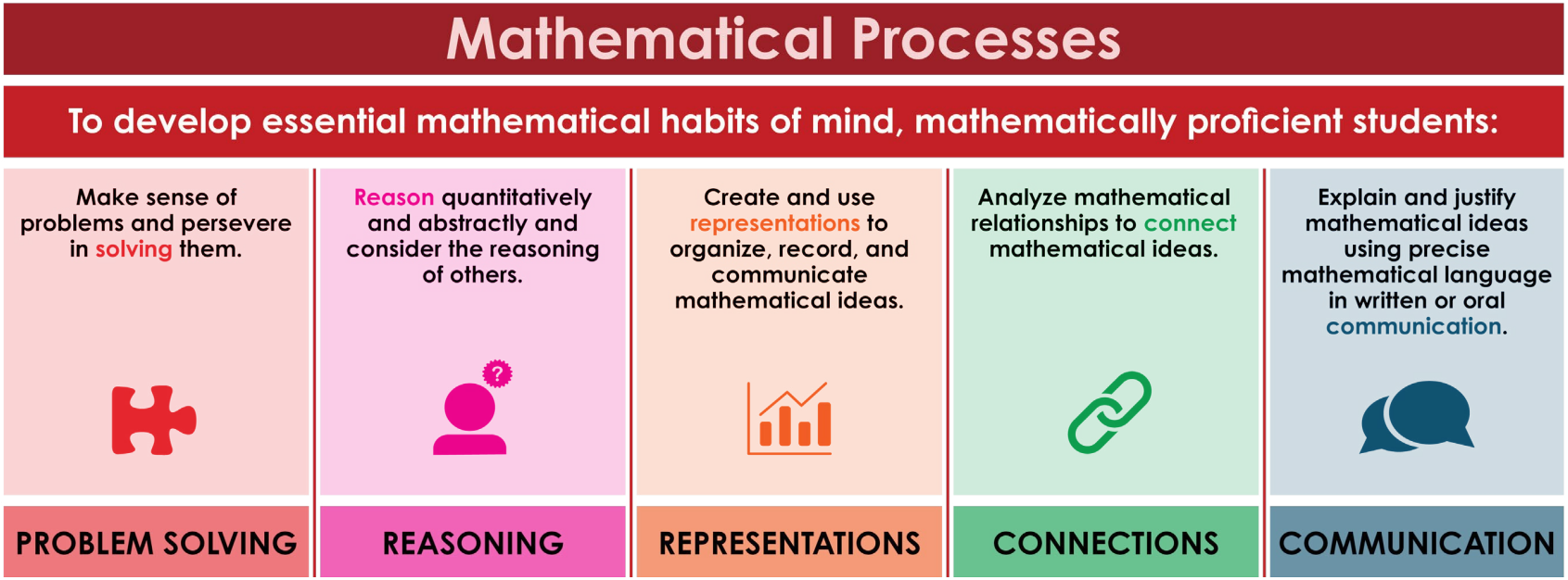
Explain and justify mathematical ideas using precise mathematical language in written or oral communication. Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. Students will use precise mathematical language when explaining and justifying their work in written or oral form. **(COMMUNICATION)**

Kindergarten Standards

Kindergarten Content Focus

During Kindergarten, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using numbers to represent quantities and to solve quantitative problems, such as quickly recognizing the number in a small set, counting objects in a set, producing sets of given sizes, and comparing and ordering sets or numerals.
- Working with numbers 11-19 to gain foundations for place value.
- Understanding addition as putting together and adding to and understanding subtraction as taking apart and taking from.
- Identifying, naming, and describing two- and three-dimensional shapes that are presented in a variety of ways.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., "I saw 5." "How did you know?" "I saw 3 and 2, that is 5."

K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.

K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.

K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.

K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.

K.N.4.a Represent and explain addition and subtraction as part-whole relationships, with addition as *putting together* and/or *adding to* and subtraction as *taking apart* and/or *taking from*, using objects, drawings, numbers, and equations.

K.N.4.b Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.

K.N.4.c For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.

K.N.4.d Efficiently, flexibly, and accurately add and subtract within 5.

K.N.4.e Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.

K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.

K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.

K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.

K.G.1.e Combine simple shapes to compose larger shapes.

K.G.2 Measurement: Students will describe and compare measurable attributes.

K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.

K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.

K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.

K.G.3.a Identify the name and value of pennies, nickels, and dimes.

K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.D.1 Classification: Students will sort and classify objects using one or more attributes.

K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.

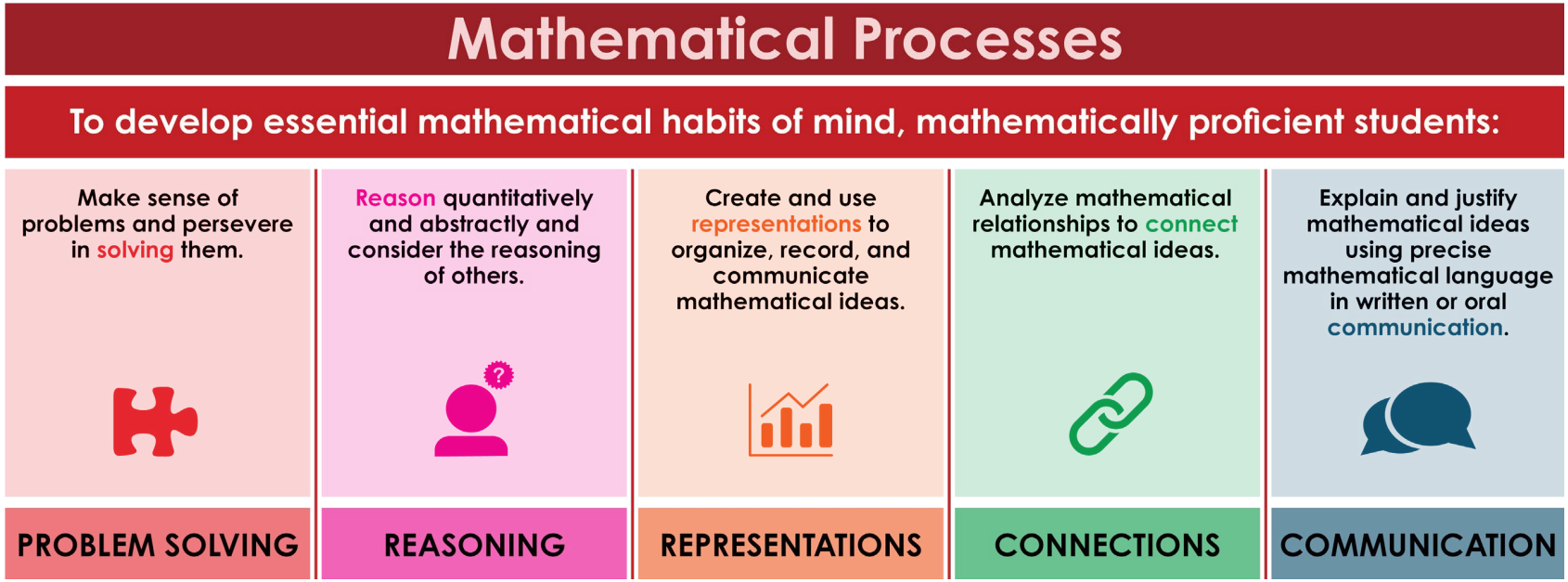
K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.

Grade 1 Standards

Grade 1 Content Focus

During Grade 1, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending the counting sequence and strategies for solving quantitative questions.
- Representing and solving problems involving addition and subtraction to include work with equations and the properties of the operations.
- Developing understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Measuring lengths indirectly and by iterating length units.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g.," I saw 16." "How did you know?" "I saw 10 and 6, that is 16").

1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.

1.N.2.a Count verbally by ones and tens within 120 starting at any given number.

1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each proceeding number represents removing an object.

1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120.

1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.

1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.

1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.

1.N.3.b Compare two, two-digit numbers using words greater than, less than, equal to, and symbols <, >, =. Justify comparisons based on the number of tens and ones.

1.N.4 Number and Operations: Students will compute using addition and subtraction.

1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.

1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.

1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.

1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.

1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.

1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

1.N.5.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 – 1, 6 + 3 = 3 + 6, 7 + 2 = 5 + 4).

1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find 12 – 9 = _____, using the addition fact 9 + 3 = 12).

1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g., 7 + ? = 13).

1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a49).

1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.

1.N.5.f Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.

1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).

1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.

1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.

1.G.1.d Partition circles and rectangles into two and four equal parts using the language halves and fourths.

1.G.2 Measurement: Students will measure and compare lengths.

1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.

1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.

1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.

1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.

1.G.3.b Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.

1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.

1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

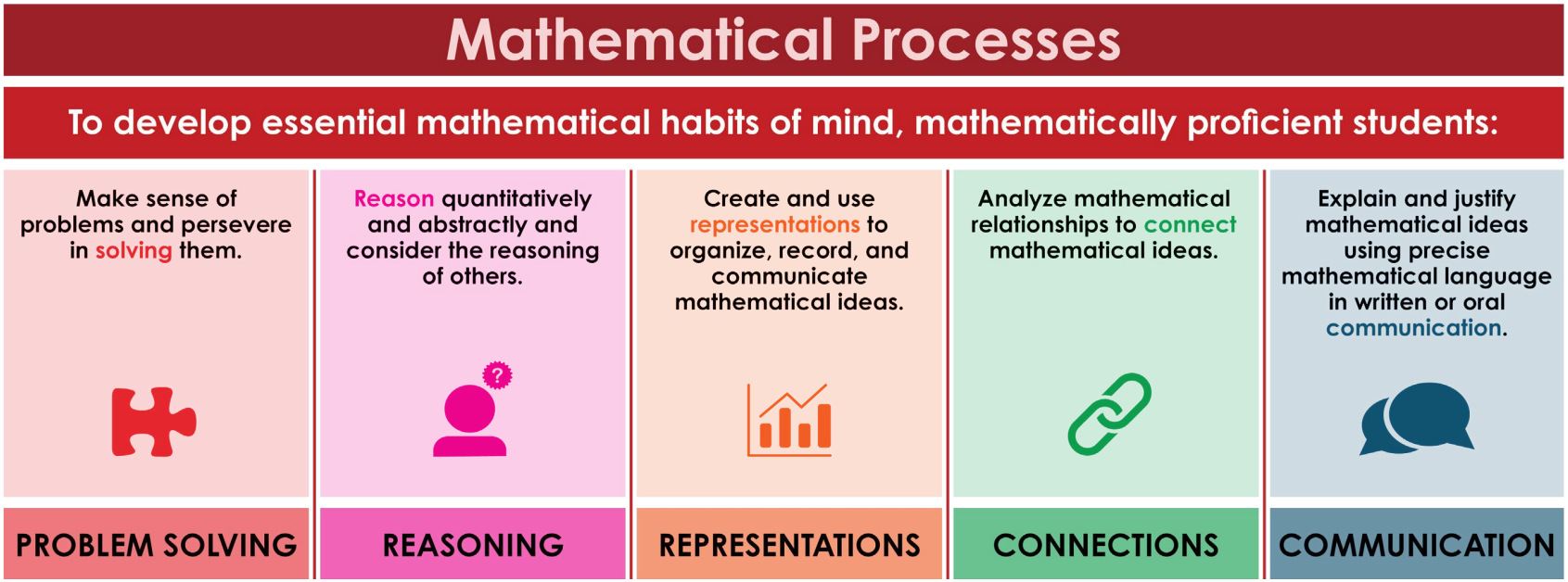
1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

Grade 2 Standards

Grade 2 Content Focus

During Grade 2, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on base-ten numeration system and place-value concepts to demonstrate understanding of multi-digit numbers.
- Applying properties of operations and the relationship between adding and subtracting.
- Developing quick recall of addition facts and related subtraction facts.
- Solving problems that involve time and/or money.
- Extending understanding of linear measurement by measuring and estimating lengths and relating length to addition and subtraction.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g.," I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48").

2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.

2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.

2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.

2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.

2.N.3.c Compare two three-digit numbers by using symbols <, >, = and justify the comparison based on the value of the hundreds, tens, and ones.

2.N.4 Number and Operations: Students will compute using addition and subtraction.

2.N.4.a Fluently add and subtract within 20.

2.N.4.b Add and subtract within 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.

2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.

2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.

2.N.5.a Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.

2.N.5.b Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.

2.N.5.c Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.

2.N.5.d Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (2.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.

2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.

2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.

2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.

2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.

2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.

2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.

2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.

2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.

2.G.3.a Identify and use appropriate tools for measuring length.

2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.

2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.

2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.

2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.

2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately.

2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.

2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.

2.D.1.c Create and represent a data set by making a line plot using whole numbers.

2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

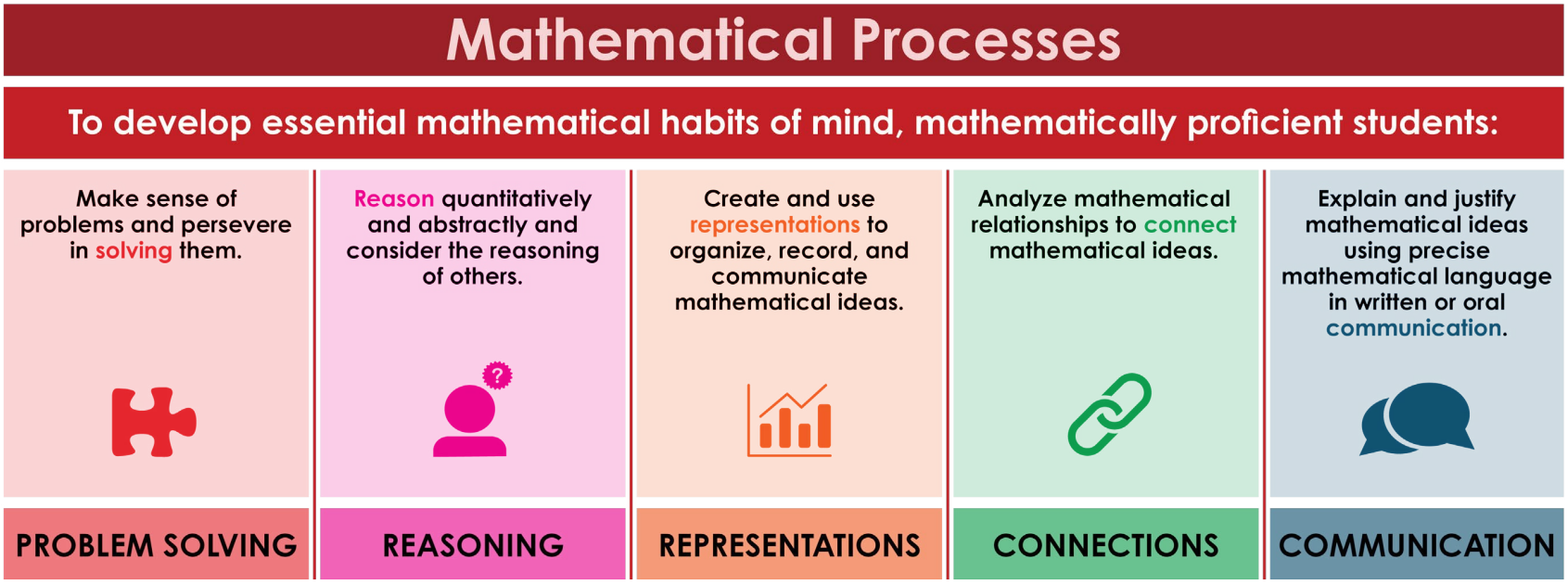
2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

Grade 3 Standards

Grade 3 Content Focus

During Grade 3, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on additive reasoning to develop understanding of multiplication and division
- Exploring multiplication properties and strategies to multiply within 100 flexibly and efficiently
- Developing understanding of fractions as numbers by connecting prior work in partitioning shapes in equal areas to the relationship between numerator and denominator
- Solving problems using visual fraction models to compare and find equivalencies.
- Reasoning with shapes and their attributes.
- Recognizing area as an attribute of two-dimensional shapes and connecting understanding to multiplication.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.

3.N.1.a Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.

3.N.1.b Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.

3.N.2 Fractions: Students will develop understanding of fractions as numbers.

3.N.2.a Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.

3.N.2.b Find parts of a whole using visual fraction models.

3.N.2.c Represent and understand a fraction as a number on a number line.

3.N.2.d Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

3.N.2.e Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.

3.N.2.f Compare and order fractions having the same numerators or denominators by reasoning about their size.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.

3.A.1.a Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.

3.A.1.b Determine the reasonableness of whole number sums and differences using estimations and number sense.

3.A.1.c Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.

3.A.1.d Interpret and solve two-step authentic problems involving whole numbers and the four operations.

3.A.1.e Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.

3.A.1.f Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.

3.A.1.g Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.

3.A.1.h Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.

3.G.1.1 Sort quadrilaterals into categories according to their attributes.

3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.

3.G.2.a Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).

3.G.2.b Use concrete and pictorial models to measure areas in square units by counting square units.

3.G.2.c Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as it would be found by multiplying the side lengths.

3.G.3 Measurement: Students will use tools to solve measurement problems.

3.G.3.a Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

3.G.3.b Estimate and measure length to the nearest half inch, fourth inch, and centimeter.

3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.

3.G.4.a Tell and write time to the minute using both analog and digital clocks.

3.G.4.b Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

3.D.1.a Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.

3.D.1.b Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.

3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

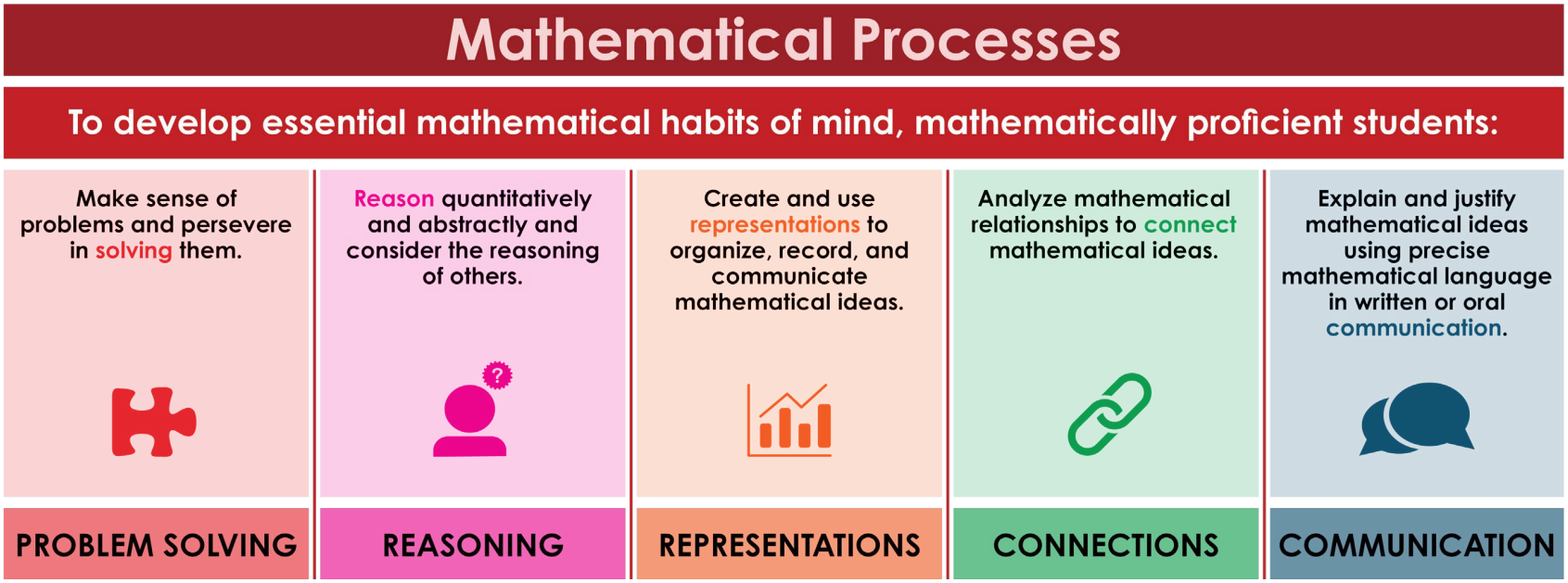
3.D.2.a Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.

Grade 4 Standards

Grade 4 Content Focus

During Grade 4, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing understanding and fluency with multi-digit multiplication through visual models and operational properties.
- Developing understanding of division involving multi-digit dividends using place value models.
- Extending understanding of fraction equivalence and operations with fractions by composing and decomposing, reasoning about relative size, and applying properties of operations.
- Classifying two-dimensional shapes according to their attributes such as the presence or absence of lines or angles.
- Developing understanding of an angle as a turn in a circle and justify the classification of angles as acute, obtuse, and right.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using relationships with the base-ten number system.

4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.

4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.

4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.

4.N.1.d Use decimal notation for fractions with denominators of 10 or 100 (e.g., 43/100 = 0.43).

4.N.2 Fractions and Decimals: Students will extend understanding of fractions by equivalence and ordering and will develop an understanding of decimals.

4.N.2.a Explain and demonstrate how a mixed number is equivalent to a fraction greater than one and how a fraction greater than one is equivalent to a mixed number using visual fraction models and reasoning strategies.

4.N.2.b Explain and demonstrate how equivalent fractions are generated by multiplying by a fraction equivalent to 1 using visual fraction models and the Identity Property of Multiplication.

4.N.2.c Compare and order fractions having unlike numerators or denominators using number lines, benchmarks, reasoning strategies, and/or equivalence.

4.N.3 Operations with Fractions: Students will understand and demonstrate fractional computation.

4.N.3.a Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

4.N.3.b Explain the meaning of addition and subtraction of fractions with like denominators using visual fraction models, properties of operations, and reasoning strategies.

4.N.3.c Add and subtract fractions and mixed numbers with like denominators.

4.N.3.d Solve authentic problems involving addition and subtraction of fractions and mixed numbers with like denominators.

4.N.3.e Multiply a fraction by a whole number using visual fraction models and properties of operations.

4.N.4 Factors and Multiples: Students will find factors and multiples and classify numbers as prime or composite.

4.N.4.a Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

4.N.4.b Determine factors of any whole number up to 100 and classify a number up to 100 as prime or composite.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and division and apply operational properties to solve problems involving variables.

4.A.1.a Add and subtract multi-digit numbers using an algorithm.

4.A.1.b Multiply up to a four-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number, using strategies based on place value, properties of operations, and algorithms.

4.A.1.c Divide up to a four-digit whole number by a one-digit divisor with and without a remainder using strategies based on place value.

4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g., 3 + n = 15, 81 ÷ n = 9).

4.A.1.f Solve one- and two-step authentic problems using the four operations including interpreting remainders and the use of a letter to represent the unknown quantity.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.G.1 Shapes and Their Attributes: Students will draw and identify lines and angles and classify shapes by properties of their lines and angles.

4.G.1.a Identify, create, and describe points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines.

4.G.1.b Justify the classification of angles as acute, obtuse, or right.

4.G.1.c Justify the classification of two-dimensional shapes based on the presence or absence of parallel and perpendicular lines or the presence or absence of specific angles.

4.G.1.d Recognize, draw, and justify lines of symmetry in two-dimensional shapes.

4.G.2 Measurement: Students will generate simple conversions from a larger unit to a smaller unit to solve authentic problems and measure angles.

4.G.2.a Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve authentic problems involving time, length, weight, mass, and capacity.

4G.2.b Determine the reasonableness of measurements involving time, length, weight, mass, capacity, and angles.

4G.2.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

4.G.2.d Measure angles in whole number degrees using a protractor and relate benchmark angle measurements to their rotation through a circle (e.g., 180º = 1/2 of a circle).

4.G.2.e Recognize angle measures as additive and solve problems involving addition and subtraction to find unknown angles on a diagram.

4.G.3 Area and Perimeter: Students will apply perimeter and area formulas for rectangles.

4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

4.D.1.a Generate and represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, fourths, or eighths.

4.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

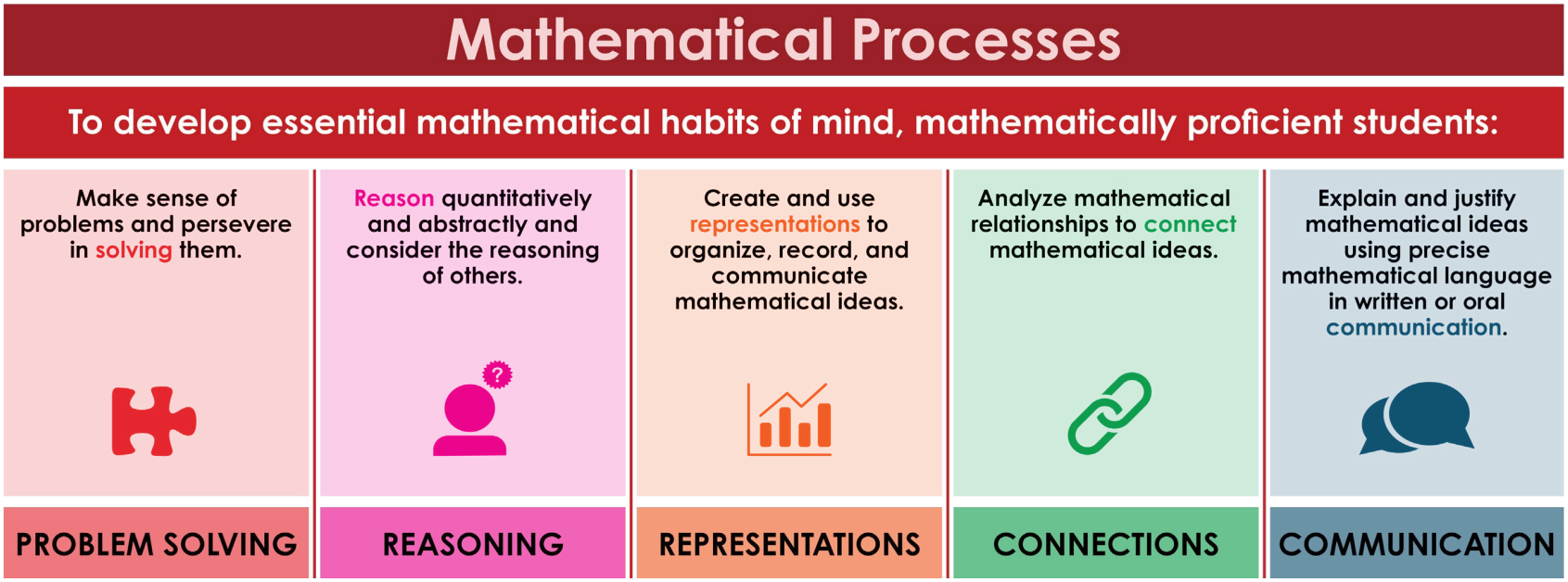
4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

Grade 5 Standards

Grade 5 Content Focus

During Grade 5, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending previous understandings of multiplication and division to multiply and divide fractions and decimals.
- Performing operations with multi-digit whole numbers and decimals to the hundredths in order to solve authentic problems following the order of operations.
- Categorizing shapes using knowledge of their attributes.
- Developing concepts of volume and relating volume to multiplication and addition.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.N.1 Numeric Relationships: Students will understand the place value system.

5.N.1.a Read, write, and demonstrate multiple equivalent representations for multi-digit whole numbers and decimals through the thousandths place using standard form and expanded form.

5.N.1.b Recognize a digit in one place represents 1/10 of what it represents in the place to its left.

5.N.1.c Use whole number exponents to denote powers of 10.

5.N.2 Fractions and Decimals: Students will extend understanding of fraction and decimal equivalence and ordering.

5.N.2.a Generate equivalent forms of commonly used fractions and decimals (e.g., halves, fourths, fifths, tenths).

5.N.2.b Represent and justify comparisons of whole numbers, fractions, mixed numbers, and decimals through the thousandths place using number lines, reasoning strategies, and/or equivalence.

5.N.3 Operations with Fractions and Decimals: Students will apply and extend previous understandings of whole number operations to add, subtract, multiply and divide fractions and decimals.

5.N.3.a Interpret a fraction as division of the numerator by the denominator.

5.N.3.b Multiply a whole number by a fraction or a fraction by a fraction, including mixed numbers, using visual fraction models and properties of operations.

5.N.3.c Divide a unit fraction by a whole number and a whole number by a unit fraction using visual fraction models and properties of operations.

5.N.3.d Solve authentic problems involving addition, subtraction, and multiplication of fractions and mixed numbers with like and unlike denominators.

5.N.3.e Add and subtract fractions and mixed numbers with unlike denominators without simplifying.

5.N.3.f Solve authentic problems involving division of fractions by whole numbers and division of whole numbers by unit fractions.

5.N.3.g Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or algorithms.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.A.1 Operations and Algebraic Thinking: Students will extend understanding of division and apply operational properties to solve problems involving order of operations.

5.A.1.a Multiply multi-digit whole numbers using an algorithm.

5.A.1.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders, using strategies based on place value.

5.A.1.c Justify the reasonableness of computations involving whole numbers, fractions, and decimals.

5.A.1.d Solve authentic numerical or algebraic expressions using order of operations (excluding exponents).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.G.1 Shapes and Their Attributes: Students will classify two-dimensional figures into categories based on their properties.

5.G.1.a Identify and describe faces, edges, and vertices of rectangular prisms.

5.G.1.b Recognize volume as an attribute of solid figures that is measured in cubic units.

5.G.1.c Justify the classification of two-dimensional figures in a hierarchy based on their properties.

5.G.2 Coordinate Geometry: Graph points on the coordinate plane to solve authentic problems.

5.G.2.a Identify the origin, x axis, and y axis of the coordinate plane.

5.G.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.

5.G.2.c Form ordered pairs from authentic problems involving rules or patterns and graph the ordered pairs in the first quadrant on a coordinate plane and interpret coordinate values in the context of the situation.

5.G.3 Measurement: Generate conversions within the customary and metric systems of measurement to solve authentic problems.

5.G.3.a Generate conversions in authentic mathematical situations from larger units to smaller units and smaller units to larger units, within the customary and metric systems of measurement.

5.G.4 Area and Volume: Students will extend area problems for rectangles to include fractions and build meaning for measuring volume.

5.G.4.a Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.

5.G.4.b Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.

5.G.4.c Use concrete models to measure the volume of rectangular prisms by counting cubic units.

5.G.4.d Find the volume of a rectangular prism with whole-number side lengths by modeling with unit squares and show that the volume can be additive and is the same as would be found by multiplying the area of the base times height.

5.G.4.e Solve authentic problems by applying the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of rectangular prisms with whole number edge lengths.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

No additional indicators at this level.

5.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

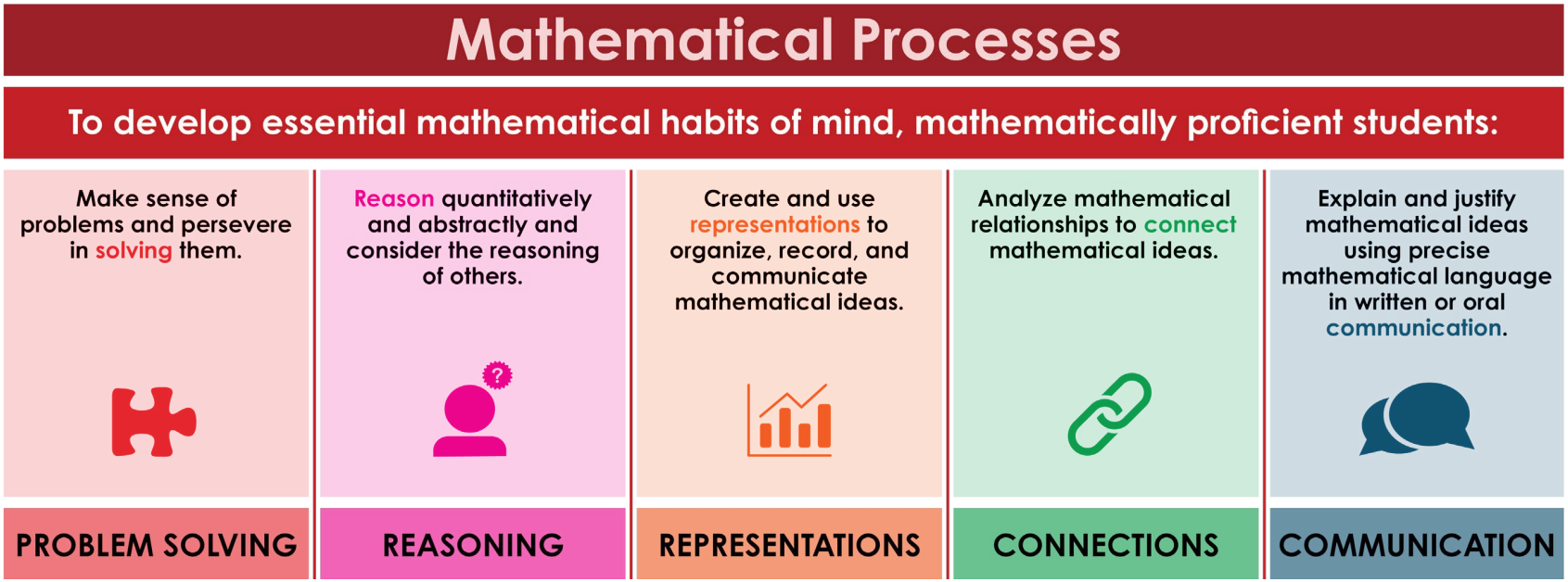
5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

Grade 6 Standards

Grade 6 Content Focus

During Grade 6, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing computational understanding with the division of fractions and moving towards efficiency by using the algorithm for each operation.
- Extending understanding of the number line to include the entire system of rational numbers, which now includes negative numbers.
- Writing and using expressions and equations
- Representing data in multiple ways in order to analyze and interpret the results.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

6.N.1.a Determine common factors and common multiples.

6.N.1.b Determine prime factorization of numbers with and without exponents.

6.N.1.c Model integers using drawings, words, number lines, models and symbols.

6.N.1.d Determine absolute value of rational numbers.

6.N.1.e Compare and order numbers including non-negative fractions and decimals, integers, and absolute values and locate them on the number line.

6.N.2 Operations: Students will compute with fractions and decimals accurately.

6.N.2.a Divide multi-digit whole numbers and decimals using an algorithm.

6.N.2.b Divide non-negative fractions and mixed numbers.

6.N.2.c Evaluate numerical expressions including absolute value and/or positive exponents with respect to order of operations.

RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.[2]

6.R.1 Ratios and Rates: Students will understand the concept of ratios and unit rates, use language to describe the relationship between two quantities, and use ratios and unit rates to solve authentic situations.

6.R.1.a Determine ratios from concrete models, drawings, and/or words.

6.R.1.b Explain and determine unit rates.

6.R.1.c Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole, given a part and the percent.

6.R.1.d Convert among fractions, decimals, and percents using multiple representations.

6.R.1.e Solve authentic problems using ratios, unit rates, and percents.

6.R.1.f Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

[2] Ratios and Proportions is a new content strand found only in Grades 6 and 7.

6.R.2 Represent: Students will represent ratios and rates on the coordinate plane.

6.R.2.a Identify the ordered pair of a given point in the coordinate plane.

6.R.2.b Plot the location of an ordered pair in the coordinate plane.

6.R.2.c Identify the location of a given point in the coordinate plane (e.g., axis, origin, quadrant).

6.R.2.d Make tables of equivalent ratios relating quantities with whole number measurements.

6.R.2.e Use the constant of proportionality to find the missing value in ratio tables.

6.R.2.f Plot the pair of values from a ratio table on the coordinate plane.

6.R.2.g Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations and inequalities.

6.A.1.a Recognize and generate equivalent algebraic expressions involving the distributive property and combining like terms.

6.A.1.b Given the value of the variable, evaluate algebraic expressions with non-negative rational numbers with respect to order of operations, which may include absolute value.

6.A.1.c Use substitution to determine if a given value for a variable makes an equation or inequality true.

6.A.1.d Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication, and division.

6.A.1.e Solve one-step inequalities with whole numbers using addition, subtraction, multiplication, and division and represent solutions on a number line (e.g., graph $3x > 3$).

6.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

6.A.2.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.

6.A.2.b Write equations (e.g., one operation, one variable) to represent authentic situations involving non- negative rational numbers.

6.A.2.c Write inequalities (e.g., one operation, one variable) to represent authentic situations involving whole numbers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.G.1 Attributes: Students will identify and describe geometric attributes of two- dimensional shapes.

6.G.1.a Identify and create nets to represent two-dimensional drawings of prisms and pyramids.

6.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

SEE WORK WITH COORDINATE PLANES IN RATIOS AND PROPORTIONS (6.R.2)

6.G.3 Measurement: Students identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

6.G.3.a Determine the area of quadrilaterals and triangles by composition and decomposition of these shapes, as well as applications of properties and formulas. Quadrilaterals include parallelograms and trapezoids.

6.G.3.b Determine the surface area of rectangular prisms and triangular prisms using nets as well as application of formulas.

6.G.3.c Apply volume formulas for triangular prisms.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicators at this level.

6.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

6.D.2.a Represent data using dot plots, box-and-whisker plots, and histograms.

6.D.2.b Solve problems using information presented in dot plots, box-and-whisker plots, histograms, and circle graphs.

6.D.2.c Find and interpret the mean, median, mode, and range for a set of data.

6.D.2.d Compare the mean, median, mode, and range from two sets of data.

6.D.2.e Compare and interpret data sets based upon their measures of central tendency and graphical representations (e.g., center, spread, shape).

6.D.3 Probability: Students will interpret and apply concepts of probability.

6.D.3.a Identify a list of possible outcomes for a simple event.

6.D.3.b Describe the theoretical and experimental probability of an event using a fraction, percentage, and decimal.

6.D.3.c Express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely) of simple events.

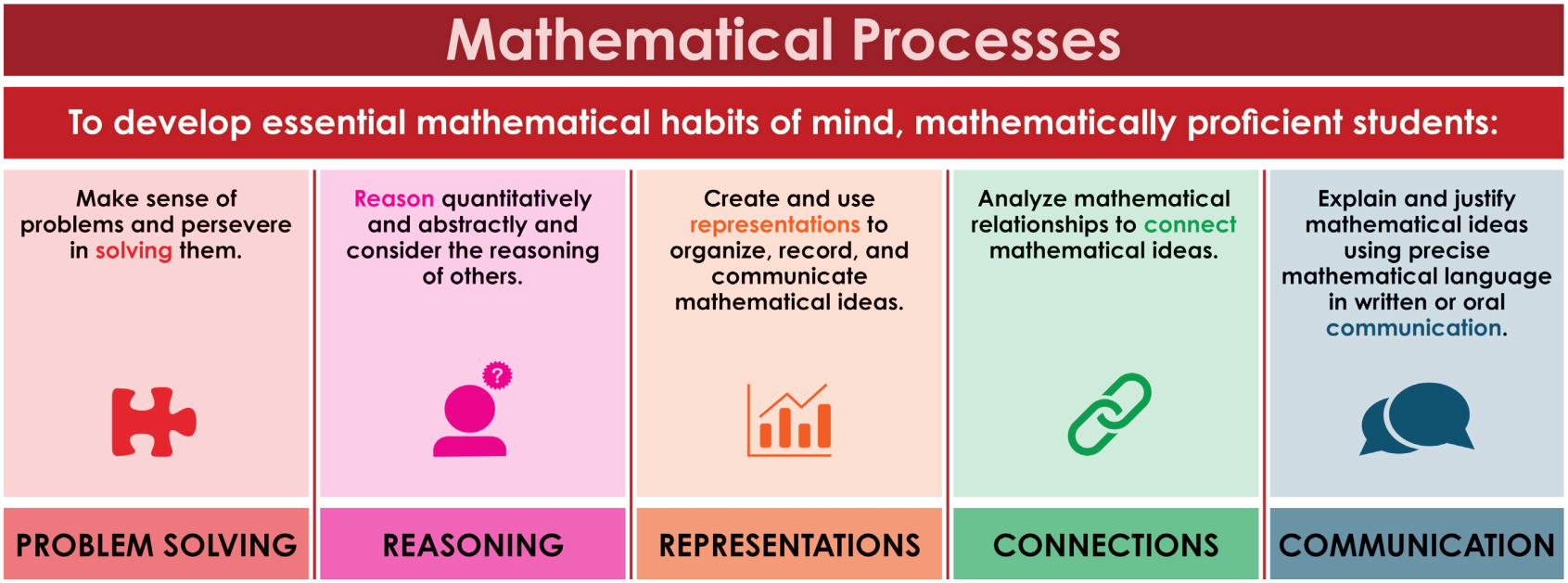
6.D.3.d Compare and contrast theoretical and experimental probabilities.

Grade 7 Standards

Grade 7 Content Focus

During Grade 7, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing an understanding of proportional relationships.
- Understanding operations with rational numbers.
- Using expressions and linear equations to represent and solve problems.
- Solving problems involving perimeter and area of two-dimensional figures as well as surface area and volume of three-dimensional figures.
- Investigating probability concepts.



Approved by the Nebraska State Board of Education on September 2, 2022

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.

No additional indicator(s) at this level.

7.N.2 Operations: Students will compute with rational numbers accurately.

7.N.2.a Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

7.N.2.b Apply properties of operations (commutative, associative, distributive, identity, inverse, zero) as strategies for problem solving with rational numbers.

[3]RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.

7.R.1 Proportional Relationships: Students will understand the concept of proportions, use language to describe the relationship between two quantities, and use proportions to solve authentic situations.

7.R.1.a Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table).

7.R.1.b Represent and solve authentic problems with proportions.

7.R.1.c Use proportional relationships to solve authentic percent problems (e.g., percent change, sales tax, mark-up, discount, tip).

7.R.1.d Solve authentic problems involving scale drawings.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

7.A.1.a Use factoring and properties of operations to create equivalent algebraic expressions (e.g., 2x + 6 = 2(x + 3)).

[3] Ratios and Proportions is a new content strand found only in Grades 6 and 7.

7.A.1.b Given the value of the variable(s), evaluate algebraic expressions, which may include absolute value.

7.A.1.c Solve one- and two-step equations involving rational numbers.

7.A.1.d Solve equations using the distributive property and combining like terms.

7.A.1.e Solve one- and two-step inequalities involving integers and represent solutions on a number line.

7.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

7.A.2.a Write one- and two-step equations involving rational numbers from words, tables, and authentic situations.

7.A.2.b Write one- and two-step inequalities to represent authentic situations involving integers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.G.1 Attributes: Students will identify angle relationships and apply properties to determine angle measures.

7.G.1.a Apply properties of adjacent, complementary, supplementary, linear pair, and vertical angles to find missing angle measures.

7.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

7.G.2.a Draw polygons in the coordinate plane given coordinates for the vertices.

7.G.2.b Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area of rectangles.

7.G.3 Measurement: Students will identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

7.G.3.a Solve authentic problems involving perimeter and area of composite shapes made from triangles and quadrilaterals.

7.G.3.b Determine surface area and volume of composite rectangular and triangular prisms.

7.G.3.c Determine the area and circumference of circles both on and off the coordinate plane using 3.14 for the value of Pi.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

7.D.1.a Create an investigative question and collect data.

7.D.1.b Generate conclusions about a population based on a random sample.

7.D.1.c Identify and critique biases in various data representations.

7.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

No additional indicator(s) at this level.

7.D.3 Probability: Students will interpret and apply concepts of probability.

7.D.3.a Find theoretical and experimental probabilities for compound independent and dependent events.

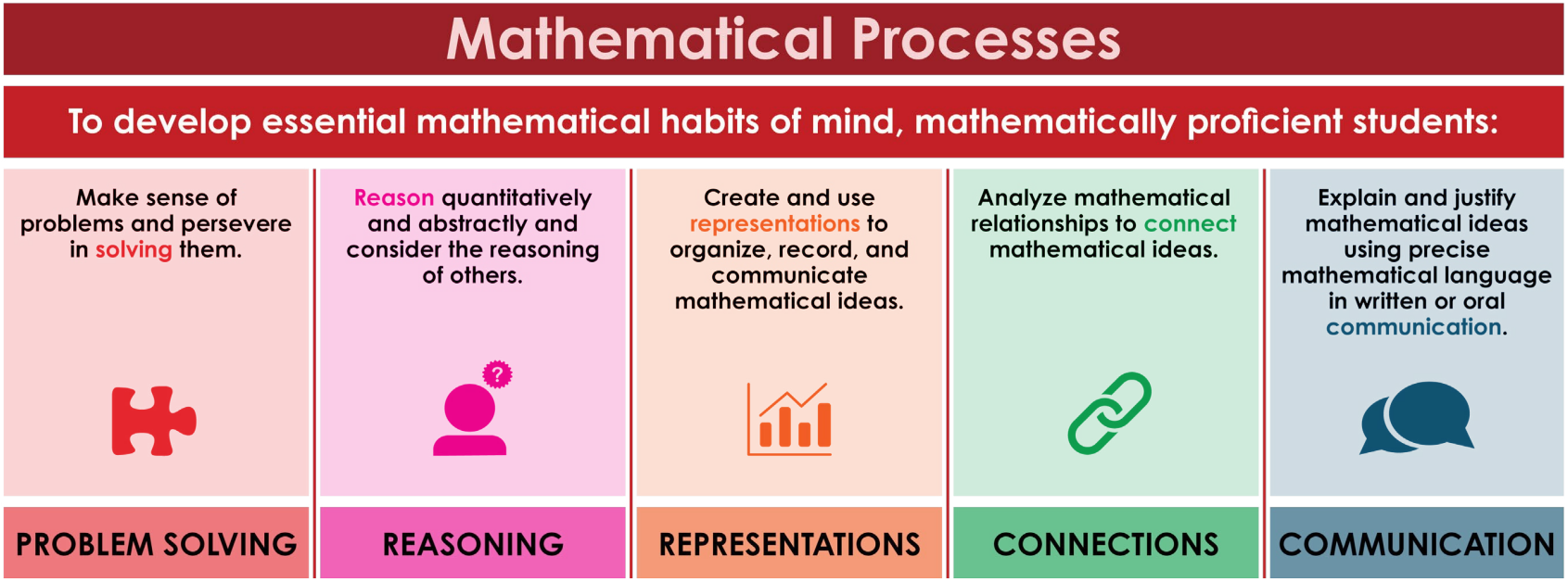
7.D.3.b Identify complementary events and calculate their probabilities.

Grade 8 Standards

Grade 8 Content Focus

During Grade 8, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using linear equations to represent, analyze, and solve a variety of problems.
- Developing an understanding of irrational numbers and integer exponents.
- Analyzing two-dimensional figures and solving problems using understanding of distance, angle, similarity, and congruence.
- Understanding and applying the Pythagorean Theorem.
- Determining and describing rate of change and y-intercept for given situations.



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NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

8.N.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real based on the definitions of these sets of numbers.

8.N.1.b Represent numbers with positive and negative exponents and in scientific notation.

8.N.1.c Describe the difference between a rational and irrational number.

8.N.1.d Approximate, compare, and order real numbers, both rational and irrational, and locate them on the number line.

8.N.2 Operations: Students will compute with exponents and roots.

8.N.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

8.N.2.b Simplify numerical expressions involving integer exponents, square roots, and cube roots (e.g., 4-2 is the same as 1/16).

8.N.2.c Evaluate numerical expressions involving absolute value.

8.N.2.d Multiply and divide numbers using scientific notation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.

8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.

8.A.1.c Solve equations of the form $x^2 = k (k <= 400)$ and $x^3 = k (k <= 125)$, where k is a positive rational number, using square root and cube root symbols.

8.A.2 Applications: Students will solve authentic problems involving multi-step equations.

8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.

8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.

8.A.2.c Graph proportional relationships and interpret the rate of change.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.G.1 Attributes: Students will apply properties of angle relationships in triangles and with lines to determine angle measures.

8.G.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

8.G.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding same side interior, alternate interior, and alternate exterior angles to find missing measures.

8.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

8.G.2.a Perform and describe positions and orientations of shapes under single transformations including rotations in multiples of 90 degrees about the origin, translations, reflections, and dilations on and off the coordinate plane.

8.G.2.b Determine if two-dimensional figures are congruent or similar.

8.G.2.c Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.

8.G.3 Measurement: Students will reason with formulas and context to determine and compare length, area, and volume.

8.G.3.a Explain a model of the Pythagorean Theorem.

8.G.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve authentic problems.

8.G.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

8.G.3.d Determine the volume of cones, cylinders, and spheres and solve authentic problems using volumes.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicator(s) at this level.

8.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

8.D.2.a Represent and interpret bivariate data (e.g., ordered pairs) using scatter plots.

8.D.2.b Describe patterns such as positive or negative association, linear or nonlinear association, clustering, and outliers when bivariate data is represented on a coordinate plane.

8.D.2.c Draw an informal line of best fit based on the closeness of the data points to the line.

8.D.2.d Use a linear model to make predictions and interpret the rate of change and y-intercept in context.

8.D.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

High School Standards

High School Content Focus

During high school, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the content standards. The content standards are designed to be accessible to each and every high school student prior to graduation whereas the Advanced Topics reflect the mathematical content leading to certain career interests. Schools have the flexibility to organize the standards into integrated or strand-focused courses.

NUMBER: Instruction in Number should focus on these critical areas:

- Working in authentic contexts, solutions involve quantities, numbers with units.
- Using units, approximations, and estimations to check the reasonableness of their work.
- Understanding how forms of approximation can accumulate errors when problem solving.
- Understanding the four operations on real numbers applies to complex numbers.

ALGEBRA: Instruction in Algebra should focus on these critical areas:

- Solving many authentic problems to best understand patterns, expressions, relations, and functions.
- Using algebraic symbols and mathematical models to represent and demonstrate an understanding of quantitative relationships.
- Analyzing change as it arises in various contexts such as physical and social as supported by algebraic reasoning and the concept of function.
- Interpreting the functions in multiple representations, using their points of interest, and connecting across multiple representations to understand their mathematical equivalence instead of rote steps or procedures.

GEOMETRY: Instruction in Geometry should focus on these critical areas:

- Using mathematics to define the spatial attributes of the world around us.
- Exploring transformations (translations, reflections, rotations, and dilations) to build a foundation to understand congruence, similarity, and symmetry.
- Formalizing geometric concepts using planar geometry, parallelism, congruence, similarity, and symmetry.
- Connecting algebra and geometry via coordinate geometry, planar transformations, and trigonometry.
- Developing skills of argumentation and proof by proving congruence, similarity, symmetry, and other concepts of plane geometry.

DATA: Instruction in Data should focus on these critical areas:

- Using numbers in context (data) with the mathematical processes can result in better predictions and informed decisions.
- Using tools to apply statistical methods to describe patterns and trends.
- Understanding randomness, variability, and causality through data collection, data analysis, and interpretation of results.
- Describing data using probability and sampling distributions to judge whether a result is unsurprising or rare.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION
Make sense of problems and persevere in solving them.	Reason quantitatively and abstractly and consider the reasoning of others.	Create and use representations to organize, record, and communicate mathematical ideas.	Analyze mathematical relationships to connect mathematical ideas.	Explain and justify mathematical ideas using precise mathematical language in written or oral communication.

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

HS.N.1.a Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, technology).

HS.N.1.b Determine if the context of a problem calls for an approximation or an exact value.

HS.N.1.c Determine the rounding convention to be used based on the context of a problem.

HS.N.1.d Estimate a value using the concept of betweenness by bounding above and below (e.g., since log(10) = 1 and log(1,000) = 3 we know log(500) is between 1 and 3).

HS. N.1.e Determine the tolerance interval and percent of error in measurement.

HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

HS.N.1.g Determine whether extremely large or extremely small quantities can be reasonably represented by a calculator or graphing utility.

HS.N.1.h Use scientific notation to appropriately represent large and small quantities.

HS.N.2 Sets and Operations: Students will use number sets and operations to reason and to solve problems.

HS.N.2.a Extend the properties of exponents to rational numbers.

HS.N.2.b Use properties of rational and irrational numbers.

HS.N.2.c Demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

HS.N.2.d Compute with subsets of the complex number system including imaginary, rational, irrational, integers, whole, and natural numbers.

HS.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

HS.N.3.a Understand roundoff error and why roundoff error accumulates when rounding occurs prior to the last step in a computation.

HS.N.3.b Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

HS.N.3.c Use units to assess the validity of an answer in the context of a problem.

HS.N.3.d Communicate the meaning of an answer in the context of a problem.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

HS.A.1.a Demonstrate that functions are a well mapped subdomain of relations.

HS.A.1.b Analyze a relation to determine if it is a function given mapping diagrams, function notation (e.g., f(x)=x^2), a table, or a graph.

HS.A.1.c Classify a function given its mapping diagram, function notation, table, or graph as a linear, quadratic, absolute value, exponential, or other function.

HS.A.1.d Analyze a function's domain and range to determine if it is one-to-one and has an inverse function both algebraically and graphically.

HS.A.1.e Define, interpret, and analyze linear, quadratic, absolute value, and exponential functions using the points of interest of the functions and graphing technology.

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation).

HS.A.1.g Interpret logarithmic equations as exponential equations.

HS.A.1.h Describe arithmetic sequences using tables of values and functions in explicit and recursive forms.

HS.A.1.i Describe geometric sequences using tables of values and functions in explicit and recursive forms.

HS.A.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions and solving linear and quadratic equations, and inequalities.

HS.A.2.a Analyze and explain the properties used in solving equations, inequalities, systems of linear equations, systems of linear inequalities, and literal equations.

HS.A.2.b Generate expressions in equivalent forms by using algebraic properties to make different characteristics or features visible.

HS.A.2.c Analyze equations and inequalities to determine and apply efficient methods to solve and use appropriate technology as needed.

HS.A.2.d Calculate the slope (rate of change) of a line given coordinate points, a graph, or a table of values.

HS.A.2.e Write and graph equations of functions (linear, absolute value, quadratic, and exponential) using the points of interest of the function.

HS.A.2.f Given a line, write the equation of a line that is parallel or perpendicular to it.

HS.A.2.g Perform and explain operations such as addition, subtraction, multiplication, division, and factoring on polynomials.

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial.

HS.A.2.i Combine functions by composition and perform operations on functions.

HS.A.3 Applications: Students will solve authentic problems using nonlinear functions.

HS.A.3.a Analyze and model authentic situations using various representations and appropriate technology.

HS.A.3.b Identify, interpret, relate, and graph the factors, x-intercepts, roots, and zeros of polynomial functions using algebraic and graphing methods.

HS.A.3.c Identify and predict appropriate solutions to equations given context and domain/range (e.g., extraneous solutions, imaginary solutions, no solution, infinitely many solutions).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

HS.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two- dimensional shapes.

HS.G.1.a Demonstrate that two figures are similar or congruent by using a sequence of rigid motions and dilations that map a figure onto the other in problems both with and without coordinates.

HS.G.1.b Describe symmetries of a figure in terms of rigid motions that map a figure onto itself and make inferences about symmetric figures (e.g., unknown side lengths or angle measures) in problems both with and without coordinates.

HS.G.1.c Explain how the criteria for triangle congruence and similarity (ASA, SAS, and AAS SSS congruence; AA similarity criterion) follow from the definition of congruence and similarity in terms of corresponding parts.

HS.G.1.d Identify and apply right triangle relationships including converse of the Pythagorean Theorem.

HS.G.1.e Apply side and angle relationships of special right triangles (30-60-90 and 45-45-90) to solve geometric problems.

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent.

HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

HS.G.1.h Compare/contrast the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids.

HS.G1.i Use slope and the distance formula to determine the type of quadrilateral.

HS.G.1.j Identify, describe, apply, and reason through properties of central angles, inscribed angles, angles formed by intersecting chords, secants, and/or tangents to find the measures of angles related to the circle, arc lengths, and areas of sectors.

HS.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems and create three-dimensional shapes.

HS.G.2.a Convert between various units of volume (e.g., cubic feet to cubic yards).

HS.G.2.b Apply the effect of a scale factor to determine the volume of similar three-dimensional shapes and solids.

HS.G.2.c Determine surface area and volume of pyramids, as well as solids that are composites of pyramids, prisms, spheres, cylinders, and cones, using formulas and appropriate units.

HS.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

HS.G.3.a Derive the midpoint formula using the concept of average and apply the midpoint formula to find coordinates.

HS.G.3.b Find the images and preimages of transformations of a point, shape, or a relation on the coordinate plane. Transformations include the following and their compositions: reflections across horizontal and vertical lines and the lines y=x and y=-x, rotations about the origin of 90 degrees, dilations about the origin by any positive scale factor, and any translation.

HS.G.3.c Find the equation of a circle given the radius and the center.

HS.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

HS.G.4.a Know and use definitions to make deductions in mathematical argumentation (e.g., syllogism, detachment).

HS.G.4.b Evaluate the validity of conditional statements, including biconditional statements (e.g., conditional, converse, contrapositive, inverse).

HS.G.4.c Evaluate the validity of an argument communicated in different ways (e.g., a flow format, two- column, paragraph format).

HS.G.4.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

HS.G.4.e Prove and apply geometric properties and theorems regarding triangles, congruence, and similarity using deductive reasoning.

HS.G.4.f Prove and apply geometric theorems about quadrilaterals using deductive reasoning.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

HS.D.1.a Formulate multi-variable statistical investigative questions and determine how data can be collected and analyzed to provide an answer.

HS.D.1.b Apply an appropriate data collection plan when collecting primary data for the statistical investigative question of interest.

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis.

HS.D.1.d Distinguish between surveys, observational studies, and experiments.

HS.D.1.e Understand what constitutes good practice in designing a sample survey, an experiment, and an observational study.

HS.D.1.f Understand issues of bias and confounding variables in a study and their implications for interpretation.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.2.a Identify appropriate ways to summarize and then represent the distribution of univariate data and bivariate data through the construction of histograms, dot plots, stem plots, box plots, cumulative relative frequency graphs, time plots, circle graphs, stacked bar graphs, and mosaic bar graphs by hand or with technology.

HS.D.2.b Describe the shape, identify any outliers, and determine the spread of a data set.

HS.D.2.c Select and determine the appropriate measure of center based on the shape of a distribution and/or the presence of outliers.

HS.D.2.d Recognize when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

HS.D.2.e Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data and recognize possible associations and trends in the data.

HS.D.2.f Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HS.D.2.g Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Interpret slope and y-intercept in the context of the problem.

HS.D.2.h Measure the strength of association using correlation coefficients for regression curves and interpret their meanings for the model.

HS.D.2.i Use residuals and residual plots to judge the quality of a regression model.

HS.D.2.j Recognize and explain when arguments based on data confuse correlation with causation.

HS.D.2.k Understand what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

HS.D.2.l Use probability as a tool for assessing risk and for informed decision making by interpreting P-values.

HS.D.3 Probability: Students will interpret and apply concepts of probability.

HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.

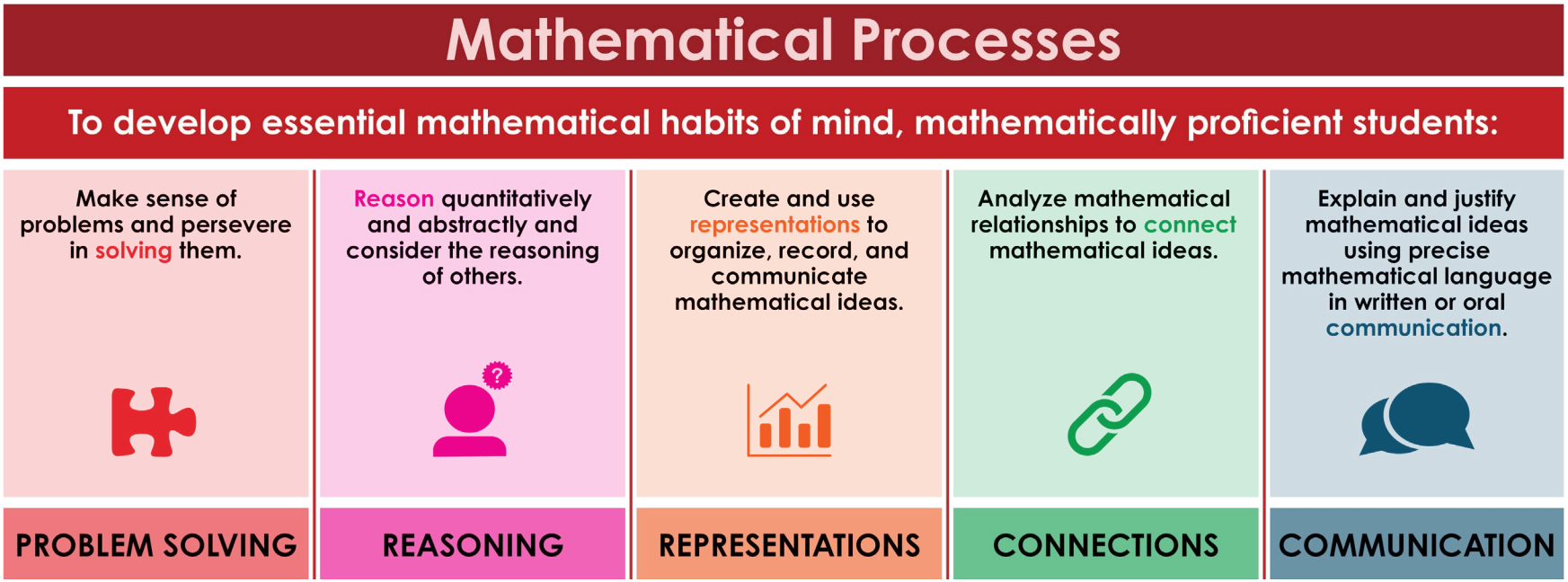
HS.D.3.b Explain independent versus dependent probability of an event.

HS.D.3.c Determine when order in counting matters and use permutations and combinations to compute probabilities of events accordingly.

HS.D.3.d Determine whether or not events are mutually exclusive (disjoint) and calculate their probabilities in either case.

HS.D.3.e Recognize and explain the concepts of conditional probability in everyday language and everyday situations.

High School Advanced Topics Standards



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

AT.N.1.a Use domain and range restrictions to apply an appropriate viewing window while using graphing technology.

AT.N.1.b Compare and contrast radians and degrees as measures of angles and the reason graphing utilities tend to use radians as the default setting.

AT.N.2 Sets and Operations: Students will compare and contrast subsets and perform operations with subsets of the complex number system to reason and to solve problems.

AT.N.2.a Perform arithmetic operations with complex numbers.

AT.N.2.b Represent complex numbers and their operations in the complex plane.

AT.N.2.c Use complex numbers in polynomial identities and equations.

AT.N.2.d Represent quantities using bases other than decimal such as binary (base 2) or hexadecimal (base 16) and convert numbers to and from base 10.

AT.N.2.e Explain modular arithmetic and its role in computer programming.

AT.N.2.f Represent and model vector quantities.

AT.N.2.g Perform operations on vectors.

AT.N.2.h Perform operations on matrices and use matrices in applications.

AT.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

AT.N.3.a Use vectors to communicate the geometric relationships between complex numbers in the complex plane.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

AT.A.1.a Analyze and graph nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic, and piecewise) and relations (conic sections) using their points of interest and graphing technology.

AT.A.1.b Use the unit circle to define the trigonometric functions on multiples of known angles (positive and negative multiples of 30 and 45 degrees or pi/6 and pi/4).

AT.A.1.c Given a function, list the sequence of algebraic transformations that changes a parent function to the given function.

AT.A.1.d Define the radian unit of measure and its relationship with degrees.

AT.A.2 Algebraic Processes: Students will apply the operational properties when evaluating nonlinear expressions and solving nonlinear equations and inequalities.

AT.A.2.a Explain symmetry of functions and determine whether a function is odd, even, or neither.

AT.A.2.b Represent, interpret, and analyze inverses of functions algebraically and graphically using domain restrictions when necessary.

AT.A.2.c Write equations of nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic and piecewise) using points of interest of the function.

AT.A.2.d Convert between radian and degree measures of an angle.

AT.A.2.e Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

AT.A.3 Applications: Students will solve authentic problems using nonlinear functions and relations.

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

AT.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two- dimensional shapes.

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

AT.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create three-dimensional shapes.

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object.

AT.G.2.c Use Cavalieri's Principle to determine volume of three-dimensional figures.

AT.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origins, delations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

AT.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables.

AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

AT.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

AT.D.2.a Determine when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved

outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

AT.D.3 Probability: Students will interpret and apply concepts of probability.

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.

Configure a New Vehicle: Choose Options

BAC: 112008 BFC: 1 Name: GATEWAY MOTORS, INC.

Choose Model | Choose Options | Summary

View Customer Version

Choose the options that are available for the selected PEG, and then click "Next". Click "Cancel" to cancel the entire configuration. You can see what changes you have made to the original PEG by expanding the "Options Added and Removed" section and view the "As Configured" pricing in the "My Configuration" box. You can **View My Allocation and Constraints** to see the constraint details.

Options Added and Removed

* indicates a required field

Select Vehicle Options

Expand / Collapse All Options

Select	Option Code	Description	MSRP †	None †
Primary Color*				
☐	G1W	Iridescent Pearl Tricoat	$995.00	
☐	G48	Auburn Metallic	$0.00	
☐	G6M	Dark Ash Metallic	$0.00	
☐	G6N	Silver Sage Metallic	$0.00	
☑	GAZ	Summit White	$0.00	
☐	GBA	Black	$0.00	
☐	GJW	Empire Beige Metallic	$0.00	
☐	GLU	Midnight Blue Metallic	$0.00	
☐	GNT	Radiant Red Tintcoat	$495.00	
☐	GXD	Sterling Gray Metallic	$0.00	
Trim*				
☑	H0U	Jet Black, Premium cloth seat trim	$0.00	
☐	H0Y	Jet Black, Leather-Appointed seating surfaces 1st and 2nd row	$0.00	
☐	H1Y	Jet Black, Perforated leather seating surfaces 1st and 2nd row	$0.00	
☐	HAV	Jet Black/Maple Sugar, Perforated leather seating surfaces 1st and 2nd row	$0.00	
☐	HMR	Jet Black, Perforated leather seating surfaces 1st and 2nd row	$0.00	
☐	HV5	Gideon/Very Dark Atmosphere, Premium cloth seat trim	$0.00	
☐	HVA	Jet Black/Victory Red, Perforated leather seating surfaces 1st and 2nd row	$0.00	
☐	HVB	Jet Black/Mocha, Perforated leather seating surfaces 1st and 2nd row	$0.00	
☐	HVC	Gideon/Very Dark Atmosphere, Leather-Appointed seating surfaces 1st and 2nd row	$0.00	
GVWR				
☑	C3F	GVWR, 7700 lbs. (3493 kg)	$0.00	
Engine*				
☑	L84	Engine, 5.3L EcoTec3 V8	$0.00	
☐	L87	Engine, 6.2L EcoTec3 V8	W/A	
☐	LM2	Engine, Duramax 3.0L Turbo-Diesel I6	$995.00	
Transmission*				
☑	MHS	Transmission, 10-speed automatic	$0.00	

MY CONFIGURATION † EDIT

2023 CHEVROLET TRUCK
TAHSUB - CK10906 - Suburban: 4WD

PEG: 1LS
As Configured:
MSRP: $58,300.00

Includes Package Discount(s): $0.00
Destination Charge: $1,795.00
MSRP W/DFC: $60,095.00
Order Type: TRE-Retail Stock
DAN:

→ **View My Allocation and Constraints**

RELATED LINKS

↑ **View List of All Options and Their Detailed Descriptions**
↑ **US On-Line Order/Reference Guide**

☐	MQC	Transmission, 10-speed automatic	$0.00

Emissions

☑	FE9	Emissions, Federal requirements	$0.00
☐	NE1	Emissions, Connecticut, Delaware, Maine, Maryland, Massachusetts, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Vermont and Washington state requirements	$0.00
☐	YF5	Emissions, California state requirements	$0.00

Rear Axle

☑	GU5	Rear axle, 3.23 ratio	$0.00

Tires

☐	QAE	Tires, 275/60R20SL all-terrain, blackwall	$0.00
☑	QDF	Tires, 265/65R18SL all-season, blackwall	$0.00
☐	XCG	Tires, 275/50R22SL all-season, blackwall	$0.00
☐	XCI	Tires, 275/60R20SL all-season, blackwall	$0.00

Wheels

☐	NZU	Wheels, 20" x 9" (50.8 cm x 22.9 cm) machined aluminum	$0.00
☑	PZX	Wheels, 18" x 8.5" (45.7 cm x 21.6 cm) Bright Silver painted aluminum	$0.00
☐	RBR	Wheel, 22" x 9.0", Steel, Interim	$0.00
☐	RD2	Wheels, 20" x 9" (50.8 cm x 22.9 cm) polished aluminum	$0.00
☐	RD4	Wheels, 20" x 9" (50.8 cm x 22.9 cm) painted aluminum with machine face and Argent Metallic pockets	$800.00
☐	RPT	Wheels, 22" x 9" (55.9 cm x 22.9 cm) Sterling Silver premium painted	$0.00
☐	RVA	Wheels, 22" x 9" (55.9 cm x 22.9 cm) polished aluminum	W/A
☐	SGF	Wheels, 22" x 9" (55.9 cm x 22.9 cm) bright machined High-Gloss Black painted	$0.00
☐	SII	Wheels, 22" x 9" (55.9 cm x 22.9 cm) polished aluminum	$1,795.00
☐	SIY	Wheels, 22" x 9" (55.9 cm x 22.9 cm) 6-spoke Carbon Flash Metallic aluminum with selective machining	$2,295.00

Radio

☐	IOK	Audio system, Chevrolet Infotainment 3 Premium system with Google built-in	$0.00
☑	IOR	Audio system, Chevrolet Infotainment 3 system, 8" diagonal color touchscreen	$0.00

Seats*

☐	A50	Seats, front bucket	$0.00
☑	AZ3	Seats, front 40/20/40 split-bench	-$250.00

Additional Options

LPO WHEELS

☐	SF1	LPO, 22" (55.9 cm) Bright Chrome wheels	$3,695.00
☐	SF2	LPO, 22" (55.9 cm) Multi-spoke Chrome wheels	$3,695.00
☐	SGM	LPO, 22" (55.9 cm) Multi-spoke Gloss Black wheels	$2,995.00
☐	SRL	LPO, 22" (55.9 cm) Black wheels with selective machining	$3,295.00
☐	SRV	LPO, 22" (55.9 cm) Multi-spoke Gloss Black wheels	$3,295.00
☐	SSI	LPO, 22" (55.9 cm) Multi-spoke Chrome wheels	$3,695.00
☐	SSW	LPO, 22" (55.9 cm) Multi-split spoke Chrome wheels	$3,695.00

MIRROR O/S

☑	DLF	Mirrors, outside heated power-adjustable, manual-folding, body-color	$0.00
☐	DXR	Mirrors, outside heated power-adjustable, power-folding, driver-side auto-dimming	$0.00

SEAT RR

☑	AT6	Seats, second row 60/40 split-folding bench, manual	$0.00
☐	ATN	Seats, second row bucket, power release	W/A
☐	ATT	Seats, second row 60/40 split-folding bench, power release	$0.00
☐	ATV	Seats, second row bucket, manual	$795.00

SEAT THIRD ROW

☑	ARN	Seats, third row 60/40 split-folding bench, manual	$0.00
☐	AS8	Seats, third row 60/40 split-bench, power folding	$0.00

STEPS, RUNNINGBOARD

☐	B3L	Assist steps, power-retractable	W/A
☑	BVE	Assist steps, Black with chrome accent strip	$0.00
☐	RVS	LPO, Assist steps, tubular, Black	$0.00
☐	VXH	LPO, Assist steps, chromed tubular, 6" oval	$875.00

TRANSFER CASE

☑	NQH	Transfer case, active, 2-speed electronic Autotrac	$0.00

Other

☐	5RU	LPO, Illuminated liftgate sill plate	$0.00
☑	A2X	Power Seat Adjuster (Driver's Side)	$0.00
☐	A45	Memory settings, recalls 2 "driver" presets for power driver seat, outside rearview mirrors and power and tilt and telescopic steering column	$0.00
☑	ATH	Keyless Open	$0.00
☑	AY0	Airbags, Frontal airbags for driver and front outboard passenger;	$0.00
☑	B30	Floor covering, color-keyed carpeting	$0.00
☑	B58	Floor mats, color-keyed carpeted first and second row, removable	$0.00
☑	BTV	Remote start	$0.00
☐	BVZ	Assist Steps, none	$0.00
☐	C3U	Sunroof, power Panoramic, dual-pane, tilt-sliding	W/A
☐	CAV	LPO, All-weather cargo mat	$175.00
☑	CJ2	Air conditioning, tri-zone automatic climate control	$0.00
☐	CWA	Rear Camera Mirror Washer	$0.00
☐	D07	Console, floor	$0.00
☐	DCH	Console, floor, power-sliding center	W/A
☐	DD8	Mirror, inside rearview auto-dimming	$0.00
☐	DRZ	Rear Camera Mirror, inside rearview auto-dimming	$0.00
☐	F47	Suspension, Air Ride Adaptive	W/A
☐	G96	Differential, electronic limited-slip (eLSD)	$0.00
☐	JHD	Hill Descent Control	$0.00
☑	JL1	Trailer brake controller, integrated	$0.00
☐	K05	Engine block heater	$100.00
☑	K34	Cruise control, electronic with set and resume speed	$0.00
☐	KA1	Seats, heated driver and front passenger	$0.00
☐	KA6	Seats, heated second row outboard seats	$0.00
☑	KC4	Cooling, external engine oil cooler, heavy-duty air-to-oil	$0.00
☐	KI3	Steering wheel, heated	$0.00
☑	KI4	Power outlets, 2, 120-volt, located on the rear of the center console and rear cargo area	$0.00
☑	KNP	Cooling, auxiliary transmission oil cooler, heavy-duty air-to-oil	$0.00
☐	KQV	Seats, heated and ventilated driver and front passenger	$0.00
☐	KSG	Adaptive Cruise Control	W/A
☑	KW5	Alternator, 220 amps	$0.00
☐	KX4	Alternator, 250 amps	$0.00
☐	N10	Exhaust, dual system	$0.00
☑	N37	Steering column, manual tilt and telescopic	$0.00
☐	N38	Steering column, power tilt and telescopic	$0.00
☐	NB8	Emissions override, California	$0.00
☐	NB9	Emissions override, state-specific	$0.00
☐	NC7	Emissions override, Federal	$0.00
☑	NHT	Max Trailering Package	$350.00
☐	PCI	LT Signature Package	W/A
☐	PCU	Premium Package	W/A
☐	PDA	Texas Edition	W/A
☐	PDC	LPO, Performance Upgrade Package	W/A

☐	PDM	High Country Deluxe	W/A
☑	PED	Chevy Safety Assist	$0.00
☐	PTT	Trailer Tire Pressure Monitor Sensors	$50.00
☐	PZ8	Hitch Guidance with Hitch View	$0.00
☐	R6J	Ship Thru Code Acknowledgement	$0.00
☐	R6L	Override for GAM orders	W/A
☐	R6Y	Option Package Discount, not desired	$0.00
☐	R88	LPO, Black illuminated front bowtie emblem	$525.00
☐	RC1	Skid plate, front	$0.00
☐	RFP	Z71 Off-Road Package	$5,985.00
☐	RGD	LT Signature Plus Package	W/A
☐	RGH	LPO, Interior Protection Package	$375.00
☐	RGK	Premium Package 2	W/A
☐	RGL	LPO, Illumination Package	$1,195.00
☐	RGN	Off-Road Performance Package	$2,620.00
☐	RIA	LPO, All-weather floor liners, 1st and 2nd rows	$220.00
☐	RIB	LPO, All-weather floor liners, 1st, 2nd and 3rd rows	$315.00
☐	RIK	LPO, Black nameplates	$205.00
☐	RWU	LPO, Cargo area organizer, collapsible	$155.00
☐	RZB	LPO, Black Grille with Chevrolet lettering	$850.00
☐	S08	LPO, Highway Safety Kit, includes bowtie logo on case	$130.00
☐	S0M	LPO, Illuminated front door sill plates	W/A
☐	S1O	LPO, Console-Mounted Safe	$230.00
☐	S3I	LPO, Illuminated mirror Chevrolet emblem	W/A
☐	SBZ	LPO, Sport Pedal Cover Kit	$185.00
☐	SD3	LPO, Rear Fold Flat Cargo Organizer	$205.00
☐	SFE	LPO, Wheel locks, set of 4	$95.00
☐	SFJ	LPO, Reflective Window Shade	$135.00
☐	SFZ	LPO, Black bowtie emblems, front and rear	$265.00
☑	T8Z	Buckle to Drive	$0.00
☑	TB4	Liftgate, rear manual	$0.00
☐	TC2	Liftgate, rear power programmable, hands-free	$0.00
☐	THS	Trailering Assist Guidelines	$0.00
☑	TQ5	IntelliBeam, automatic high beam on/off	$0.00
☐	TRG	Trailer Camera Provisions	$0.00
☐	TRO	LPO, Trailer View Camera, wired	$0.00
☐	TUF	Badging, Texas Edition	$0.00
☑	U2K	SiriusXM with 360L	$0.00
☑	UD5	Front and Rear Park Assist	$0.00
☑	UDD	Driver Information Center, 4.2" diagonal color display	$0.00
☐	UDV	Driver Information Center, enhanced, 12" diagonal multi-color digital display	$0.00
☑	UE1	OnStar and Chevrolet connected services capable	$0.00
☑	UE4	Following Distance Indicator	$0.00
☐	UET	Smart Trailer Integration Indicator	$0.00
☑	UEU	Forward Collision Alert	$0.00
☐	UFG	Rear Cross Traffic Alert	$0.00
☐	UGA	Recovery hooks, Red, horizontal-mounted	$0.00
☐	UGN	Enhanced Automatic Emergency Braking	$0.00
☑	UHX	Lane Keep Assist	$0.00
☑	UHY	Automatic Emergency Braking	$0.00
☑	UK3	Steering wheel controls, mounted audio,	$0.00
☐	UKC	Lane Change Alert with Side Blind Zone Alert	$0.00
	UKJ	Front Pedestrian Braking	$0.00

☑			
☐	UKK	Rear Pedestrian Alert	$0.00
☐	UKV	Trailer Side Blind Zone Alert	$0.00
☑	USR	USB data ports, 2, one type-A and one type-C, located within center console	$0.00
☑	UTJ	Theft-deterrent system, electrical, unauthorized entry	$0.00
☐	UV2	HD Surround Vision	$0.00
☐	UV6	Head-Up Display, 15" diagonal multi-color	$0.00
☑	UVB	HD Rear Vision Camera	$0.00
☐	UVZ	Reverse Automatic Braking	$100.00
☐	UW9	Rear Seat Media System	$1,995.00
☑	V03	Cooling system, extra capacity	$0.00
☐	V54	Luggage rack side rails, roof-mounted, Black	$0.00
☑	V55	Luggage rack side rails, roof-mounted, bright	$0.00
☐	VAV	LPO, All-weather floor mats	$190.00
☐	VGC	Paint Protector Film for Shipping	$0.00
☑	VK3	License plate front mounting package	$0.00
☐	VQK	LPO, Molded splash guards	$215.00
☐	VQQ	LPO, Black roof rack cross rails	$575.00
☐	VQZ	LPO, Polished exhaust tip	$155.00
☐	VR6	Hook, Tie downs	$0.00
☐	VRS	LPO, Cargo security shade	$270.00
☐	VSY	LPO, Engine block heater (dealer-installed)	$525.00
☐	VTA	LPO, Black exhaust tip	$200.00
☐	W2D	LPO, Vertical cargo net	$75.00
☐	WBC	LPO, Cat-Back Performance Exhaust, increased horsepower and torque, decreased backpressure (dealer-installed)	$1,795.00
☐	WBL	Sport Performance Package	$3,820.00
☐	WPD	Driver Alert Package	$495.00
☐	WPL	Luxury Package	W/A
☐	WUA	Fascia, front high-approach angle	$0.00
☐	Y74	Enhanced Display and Alert Package	W/A
☐	YK6	SEO Processing Option	$0.00
☐	YM8	LPO Processing Option	$0.00
☐	Z6E	Off-Road Capability Package	W/A
☑	Z82	Trailering equipment	$0.00
☐	Z95	Suspension, Magnetic Ride Control	$0.00
☑	ZL6	Advanced Trailering Package	$0.00
☐	ZM1	Enhanced Trailer View	$750.00
☑	ZW7	Suspension, Premium Smooth Ride	$0.00

☑ Special Equipment Options

☐	01U	Special Paint	$0.00
☐	5T4	Special paint, Victory Red WA 9260	$250.00
☐	9V5	Special paint, Woodland Green WA 9015.	$450.00
☐	9W3	Special paint, Wheatland Yellow WA 253A.	$450.00
☐	TGK	Special Paint, one color	$450.00

Base Price:	$58,200.00
Advertising/Adjustments:	$0.00
Total Options:	$100.00
Total Price:	$58,300.00
Destination Charge:	$1,795.00
TOTAL PRICE W/ DFC†	$60,095.00

PRICE IS SUBJECT TO CHANGE

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

SEPTEMBER 2022

NASB Nebraska Association of SCHOOL BOARDS

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

GET TO KNOW YOUR CANDIDATES

LEGISLATIVE ... GUBERNATORIAL ... STATE BOARD

http://members.nasbonline.org/index.php/government-relations

With the November 8th General Election weeks away, Nebraska's 1,700 locally elected school board members are eager to learn more about the views and opinions of their fellow elected leaders and candidates running for the Legislature, Governor and the State Board of Education, many of whom we will be working with come January. Here are the resources, pages, links, and upcoming dates to keep you as informed as possible heading into November.

Legislative Candidate Questionnaires

SURVEYS ARE POSTED AS RECEIVED AT:
http://members.nasbonline.org/index.php/2022-legislative-candidate-questionnaire

NASB Member Virtual w/ Gubernatorial Candidates Blood & Pillen

OCTOBER 17 - 12:00 to 1:00 PM CT ... MORE INFO COMING SOON

State Board of Education Candidate Video Quick Q&As ... Coming Soon!

Meet & Greets

http://members.nasbonline.org/index.php/legislative-lunches

NASB has hosted Meet & Greets with District 42 Candidate Jacobson in North Platte, D44 Candidate Ibach in Lexington, D34 Candidate Lippincott in Central City, D36 Candidate Holdcroft in Springfield, D24 Candidate Hughes in York, D36 Candidate Lauritsen in Papillion, D48 Candidate Lease II in Scottsbluff, D40 Candidate DeKay in Plainview, D18 Candidate Young in Elkhorn, and D24 Candidate Hotovy in Stromsburg, with upcoming Meet & Greets planned in Scottsbluff with D48 Candidate Hardin on September 27, and in Blair with D16 Candidate Petersen on October 7.

NASB does not endorse candidates and does not make recommendations to members, or anyone, on whom to support for election. NASB may, from time to time, provide opportunities for candidates for elected office to meet with or communicate with its membership. Any NASB event allowing candidates for office to meet or communicate with its membership should not be considered a direct or passive endorsement of any candidate.

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

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NASB Nebraska Association of School Boards

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http://members.nasbonline.org/index.php/events

Your Monthly Board Agenda Update Video Links from NASB
http://members.nasbonline.org/index.php/news-resources/videos

SEPTEMBER 2022

NASB Legislative Meet & Greet w/ D48 Legislative Candidate Hardin - September 27 - Scottsbluff

OCTOBER 2022

Labor Relations - October 5-6 - Lincoln

NASB Board Candidate Webinar - October 5 - 12:00 to 1:00 PM CT & 7:00 to 8:30 PM CT

NASB Legislative Meet & Greet w/ D16 Legislative Candidate Petersen - October 7 - Blair

NASB Member Virtual w/ Gubernatorial Candidates Blood & Pillen - October 17 - 12:00 to 1:00 PM CT

State Board of Education Candidate Video Quick Q&As ... Coming in October!

NOVEMBER 2022

Statewide General Election - November 8

Sparq Data Solutions Open House - November 15 - Omaha

State Education Conference - November 16-18 - Omaha

DECEMBER 2022

New Board Member Workshops - December

DECEMBER 5 - GERING DECEMBER 6 - NORTH PLATTE DECEMBER 7 - KEARNEY
DECEMBER 8 - YORK DECEMBER 13 - LA VISTA DECEMBER 14 - NORFOLK

All Dates & Locations Tentative & Subject to Change

YOUR 2022 ADVOCACY HANDOUT IS NOW POSTED

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http://members.nasbonline.org/index.php/advocacy-handbook

YOUR 2022 ADVOCACY HANDOUT IS NOW POSTED

IN PREPARATION FOR THE 2022 DELEGATE ASSEMBLY

The NASB Advocacy Handout of proposed changes to the bylaws, standing positions and legislative resolutions for your review prior to the 2022 Delegate Assembly is now posted at the NASB website. To better prepare you and your board's voting representative for the Delegate Assembly, please download, review, and bring this Handout with you to Omaha.

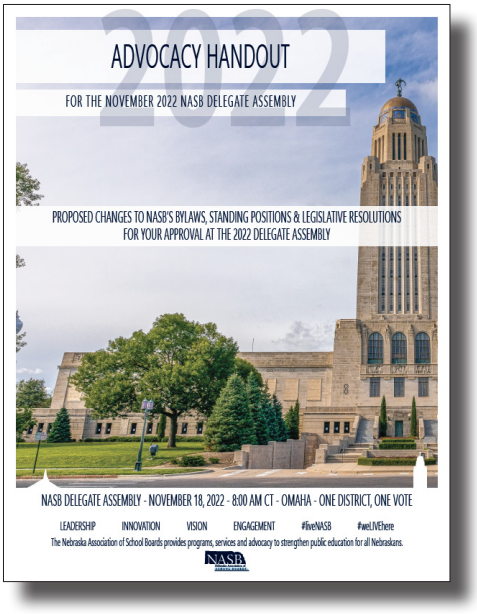
http://members.nasbonline.org/index.php/advocacy-handbook

This year's Delegate Assembly will take place Friday, November 18, at 8:00 AM, in conjunction with the State Education Conference, at the CHI Health Center - downtown Omaha.

All items within the Advocacy Handout will be considered by this Assembly.

If you haven't already, each board should select one board member to represent the district or ESU as the voting delegate, although multiple members from each board may attend.

As a school board member, this is YOUR chance to be heard and help craft the 2023 legislative and leadership initiatives for NASB.



2022 NASB MEMBER DELEGATE ASSEMBLY - FRIDAY, NOVEMBER 18 - 8:00 AM - OMAHA

WHY IS IT IMPORTANT FOR YOUR DISTRICT TO BE REPRESENTED AT THE DELEGATE ASSEMBLY?

The Delegate Assembly determines NASB's annual legislative and leadership agenda.
The Delegate Assembly is a key cog in securing laws, regulations, and a vision in Nebraska to benefit public education.
The Delegate Assembly is where your voice can be heard.
The Delegate Assembly is your governance meeting for the entire year.
The Delegate Assembly allows for equal representation. One district. One vote.

ED LAWS BOOKS ORDER FORMS ARE LIVE!

Books are $77 + tax (if applicable) per book. eBooks are also available for the same price (minus $7 shipping) and can be purchased as a standalone. Deadline is 10/7/22.

SCHOOL DISTRICTS
http://www.nasbonline.org/registrations/nelorderform.aspx

LAW FIRMS AND OTHER BUSINESSES
http://www.nasbonline.org/registrations/nelorderformTax.aspx

AT THE BOARD TABLE

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BOARD CALENDAR AGENDA ITEMS FOR YOUR OCTOBER MEETINGS

http://members.nasbonline.org/index.php/board-leadership

Each month, this space reflects the recommended and required upcoming agenda items to be included in the regular board meeting agenda. If you have questions about the NASB Candidate Webinar or monthly board meeting agenda items, please never hesitate to contact Marcia at 800-422-4572 or mherring@NASBonline.org. View the full calendar at: http://members.nasbonline.org/index.php/resources

MISSION, VISION & GOALS

- Strategic Plan Update; District Goals Update

POLICY GOVERNANCE

- Review, update, and adopt policy

ACCOUNTABILITY & STUDENT ACHIEVEMENT

- Review Statewide Assessment Results
- District Assurance Statement. On or before Nov 1, the school district must submit their Rule 10 Accreditation Assurance Statement to NDE. The statement must be signed either by the superintendent and/or a member of the governing board. The Assurance Statement should be presented to the board for review once complete.
- ESU Assurance Statement. On or before Nov 1, the ESU must submit their Rule 84 Assurance Statement to NDE. This rule is intended to support educational service units in effectively and efficiently supporting school systems in this state and to establish the minimum level of performance for accreditation of the Nebraska education service units.
- Fall Membership Report. On or before Nov 1, the superintendent of each school district shall submit to the Commissioner of Education a report described as the annual financial report showing (i) the amount of money received from all sources during the year and the amount of money expended by the school district during the year, (ii) the amount of bonded indebtedness, (iii) such other information as shall be necessary to fulfill the requirements of TEEOSA and section 79-1114, and (iv) such other information as the Commissioner of Education directs. § 79-528
- Fall Membership Report (Failure to meet deadline). If a school district fails to submit the fall membership report by Nov 1, the commissioner shall, after notice to the district and an opportunity to be heard, direct that any state aid granted pursuant to TEEOSA be withheld until such time as the report is received by the department. In addition, the commissioner shall direct the county treasurer to withhold all school money belonging to the school district until such time as the commissioner notifies the county treasurer of receipt of such report. The county treasurer shall withhold such money. § 79-528

ADVOCACY

- Appoint Local Board NASB Delegate Assembly Representative

DISTRICT/ESU RESOURCES (BUDGET)

- Superintendent file Financial Report. On or before Nov 1, all superintendents must submit to the Commissioner of Education, an Annual Financial Report. § 79-528
- Authorize School District Audit. On or before Nov 5, a copy of the Audit Report shall be filed with the Commissioner of Education and Auditor of Public Accounts. Annually, the school district shall authorize the examination of all financial records. The audit is to be conducted by a public accountant or by a certified public accountant. § 79-1089
- Collective Bargaining. On or before Nov 1, negotiations shall begin. No fewer than four negotiations meetings between the certificated and instructional employees' collective-bargaining agent and the board's bargaining agent. § 48-818.01

Worrying about the budget pinch? By next school year, be a member of NJUMP/CJUMP. Contact Jim Luebbe at jluebbe@NASBonline.org to learn more!

AT THE BOARD TABLE

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BOARD CALENDAR AGENDA ITEMS FOR YOUR OCTOBER MEETINGS

http://members.nasbonline.org/index.php/board-leadership

REPORTS

- Board Committees; Superintendent; Administrators;
- Educational Service Unit Yearly Report. On or before Nov 1, each ESU is required to publish a Report of Yearly Activities of the ESU Board. The report shall include the amount of revenue received and expenditures itemized by categories. This publication shall be for one time in a newspaper of general circulation distributed in each county in the educational service unit. A copy of the report shall be distributed to each member school district. § 79-1228
- Review Annual Emergency Safety Plan as filed with the State School Security Director. § 79-2,144

BOARD LEADERSHIP DEVELOPMENT

- Review and discuss Board Governance Standard VII. Board Operations
- NASB Area Membership Meetings
- NASB Facilities & Construction

FOUNDATION FILING FORMS

- School Board will Review the Annual Foundation Board Filing Forms: Original tax deadline for exempt organizations (Form 990): On or before May 15, 2022. Note: May 15 is a Sunday, 2022 deadline will be the next business day, Monday, May 16, 2022. Extension tax deadline for exempt organizations: November 15, 2022 (must complete IRS Form 8868 Application for Automatic Extension of Time to File an Exempt Organization Return. Foundation Boards – Schedule A (Form 990 or 990-EZ), Public Charity Status and Public Support. Form 990 is not complete without fully completing Parts I through XI and a proper signature in Part II, Signature Block. An officer of the organization must sign the return. This signature must come from the Superintendent if the foundation does not have a designated tax officer. Schedule B Parts I and II must also be completed if contributions totaling $5,000 or more (in money or property) were recognized from any one contributor.

BOARD CANDIDATE WEBINAR

Board Candidates, newly appointed board members, board members, and administrators, the final 2022 Candidate Webinar is scheduled for Wednesday, October 5, 2022. Register at www.NASBonline.org for the free one-hour lunch and learn session at 12:00 PM CT or the evening session scheduled for 7:00 PM CT.

2022 NEW BOARD MEMBER WORKSHOPS

This workshop is intended for newly elected or recently appointed school or ESU board members, experienced board members, Superintendents, and ESU Administrators. The agenda will include Open Meetings Law, Public Comment, Conflict of Interest, Closed Session, Policy, Community/ Stakeholder Engagement, social media, Accountability and Student Achievement, Rule 10, Advocacy, Budget Finance, Board Meeting Protocols and Procedures, Superintendent Evaluation, and Board Self-Assessment, breakout session for ESU board members, and more. Register at www.NASBonline.org. We will be in Gering on December 5, North Platte on December 6, Kearney on December 7, York on December 8, La Vista on December 13, and Norfolk on December 14.

Questions regarding the Candidate Webinar and/or or NBMW, please contact Marcia Herring, NASB Director of Board Leadership at mherring@NASBonline.org or 402-817-0296.

Does your district have ALICAP? For more information, or to join please contact: Megan Boldt at mboldt@NASBonline.org

SEARCHING FOR THE RIGHT FIT

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http://members.nasbonline.org/index.php/programs-services/education-leadership-search-service

The NASB Education Leadership Search Service has a record of success with school districts of various sizes, as well as Educational Service Units. NASB offers a unique process to each board based upon the timing of your search, the design of your district or organization, and the specific attributes you are seeking in qualified applicants. We provide leadership and support to the board through all stages of a Superintendent/ Administrator search.

NASB utilizes multiple avenues to recruit quality individuals for each vacancy. One networking opportunity is through our membership in the National Affiliation of Superintendent Searchers (NASS). Shari Becker, Director of the Education Leadership Search Service, is the Chair Elect for this organization and has a direct connection to 36 other state School Board Associations for recruiting and reference support.

Applications for the position are submitted through an online process. Each applicant is screened by NASB staff who follow a detailed protocol. It is essential for the board to understand the experience and leadership qualities each applicant possesses to ensure a good match. In addition to the application materials submitted, NASB also provides a verbal review to board members.

The search process is a team effort at NASB, with staff members specializing in leadership searches, board development, communications, marketing, and school law. The NASB search team is well equipped to manage the details of the search and will work together with the district to ensure a smooth and successful process from the unique viewpoint of a board member.

The NASB Search Service offers board development throughout the search to add greater value to the process. The service does not stop once the superintendent has been hired. NASB provides a two-year guarantee for boards who complete a Board/ Superintendent Goal Planning session with NASB, which is included in the search fee.

Let NASB help you find the right fit for leadership in your District/ESU.

OUR MISSION STATEMENT:
Through a collaborative working relationship with the Board of Education and district, NASB Education Leadership Search Service ensures a highly professional search process designed to attract the very best applicants and bring credit to the board for the manner in which the search is conducted.

FOR INFORMATION REGARDING THE APPLICATION PROCESS OR A PROPOSAL FOR YOUR DISTRICT, PLEASE CONTACT SHARI BECKER, DIRECTOR OF EDUCATION LEADERSHIP SEARCH SERVICE, 800-422-4572 OR SBECKER@NASBONLINE.ORG

"I have been through two superintendent searches now, both with NASB. Both searches have been as smooth and easy as I could have wanted them to be."

"NASB has provided quality services in every aspect to our district and comes highly recommended."

"The background work provided by this group to narrow our candidates was extremely thorough which definitely helped the Board with the process and ultimately choosing the right leader for our job."

"I have had numerous experiences and interactions with a variety of departments at the NASB which have all been extremely helpful, the Superintendent Search Department is no different."

STATE EDUCATION CONFERENCE UPDATE

REG NOW!

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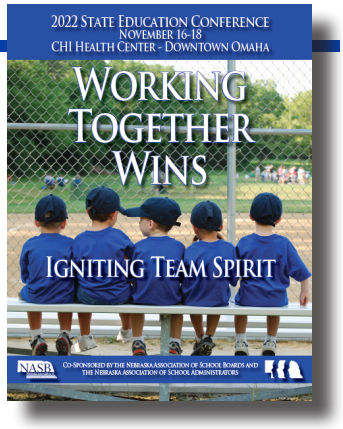
http://members.nasbonline.org/index.php/state-education-conference



November 16-18 - CHI Health Center - Downtown Omaha

Seeking Moderators

Board members, superintendents, or administrators are invited to serve as breakout session moderators. If you are interested in helping out, email Sharon at sendorf@NASBonline.org by October 12.

Classroom Showcase

An opportunity for students and teachers to demonstrate projects and programs that reflect the integration of technology in curriculum. The Classroom Showcase is scheduled for 7:30 to 11:30 AM., Friday, November 18. Contact Julie Moore at executivedirector@netasite.org with questions or to sign up.

Student Voices

Nominate a student from your district to participate in the panel discussion where they can offer their perspective on a variety of issues. Our goal for the session this year is to include students from all levels of High School achievement and participation. We would love to see some students that will pursue a 2-year degree, some that may enter the Military or workforce after graduation in addition to those who plan to pursue a 4-year degree. Special consideration will be given to nominees who have overcome obstacles to be successful. This breakout session will take place Thursday, November 17 from 2:15 to 3:15 PM. Nominations should be emailed to Sharon Endorf by October 12. Visit http://members.nasbonline.org/index.php/state-education-conference to download the nomination form.

Searching for a new Superintendent? Contact Shari Becker at 800-422-4572 or visit www.NASBsuptsearch.org

TEACHER/ADMINISTRATOR NEGOTIATIONS MADE EASY

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http://www.sparqdata.com/

GAIN ACCESS TO THE LARGEST COLLECTION OF BARGAINING DATA, NEGOTIATED AGREEMENTS, REPORTS, AND REAL-TIME CALCULATIONS AND WORKFLOWS DESIGNED TO ANALYZE THE IMPACT OF CHANGES TO BENEFITS AND COMPENSATION WHEN BARGAINING.

The negotiating season is here, and it's time to start preparing you and your district for what's to come at the bargaining table. With Sparq Negotiations, you have real-time access to the largest, most comprehensive negotiating tool in the state of Nebraska. Salaries are a top expenditure every year, so make the negotiations process successful and easy!

Sparq Negotiations provides you the tools necessary to stay competitive in your array, remain ahead of the game, and achieve successful negotiations. It provides the resources and knowledge to gain a strategic advantage in all stages of the negotiation process by providing real-time, quick-change calculations while comparing peer districts in your array, which saves tremendous amounts of time in the process! Say goodbye to the days of manual calculation with this user-friendly platform. Schools can run studies of any school in the state and see the comparison reports from other districts. This allows you and your board to work from more accurate data to settle negotiations fair and fast!

To learn more, schedule a demo, and see how Sparq Negotiations can make your life easier, contact Darion Miller at 800-422-4572, or email dmiller@sparqdata.com today!

LEADERSHIP AT THE LOCAL LEVEL

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NASB WRAPS UP NINE AREA MEMBERSHIP MEETINGS ACROSS NEBRASKA

Nebraska City - Fremont - Gering - Valentine - Norfolk - La Vista - York - North Platte - Kearney

Thank you to all who joined us as we made our way to your part of the state! We become the best version of ourselves and our boards as we unite and support each other. We laughed, learned, and shared some amazing food. I have personally attended the Valentine meeting in years past and was able to experience the other eight this year ... it showed me that we are doing a good job of keeping things moving forward in our districts. Thank you for everything that you do for your school, community, and state!

Brad Wilkins - NASB President, Ainsworth Board of Education

THIS MONTH IN ...

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

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... TECHNOLOGY

Thanks to everyone who stopped by our Tailgate before the Oklahoma game!

SPARQ NEGOTIATIONS WEBINAR!
Please join us on Wednesday, September 28 at 10:00 AM CT! We'll review new features and get you started down the right path toward settling. Please RSVP to dmiller@NASBonline.org to secure your spot!

MARK YOUR CALENDARS
Sparq Open House
Tuesday, November 15
7:00 to 11:00 PM
The Old Mattress Factory

Darion - dmilller@NASBonline.org
Nicole - nkobus@NASBonline.org
www.sparqdata.com

... ADVOCACY & GOVERNMENT RELATIONS

Local Control, School Funding, The Role of Education in the State, Educational Workforce, Mandates & more! See how this year's Candidates feel at our '*2022 Legislative Candidate Questionnaire*' link under NASB's Government Relations page.
http://members.nasbonline.org/index.php/2022-legislative-candidate-questionnaire

NASB MEMBER VIRTUAL
w/ Gubernatorial Candidates
Pillen & Blood
October 17 - 12:00 to 1:00 PM CT
More info to come ...

Call Colby & Matt with any questions!

... SEARCH, STRENGTHS & AWARDS

EDUCATION LEADERSHIP SEARCH SERVICE
Contact us with questions on superintendent search protocol, to schedule a proposal, or inquire about a vacancy. We have four positions posted with a 7/1/2023 start date.
https://nasb.myrevelus.com

GALLUP STRENGTHSFINDER
Looking to retain quality staff? Consider a Gallup Strengthsfinder team session to gain valuable insight on the lens by which staff members examine information and execute decisions.

Email sbecker@NASBonline.org for these programs/services.

*- **Shari** -*

... POLICY

Highly publicized incidents create a reasonable concern among parents about the presence of sex offenders living in Nebraska communities. Nebraska's Sex Offender Registry (at https://sor.nebraska.gov/) allows the public to sign up for notifications of any sex offenders living in their area. Your district's website should include a link to this Registry location to assist patrons who wish to monitor this information. It is also good practice to include a warning that the registry information shall not be used to retaliate against the registrants, their families, or their employers in any way.

Contact Jim to learn more!

... ENERGY PURCHASING

The volatility index for natural gas prices is at a 20-year high, meaning prices are changing more frequently and across a greater range than at any time in the last 2 decades. This is another reason your district should rely on the consultants at NJUMP and CJUMP to watch the markets for opportunities to lock in favorable gas prices when possible. With the summer heat continuing into early Fall, storage levels will likely remain relatively low going into the colder months, adding to that instability.

Contact Jim to learn more!

... MEMBER ENGAGEMENT

It's been great seeing so many of you as our staff hit the road for Area Membership Meetings and Facilities & Construction Workshop this Fall!

Registration is currently open for the 2022 State Education Conference.

We are looking forward to seeing you in Omaha November 16-18. Hotel room requests open at 10:00 AM Central Time on Tues, September 27.

DID YOU KNOW ... there are three great opportunities to get involved, Classroom Showcase, Moderator, and Student Voices.

Learn more at:
http://members.nasbonline.org/index.php/state-education-conference

Sharon

THIS MONTH IN ...

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... DATA ANALYTICS

With a new school year starting, your district may be considering whether to overhaul certain programs and curriculum.

NASB's Data Analytics can help you to evaluate your standardized testing data in a meaningful way to provide an evidence-based foundation for whether or not your current curriculum is under-achieving. It's all about turning raw data into knowledge, then letting that knowledge guide your planning discussions.

Contact Jim to learn more!

... BOARD LEADERSHIP

Check out *"At the Board Table"* on pages 4-5.

JOIN US
BOARD CANDIDATE WEBINAR
Oct 5 at 12:00 PM CT or 7:00 PM CT

NEW BOARD MEMBER WORKSHOPS
Dec 5 - Gering Dec 6 - North Platte
Dec 7 - Kearney Dec 8 - York
Dec 13 - La Vista Dec 14 - Norfolk

Marcia, Kari, Katie, Caden & Spencer

... SOCIAL MEDIA

DID YOU KNOW ... there are 3.96 BILLION social media users across all platforms. Use yours to effectively share your district's story!

Not sure what to post ... Back to School, School Spirit, Updates, Remodels, Action Items, Advocacy, Community Events, Great stuff from other districts, Etc. Etc. Etc.

Follow NASB on social media at:
www.twitter.com/NASBonline
www.facebook.com/NASBonline
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... ALICAP & INSURANCE

Reminder to all ALICAP members: ALICAP 22-23 contribution payments are due September 30th. If anyone needs an extra copy of their billing statement, email Megan Boldt at mboldt@nasbonline.org

Thanks, Megan!

Board Notes is published on a monthly basis as a member service. Advertising is available in every issue. To advertise or become an Affiliate, please contact Matt Belka for further information. Articles or advertising contained herein do not necessarily represent the views or policies of NASB.

Nebraska Association of School Boards
1311 Stockwell Street - Lincoln, NE 68502
Matt Belka, Editor - John Spatz, Publisher

YOUR NASB BOARD OF DIRECTORS & STAFF

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YOUR NASB OFFICERS

http://members.nasbonline.org/index.php/brdofdirectors

Brad Wilkins - President
Ainsworth

Kim Burry - President-Elect
Bayard

Sandy Noffsinger - Vice President
Dundy County Stratton

Stacie Higgins - Past President
Nebraska City

YOUR NASB REGION DIRECTORS

http://members.nasbonline.org/index.php/brdofdirectors

Region 1 - Neal Kanel
HTRS

Region 2 - Sarah Centineo
Bellevue

Region 3 - Robin Richards
Ralston

Region 4 - Alan Moore
ESU 3

Region 5 - Shavonna Holman
Omaha

Region 6 - Tracy Casady
Omaha

Region 7 - Nancy Kratky
Omaha

Region 8 - Bob Rauner
Lincoln

Region 9 - Annie Mumgaard
Lincoln

Region 10 -Ed Swotek
Malcolm

Region 11 - Jim Vlach
Lyons-Decatur Northeast

Region 12 - Lisa Wagner
Central City

Region 13 - Marilyn Bohn
ESU 10

Region 14 - Steve Koch
Hershey

Region 15 - Joel Carlson
Cozad

Region 16 - Stephanie Summers
David City

Region 17 - Michelle Reikofski
Osmond

Region 18 - Doug Keener
Mitchell

Region 19 - Stacy Jolley
Millard

YOUR NASB STAFF

http://members.nasbonline.org/index.php/nasb-staff

John Spatz
Executive Director

Megan Boldt
Associate Executive Director/
Director of ALICAP

Katie Coble
Board Leadership Associate

Sallie Horky
Chief Operating Officer

Jim Luebbe
Director of Policy Services

Makenzie Barry
ALICAP Data &
Financial Specialist

Craig Caples
Director of Technology

Sharon Endorf
Director of
Member Engagement

Rachel Horstman
Business Manager

Kari Stephens
Board Leadership Associate

Shari Becker
Director of Education
Leadership Search Service

Abi Carlson
Event & Search Service
Associate

Caden Frank
Board Leadership Associate

Nicole Kraus
Events & Engagement
Associate

Spencer Vogt
Board Leadership Data Analyst

Matt Belka
Director of Marketing,
Communications & Advocacy

Colby Coash
Associate Executive Director/
Dir. of Government Relations

Marcia Herring
Director of Board Leadership

Kem Loecker
Executive Administrative
Assistant

Lindsey Wooton
Administrative Specialist

View the full directory of the Board and staff bios at www.NASBonline.org

YOUR 2022 NASB AFFILIATES

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YOUR 2022 PLATINUM AFFILIATES

http://members.nasbonline.org/index.php/affiilate-member

YOUR 2022 GOLD AFFILIATES

ACCOUNTING

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Jim Watts
402-483-7512 - jw1cpa@aol.com - https://gowh.com/
(CPA, Accounting)

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BCDM Architects
Pat Carson - 402-384-6422
pcarson@bcdm.net - www.bcdm.net
(Creating environments that form people)
* PLATINUM LEVEL AFFILIATE

BVH Architecture
Cleve Reeves - 402-475-4551
creeves@bvh.com - www.bvh.com
(A design-centered critical practice embracing a creative and collaborative process to design architecture that enhances the community in which it serves.)
* PLATINUM LEVEL AFFILIATE

ARCHITECTS

Clark & Enersen
Steve Miller - 402-477-9291
steve.miller@clarkenersen.com - www.clarkenersen.com
(From the very beginning, partnership has defined us.)
* PLATINUM LEVEL AFFILIATE

CMBA Architects
Jim Brisnehan - brisnehan.j@cmbaarchitects.com
Troy Keilig - keilig.t@cmbaarchitects.com
Courtney Koch - koch.c@cmbaarchitects.com
308-384-4444 - www.cmbaarchitects.com
(Architecture, Master Planning, Interiors, Bond Assistance/Community Engagement)
* PLATINUM LEVEL AFFILIATE

Carlson West Povondra Architects
Jamie Eckmann - 402-551-1500
jeckmann@cwparchitects.com - www.cwparchitects.com
(Architecture, planning, feasibility studies)
* GOLD LEVEL AFFILIATE

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vschutte@dlrgroup.com - www.dlrgroup.com
(Architecture, engineering, Ed. facility planning)

AWARDS & PLAQUES

Awards Unlimited
Tim Moravec - 402-474-0815
tmoravec@awardsunlimited.com
www.awardsunlimited.com
(Trophies, awards, plaques, etc.)

BUILDING CONTROLS/SERVICES

Control Management Inc.
Nathan Haug - 402-571-9454
nathan@cmiomaha.com - www.cmiomaha.com
(Building Automation, Security and Energy Optimization for New and Existing Systems)

If your business would like to become an Affiliate Member of NASB, please visit http://members.nasbonline.org/index.php/affiilate-member

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CONSULTING

Akagi Consulting LLC
Mark Akagi - markakagi3@gmail.com

CONSTRUCTION SERVICES

BD Construction
Marsha Wilkerson - 308-234-1836
mwilkerson@bdconstruction.com - BDconstruction.com
(Construction Management at Risk and as Agent, Facility Planning, Site Selection, Pre-bond Community Education, Stakeholder Engagement)
*GOLD LEVEL AFFILIATE

Boyd Jones Construction
Emily Bannick - 402-550-1808
ebannick@boydjones.biz - www.boydjones.biz
(Construction Mgmt, Pre-Bond, Pre-Construction, Facility Evaluation, Early Stage Planning)
* PLATINUM LEVEL AFFILIATE

Cheever Construction
Douglas Klute - 402-477-6745
dklute@cheeverconstruction.com
www.cheeverconstruction.com
* GOLD LEVEL AFFILIATE

Kingery Construction Co
Rod Berens - 402-465-4400
rodb@kccobuilders.com -www.kccobuilders.com
(Design-Bid-Build, Design-Build, Construction Mgmt, General Contractor, Pre-Bond/Pre-Construction)
* GOLD LEVEL AFFILIATE

MCL Construction
Heather Fredrick - 402-339-2221
haf@mclconstruction.com - www.mclconstruction.com
(Navigating the entire construction process)
* GOLD LEVEL AFFILIATE

Nemaha Sports Construction Inc
Don Traska - 402-434-5488
don.traska@nemaha.net - www.nemaha.net
(Athletic Fields, Parks & Recreation, Hardscapes)
* GOLD LEVEL AFFILIATE

Tetrad Property Group
Cassie Paben - 402-580-2355
cpaben@tetradpropertygroup.com - tetradpropertygroup.com
(Owner's Representative, Facility Planning, Site Selection, Pre-Bond Community Education, Stakeholder Engagement, Facility Management)

W. A. Klinger
Matt Thompson - 712-233-3233
mthompson@waklinger.com - www.waklinger.com
(Pre-Construction, Construction Management, Design-Build, and General Contracting Services.)

DATA SECURITY, VIDEO & COMMUNICATIONS

Filament Essential Services
Lisa Lewis - 402-479-6661
lisal@fes.org - www.filamentservices.org
(SOCS websites+apps, Marketing/Branding/Video, Data. Filament Essential Services is a new division of FES)
* PLATINUM LEVEL AFFILIATE

DESIGN BUILD

Ayars & Ayars, Inc.
Darl Naumann - 402-435-8600 - 402-570-9214
dnaumann@ayarsayars.com - www.ayarsayars.com
(Design-build leader focused on creating opportunities by building beneficial relationships, processes, and projects)
*GOLD LEVEL AFFILIATE

ENERGY SERVICES

Community Building Solutions
Jacob Hurla - 785-580-3014
jhurla@communitybuildingsolutions.com
(Providing a cost-effective avenue for school districts to address outdated equipment, resolve comfort challenges, and reduce energy and maintenance costs. Serving underserved rural communities cost-effectively is the core of our mission.)
* PLATINUM LEVEL AFFILIATE

Facility Advocates
Dave Raymond - 402-206-8777
draymond@facilityadvocates.com
www.facilityadvocates.com
(Building Construction & Energy Services)
* GOLD LEVEL AFFILIATE

Navitas
Nick Rosenberry - 402-840-0370
nrosenberry@navitas.us.com - https://navitas.us.com/
(Energy Savings, Building Construction, Energy Management, Guaranteed Results)
* GOLD LEVEL AFFILIATE

Optimized Systems
Peter Larson - 605-212-0783
peter.larson@optimized-systems.com
www.Optimized-Systems.com
(Energy Optimization, Energy Management, Commissioning, Metering, Energy Studies, Mechanical System Assessments, Troubleshooting)
* GOLD LEVEL AFFILIATE

TRANE
Matt Foertsch - 402-596-8007
mfoertsch@trane.com - www.trane.com/omaha
(Building Construction & Energy Services. A global provider of indoor comfort syste)
* GOLD LEVEL AFFILIATE

FINANCIAL SERVICES

Ameritas Investment Company
Jennifer Kobza - 402-214-2118
jennifer.kobza@ameritas.com - (Public Finance)
* PLATINUM LEVEL AFFILIATE

D.A. Davidson & Co.
Paul Grieger - 402-392-7986 - pgrieger@dadco.com
Cody Wickham - 402-392-7989 - cwickham@dadco.com
Andy Forney - 402-392-7988 - aforney@dadco.com
www.dadavidson.com
(Bonds/Election Services, Lease Purchase)
* PLATINUM LEVEL AFFILIATE

FINANCIAL SERVICES

First National Capital Markets
Tobin Buchanan - 308-352-8328 - tbuchanan@fnni.com
Carl Dietz - 308-289-3920 carldietz@fnni.com
Matt Fisher - 308-380-3831 mfisher@fnni.com
www.fncapitalmarkets.com
(Public Finance, Election Guidance)
* GOLD LEVEL AFFILIATE

Nebraska Liquid Asset Fund - NLAF
Barry Ballou - 402-705-0350
balloub@pfm.com - www.NLAFpool.org
(Liquid Asset Fund, financing programs)
* PLATINUM LEVEL AFFILIATE

Piper Sandler
Jay Spearman - 402-599-0307
jay.spearman@psc.com
(Financing for Capital Construction Products, Bonds, Refunding Bonds, Notes, NASB Lease Purchase)
* PLATINUM LEVEL AFFILIATE

FOOD SERVICE

Lunchtime Solutions
Susan Gracey - 402-984-4546
s.gracey@lunchtimesolutions.com
www.lunchtimesolutions.com
(Progressive Food Service Management)
* GOLD LEVEL AFFILIATE

Opaa! Food Management of Nebraska
Greg Frost - 816-210 -9359
gfrost@opaafod.com - www.opaafood.com
(Contract Food Service Management)

FUNDRAISING

Omaha Public Schools Foundation
Toba Cohen-Dunning
402-502-3003 - toba.cohendunning@ops.org
https://omahapublicschoolsfoundation.org
(The Omaha Public Schools Foundation enriches students' lives by funding opportunities for success.)

INSURANCE SERVICES

American Fidelity
Stacey Anderson
402-432-2251 - Stacey.anderson@americanfidelity.com
www.americanfidelity.com/nebraska
(Solutions built for the education community)
* PLATINUM LEVEL AFFILIATE

Blue Shield of Nebraska
Cortney Ray - 402-458-4823
cortney.ray@nebraskablue.com
www.nebraskablue.com
(Group health insurance)
* GOLD LEVEL AFFILIATE

National Insurance Services
Steve Ott - 800-627-3660
sott@nisbenefits.com - www.nisbenefits.com
(Group LTD, Life, Vision, Special Pay Plans, HRA's)

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INSURANCE SERVICES

Public Risk Management
Sheri Shonka - 402-884-3751 - 877-649-4612
sheri.shonka@prmne.com - www.alicap.org
(ALICAP, Insurance services)
* PLATINUM LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC
William Mueller - 402-434-3399
mueller@muellerrobak.com
(Lobby firm)

MENTORING

TeamMates Mentoring
Hannah Miller - 319-610-8538
hannah@teammates.org - www.teammates.org
(Together we transform lives)
* Silver Level Affiliate

PLAYGROUND/SCOREBOARDS/SURFACING

Creative Sites, LLC
Julie Kutilek - 402-614-4606 - 800-266-1250
julie@creativesitesllc.com
(Playground equipment and site furnishings)
* GOLD LEVEL AFFILIATE

Crouch Recreation
Eric Crouch - 402-496-2669
eric@crouchrec.com - www.crouchrec.com
(Playgrounds, Shelters, Scoreboards, Safety Surfacing & Site Amenities Manufacturers Rep)
* PLATINUM LEVEL AFFILIATE

Fisher Tracks, Inc.
Jordan Fisher - 800-432-3191 - 515-432-3191
jfisher@fishertracks.com - www.fishertracks.com
(Installation, Refurbishment & Design Build of All-Weather Running Tracks)

Outdoor Recreation Products
Don Wilson - 402-289-0400 - don@outdoorrec.net
www.outdoorrecreationproducts.com
(Your choice for a reputable playground and splashpad company serving Nebraska)
* GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES

One Source The Background Check Company
Neal Josten - 402-933-9999
njosten@onesourcebackground.com
www.onesourcebackground.com
(Employment, Volunteer, Contractor Screening)
* GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

PRISM advisors
Jason Richards - 402-593-8911
jprichards@prism-advisors.com
www.prism-advisors.com
(PEOPLE, PROCESS & SYSTEMS. IT strategic planning and project management through RFP to implementation)

TECHNOLOGY/SOFTWARE

JMC
Shelby Valkos - 800-524-8182
shelby@jmcinc.com - https://www.jmcinc.com/
(Smart software for even smarter schools)
* PLATINUM LEVEL AFFILIATE

Midwest Alarm Services
Mike Wells - 402-331-6111- 402-474-3737
Mike.Wells@mw-as.com
(Life Safety Systems provider)
* GOLD LEVEL AFFILIATE

Sparq Data Solutions
Craig Caples - 402-423-4951
ccaples@sparqdata.com - www.sparqdata.com
(Paperless Board Meetings, Teacher Negotiations, Public Document Management, Document Imaging & Scanning, Online Policy)
* PLATINUM LEVEL AFFILIATE

THERAPY SERVICES

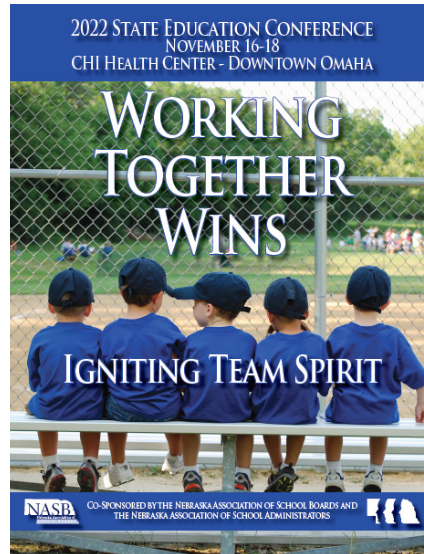
Central Nebraska Rehabilitation Services
Mary Walsh-Sterup - 308-675-1853 ext. 3222
mary@cnrehab.com - www.cnrehab.com
(Providing PT, OT and Speech therapy in the school system)

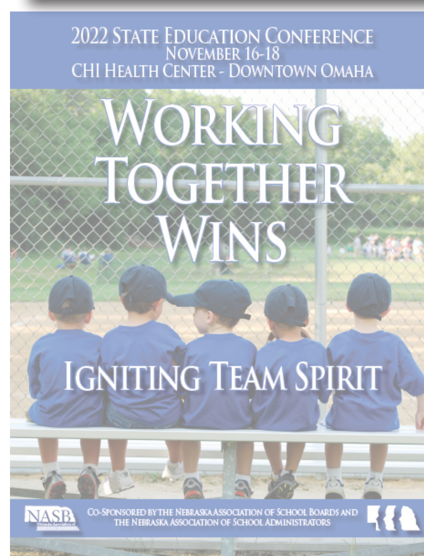
TRANSPORTATION

Cornhusker International
Russ Folts - 402-466-8461 ext 206
russ.folts@cornhuskerinternational.com
www.cornhuskerinternational.com
(With six locations across Nebraska, Cornhusker International offers your best choice in new and pre-owned School Buses, Compliant Activity Buses, plus full parts and service for all makes and models)
* GOLD LEVEL AFFILIATE

Master's Transportation
Mariya Goodbrake - 800-783-3613
mgoodbrake@masterstransportation.com
www.masterstransportation.com
(Your trusted source for safe, reliable, and innovative group transportation solutions.)
* GOLD LEVEL AFFILIATE

BOARD NOTES IS PUBLISHED ON A MONTHLY BASIS AS A MEMBER SERVICE. ADVERTISING IS AVAILABLE IN EVERY ISSUE. TO ADVERTISE OR BECOME AN AFFILIATE, PLEASE CONTACT MATT BELKA FOR FURTHER INFORMATION. ARTICLES OR ADVERTISING CONTAINED HEREIN DO NOT NECESSARILY REPRESENT THE VIEWS OR POLICIES OF NASB.





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LINCOLN, NE 68502
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RETURN SERVICE REQUESTED

NASB BOARD NOTES

SEPTEMBER 2022

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

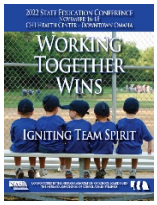
The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

NASB Monthly Update for Board Meeting Agenda Item

October 2022

Monthly Agenda Video Updates

http://members.nasbonline.org/index.php/news-resources/videos



State Conference Registration is OPEN

http://members.nasbonline.org/index.php/state-education-conference

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CALL FOR PHOTOS …

Like past years, in preparation for State Conference, we will be putting together some projects which we would like to include photos from each of your districts. Anything you'd be willing to share would be appreciated!

- Day to day, School spirit, Classrooms in action, Board Members posed or in action during a meeting, Hallways, etc …

Let us know if you have any questions, we always appreciate the help and items you all have shared with us in the past!!! Email your pics to mbelka@NASBonline.org

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Latest 'Board Notes' – Monthly Newsletters

(www.NASBonline.org - News & Resources - Board Notes)

- *Get to Know Your Candidates*
- ***Your 2022 Advocacy Handout for The Delegate Assembly Is Now Posted!***
- *At The Board Table*
- *Searching For the Right Fit*
- *State Education Conference Update: Seeking Moderators & Students*
- *Teacher/Administrator Negotiations Made Easy*
- *NASB Wraps Up Nine Area Membership Meetings Across Nebraska*
- *… And Much More!*

YOUR 2022 ADVOCACY HANDOUT IS NOW POSTED

In Preparation for the 2022 Delegate Assembly

The NASB Advocacy Handout of proposed changes to the bylaws, standing positions and legislative resolutions for your review prior to the 2022 Delegate Assembly is now posted at the NASB website. To better prepare you and your board's voting representative for the Delegate Assembly, please download, review, and bring this Handout with you to Omaha.

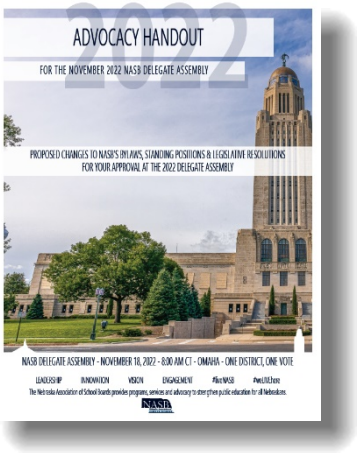
http://members.nasbonline.org/index.php/advocacy-handbook

This year's Delegate Assembly will take place Friday, November 18, at 8:00 AM, in conjunction with the State Education Conference, at the CHI Health Center - downtown Omaha.

All items within the Advocacy Handout will be considered by this Assembly.

If you haven't already, each board should select one board member to represent the district or ESU as the voting delegate, although multiple members from each board may attend.

As a school board member, this is YOUR chance to be heard and help craft the 2023 legislative and leadership initiatives for NASB.



"NASB Update – Annual Board Calendar Summary"

View the full detailed calendar at: http://members.nasbonline.org/index.php/resources

(www.NASBonline.org – Board Leadership – Resources)

As a board, some items you should doing, or have on the monthly agenda include:

MISSION, VISION & GOALS

- Strategic Plan Update; District Goals Update

POLICY GOVERNANCE

- Review, update, and adopt policy

ACCOUNTABILITY & STUDENT ACHIEVEMENT

- Review Statewide Assessment Results
- District Assurance Statement. On or before Nov 1, the school district must submit their Rule 10 Accreditation Assurance Statement to NDE. The statement must be signed either by the superintendent and/or a member of the governing board. The Assurance Statement should be presented to the board for review once complete.
- ESU Assurance Statement. On or before Nov 1, the ESU must submit their Rule 84 Assurance Statement to NDE. This rule is intended to support educational service units in effectively and efficiently supporting school systems in this state and to establish the minimum level of performance for accreditation of the Nebraska education service units.

- Fall Membership Report. On or before Nov 1, the superintendent of each school district shall submit to the Commissioner of Education a report described as the annual financial report showing (i) the amount of money received from all sources during the year and the amount of money expended by the school district during the year, (ii) the amount of bonded indebtedness, (iii) such other information as shall be necessary to fulfill the requirements of TEEOSA and section 79-1114, and (iv) such other information as the Commissioner of Education directs. § 79-528
- Fall Membership Report (Failure to meet deadline). If a school district fails to submit the fall membership report by Nov 1, the commissioner shall, after notice to the district and an opportunity to be heard, direct that any state aid granted pursuant to TEEOSA be withheld until such time as the report is received by the department. In addition, the commissioner shall direct the county treasurer to withhold all school money belonging to the school district until such time as the commissioner notifies the county treasurer of receipt of such report. The county treasurer shall withhold such money. § 79-528

ADVOCACY

- Appoint Local Board NASB Delegate Assembly Representative

DISTRICT/ESU RESOURCES (BUDGET)

- Superintendent file Financial Report. On or before Nov 1, all superintendents must submit to the Commissioner of Education, an Annual Financial Report. § 79-528
- Authorize School District Audit. On or before Nov 5, a copy of the Audit Report shall be filed with the Commissioner of Education and Auditor of Public Accounts. Annually, the school district shall authorize the examination of all financial records. The audit is to be conducted by a public accountant or by a certified public accountant. § 79-1089
- Collective Bargaining. On or before Nov 1, negotiations shall begin. No fewer than four negotiations meetings between the certificated and instructional employees' collective-bargaining agent and the board's bargaining agent. § 48-818.01

REPORTS

- Board Committees; Superintendent; Administrators;
- Educational Service Unit Yearly Report. On or before Nov 1, each ESU is required to publish a Report of Yearly Activities of the ESU Board. The report shall include the amount of revenue received and expenditures itemized by categories. This publication shall be for one time in a newspaper of general circulation distributed in each county in the educational service unit. A copy of the report shall be distributed to each member school district. § 79-1228
- Review Annual Emergency Safety Plan as filed with the State School Security Director. § 79-2,144

BOARD LEADERSHIP DEVELOPMENT

- Review and discuss Board Governance Standard VII. Board Operations
- NASB Area Membership Meetings
- NASB Facilities & Construction

FOUNDATION FILING FORMS

- School Board will Review the Annual Foundation Board Filing Forms: Original tax deadline for exempt organizations (Form 990): On or before May 15, 2022. Note: May 15 is a Sunday, 2022 deadline will be the next business day, Monday, May 16, 2022. Extension tax deadline for exempt organizations: November 15, 2022 (must complete IRS Form 8868 Application for Automatic Extension of Time to File an Exempt Organization Return. Foundation Boards – Schedule A (Form 990 or 990-EZ), Public Charity Status and Public Support. Form 990 is not complete without fully completing Parts I through XI and a proper signature in Part II, Signature Block. An officer of the organization must sign the return. This signature must come from the Superintendent if the foundation does not have a designated tax officer. Schedule B

Parts I and II must also be completed if contributions totaling $5,000 or more (in money or property) were recognized from any one contributor.

NASB's Video Resources:

http://members.nasbonline.org/index.php/news-resources/videos

(www.NASBonline.org – News & Resources – Videos)

Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!

Networking & Events … Register Now

http://members.nasbonline.org/index.php/events

(www.NASBonline.org – Events)

All Dates & Locations Tentative & Subject to Change

Labor Relations Conference
October 5-6 – Lincoln

2022 NASB Board Candidate Webinars
Wednesday, October 5 at 12:00 PM to 1:00 PM CT / 7:00 PM to 8:30 PM CT

NASB Member Virtual w/ Gubernatorial Candidates Blood & Pillen
October 17 - 12:00 to 1:00 PM CT – Details to come

State Education Conference
http://members.nasbonline.org/index.php/state-education-conference
November 16-18 – Omaha
**Sparq Open House … Tuesday, November 15th – 7:00 to 11:00 PM*

New Board Member Workshops
http://members.nasbonline.org/index.php/new-board-member-workshops
December 5 – Gering
December 6 – North Platte
December 7 – Kearney
December 8 – York
December 13 – La Vista
December 14 - Norfolk

NASB Member Virtuals

http://members.nasbonline.org/index.php/nasb-member-virtuals

(www.NASBonline.org – Events – NASB Member Virtuals)

- **MARK YOUR CALENDARS**
  - **Gubernatorial Candidates Blood & Pillen**
    October 17 - 12:00 to 1:00 PM CT – Details to come

- **Previous Member Virtuals Available to Watch Include:**
  - 2022 Legislative Recap & Look Ahead
  - Tough Times & Tough Meetings: The Board's Role in Navigating Hot Button Issues
  - NASB Member Virtuals w/ Commissioner Blomstedt & Dr. Jeffrey Gold of UNMC, Bryce Wilson of NDE on Cares Act Funds Q&A for School Boards, and More …

Advocacy

http://members.nasbonline.org/index.php/government-relations

(www.NASBonline.org – Government Relations)

2022 Legislative Candidate Questionnaires

http://members.nasbonline.org/index.php/2022-legislative-candidate-questionnaire

Now on the NASB GR Page …

LB 644 - THE POSTCARD BILL - WHAT YOU NEED TO KNOW

http://members.nasbonline.org/index.php/government-relations

Upcoming Legislative Meet & Greets … Join Us!

MEET & GREET W/ DISTRICT 16 LEGISLATIVE CANDIDATE PETERSEN
OCTOBER 7 - BLAIR - 11:30 AM

RSVP to mbelka@NASBonline.org

Previous Legislative Meet & Greets include:

District 42 Legislative Candidate Jacobson - North Platte
District 44 Legislative Candidate Ibach - Lexington
District 34 Legislative Candidate Lippincott - Central City
District 36 Legislative Candidate Holdcroft - Springfield
District 24 Legislative Candidate Hughes - York
District 36 Legislative Candidate Lauritsen - Papillion
District 48 Legislative Candidate Lease II - Scottsbluff
District 40 Legislative Candidate DeKay - Plainview
District 18 Legislative Candidate Young - Elkhorn
District 24 Legislative Candidate Hotovy - Stromsburg
District 48 Legislative Candidate Hardin - Scottsbluff

All Dates & Locations Tentative & Subject to Change

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and on Facebook at www.facebook.com/NASBonline
Watch all of the NASB videos at http://members.nasbonline.org/index.php/news-resources/videos
(www.NASBonline.org – News & Resources – Videos)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the ***Board Notes newsletter*** for "This Month In …" To access the latest newsletter, click here:

http://members.nasbonline.org/index.php/news-resources/board-notes

(www.NASBonline.org - News & Resources - Board Notes)

School Board Q1 Write-Up **Deacon**

How do you think the 1st Quarter went- Overall, most said it was good. A couple said they had some sort of struggle (we don't know if it's specific to sports or academics). Only one said it wasn't good in sports and the classroom.

Any issues to address: Most said no. two said there are biased opinions on cans and can should be allowed back.

What are you looking forward to most: sports, the new quarter/trimester, breaks. Music Class!,

We wanted to address any issues and get an idea of the current school climate. However, our main focus was how the new WIN time was going.

Recommendations- meeting with girls regarding "mean words being said"

How win time works: life skills once a week rather than edgenuity. For example, I have been in trip planning, laundry and ironing with Mrs. Walz…speak to that.
Some other examples include: CPR, meal prep. They Juniors are sad that they have to do ACT, however it will help them alot and they will be incorporated along the way.

What's the opinion on WIN time: Pretty RAVE REVIEWS! Only one said bad, but they are in ACT prep.

Activities Monthly Report
Oct 10, 2022

1. Fall Sports has continued:
    a. Football is 4-3 and will play against 6-1 Sandhills Thedford this coming Friday at 6:30 at home.
    b. Volleyball is 1-24 right now and will play in the first round of the MNAC Volleyball Tournament this Thursday at Anselmo Merna, Oct 14, against Brady (6-13).
    c. Cross Country competed at the MNAC Cross Country Meet last Tuesday at Arnold. Peyton Paxton finished 2nd in the HS Girls division. Kyle Finney finished 4th and Alex Moore finished 14th for the HS Boys. In the Jr High division Harper Andersen was 2nd, Adalena Hampton was 6th, Lola Wingebach 7th, and Riley Hegland was 14th. Congrats to these athletes on their successes
    The HS Team will compete at the D-6 District in Bridgeport this Thursday Oct 13 with the Girls starting at 3:00 MT and Boys to follow.
    d. Girls Golf competed at the C-5 Girls Golf Districts at Kimball on Monday Oct 3. Corynn Corbin and Ashlynn Simonson both golfed well but didn't make the qualifying marks for the State Tournament. We can be proud of these two girls and their Coach this season and look forward to next year.

2. JH Volleyball and Football competed at Hyannis on Thursday Oct 6. Both Volleyball and Football were successful. The Jr high Football Season is finished and the Jr. High Volleyball Team is 6-0 with a Tournament left at Arthur on Oct 17. Congrats on the Jr High Football Team on a great season and good luck to the Jr High Volleyball Team at their last Tournament

3. Kelsey Phillips and the FFA Program have been competing in Range Management and Livestock Judging this fall. Students are gaining experience and learning lots.

4. The Play Production Team has been practicing for the first contest. Approx 15 students are participating under the direction of Cee Cee Coons and Assistant Kyler Horn. They will perform the play "10 Ways To Survive The Zombie Apocalypse" later this fall. We look forward to seeing the play and good luck to these students and their coaches.

Principal's Report

October 2022

Brett Mauler

-On the days of 9/20/22-9/22/22 the Elementary completed its Fall NSCAS TESTING for 3rd, 4th, and 5th Grade

-We started Pizza with the Principal in September as you might have already seen in the Newspaper. It is our elementary school version of student of the month but each classroom teacher picks a winner based off of GRIT (Students who work hard, listen, follow instructions, are team players, have manners, etc.) The students have pizza, gatorade, listen to music, and just have fun over their lunch period in the principal's office for their reward. The teachers and students love it and it is a great way to reward kids who work hard and always do the little things that often go unnoticed.

-HAL update-We were supposed to go to the Golden Spike Tower on 10/11/22 but they ended up having to postpone us due to staffing issues as they have their least amount of staff during the 4th quarter. They called me last Friday to postpone so I am trying to make plans to go somewhere else in the next few weeks. I also visited with Logan Ginkens up at the Valentine Fish Hatchery and we are trying to see if we can bring the kids up during the walleye spawn and have them help with the netting/reproductive process of the walleye in April. Logan is going to check with his boss and get back to me. Students have also been getting special books ordered by Mrs. Licking to read.

-Parent teacher Conferences were a MAJOR SUCCESS as we had a **100%** turnout at the elementary school. Everything went smoothly and it was nice for me to get to meet all the parents.

-We completed the Lions Club health check on 10/7/22. This is where each student has vision and hearing checks completed.

-We will have fire safety day at the elementary during the morning of October 18th

-Playground Committee- The two big dead trees were cut down on the elementary playground on September 30th. We will look at the next steps of our playground process to add trees, sod, sprinklers, and cement in the spring.

-Formal observations start this week down at the elementary school.

High School Principal's Report
October 2022

ACT TESTING
The ACT test will be given to registered students at Mullen High School on Saturday, October 22. The ACT serves as a college entrance exam and is taken by juniors and seniors. Start time for the test will be 8:00 am with doors opening at 7:45 am.

QUARTER
End of 1st Quarter Friday grades sent out Tuesday 18th.

FORMAL EVALUATIONS
I have completed several and they are going well. Hoping to get the rest completed in the next couple of weeks.

Concessions-
Not going to be ready for Friday. Kids are making good progress on the project.

Sound System- working on it this week to see if we need to move a speaker for feed-back issues.

Notable Dates:
13 Dist XC @ Bridgeport
13 & 15 MNAV Vb
19 FCCLA District Leadership
20 FB Playoff
21 State XC @ Keaney
22 ACT
21 Leadership Council
24-25 VB subs
28 FB Playoff
29 Vb Dist
Nov 2-5 State VB

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4. Discuss, consider and take all necessary action to approve the quote from Decker equipment for the football/softball field concessions stand bathrooms to be paid from the Special Building Fund.

This is for the partitions in the football/softball field concession stand.

i. **I recommend approval**

9. Discuss, consider and take all necessary action to approve the revisions to Nebraska's College and Career Ready Standards for Mathematics.

These are the standards that have been approved by the State Board of Education that are reviewed every 5 years

i. **I recommend approval**

10. Discuss, consider and take all necessary action to approve bids from Gateway Motors for three 2023 Chevrolet suburbans for the 2023-2024 school year.
    a. **This is the quote from Gateway Motors. It appears they are 6 months out. I called two other places and Gateway's price of $60, 095 was a good price. Once we have the new suburbans, we will look at which 2 suburbans we should auction off and which suburbans should go out on a route.**
        i. **I recommend approval**

Non Agenda News

Teacher meetings- I have met with a majority of full-time staff, and it appears that everyone is pleased with the start of the school year.

Continuous Improvement Team- On October 4, 2022, the Continuous Improvement Team met to finalized preparations for the CIP staff in-service on Friday October 14, 2022. I feel that we have a solid plan in place for the CIP External Team who is scheduled to be in Mullen on October 23/24 2022. The external team leads are Dr. Micki Charf of the Nebraska Department of Education and Brady Superintendent Mr. James McGown. The action plan is attached to the SPARQ meeting under the Superintendent's Report.

Labor Relations Conference- I attended the Labor Relations conference on October 5th and 6th. I received a lot of information on new requirements through legislature that we complete as a district. I also got a head start on negotiations for 2023-2024. It appears that there will be a hefty increase in health insurance premiums through the Educator's Health Alliance.

NRCSA Area Meeting- I attended the NRCSA area meeting today October 10, 2022. They brought to our attention the November 2022 election and what to keep an eye on. They also brought attention to the work the teacher shortage committee has been working on.

NASB State Convention- Please let me know if you would like to attend. I really need to know as soon as possible as it might even be too late now.

October 2022 Superintendent Report

Mullen Public Schools

CIP Goal #1 — **All students will show measurable growth in Reading and Math assessments.**

Support Data for Goal Selection	Baseline Measures	Post-Intervention Measures
1.) NWEA MAP	1.) NWEA MAP	1.) NWEA MAP
2.) NSCAS Reading, Math.	2.) NSCAS Reading, Math.	2.) NSCAS Reading, Math.
3.) DIBELS/FastBridge @ K-5	3.) DIBELS/FastBridge @ K-5	3.) DIBELS/FastBridge @ K-5
4.) ACT	4.) ACT	4.) ACT
5.) Formative/Summative Assessments	5.) Formative/Summative Assessments	5.) WIN Time Reports/Edgenuity
6.) MAPS Skills	6.) MAPS Skills	6.) MAPS Skills

Strategy/Intervention	Research Supporting this strategy
Schedule a "What I Need" (WIN) time in the regular schedule for both K-5 and 6-12 for intervention purposes. Schedule an intervention time for K-5 students to work on reading and math skills. All teachers will be trained in Engagement Strategies, Comprehension Strategies, and Vocabulary strategies through ESU 10 and the Academic Learning Project. Review/Improve High Ability Learner Program.	Instructional interventions help struggling students and measure their progress. Interventions use a specific program or set of steps to target an academic need. They're often used to help kids who have trouble with reading or math. (Andrew M.I. Lee, JD)

Activities to implement the Strategy/Intervention	Person Accountable	Timeline Begin		Timeline End	Staff Outcome	Demographic Impacted
Training in the Academic Learning Project through ESU 10 for all staff foucsing on engagement, comprehension, and vocabulary. Ongoing for all staff who are new to the district. This is a two year process.	Admin/ESU 10	Sep. 2018		Spring 2020	Professional Devel.	Staff, Students
Instructional model	Admin/Teachers	Sep. 2018		Ongoing	Prof. Development, New Eval.	Staff, Students
Common instructional language	Admin/Teachers	Sep. 2018		Ongoing	Prof. Development, New Eval.	Staff, Students
Implement Learning Walks/Instructional Rounds for all teachers. This is done once a semester.	Admin	Nov. 2018		Ongoing	Professional Devel.	Staff, Admin
Implement WIN time at both K-5 and 6-12	Admin/Teachers	Sep. 2018		Ongoing	Intervention	Staff, Students
Implement Edgenuity	Admin/Teachers	Aug. 2019		Spring 2022	Intervention	Staff, Students
Parent/Student/Teacher surveys	Steering Committee	Fall 2018		Ongoing	Perceptional Data	District, Staff, Students
Implement EduClimber	Admin/Teachers	Fall 2020		Ongoing	Data Warehouse	District, Staff, Students
Implement FastBridge@ K-5	Elementary Teachers and Staff	Fall 2020		Ongoing	Illuminate Training	Staff, Students
Implement John Baylor ACT Test Prep for 11th/12th grade students	HS Teachers	Fall 2017		Ongoing	John Baylor Test Prep Model	Staff, Students
Implement Life Skills "WIN" time for Seniors	HS Teachers	Fall 2019		Ongoing	Intervention for graduating seniors	Staff, Students
Develop District Wide Committees	All Staff	Fall 2018		Ongoing	Continuous District Improvement	Staff, Board of Education
Targeted Improvement Plan	Special Education	Fall 2018		Ongoing	Continuous District Improvement	Staff, Board of Education

Mullen Public Schools

CIP Goal #2

MPS will develop a Safe and Collaborative Environment, Effective Teaching in Every Classroom, Guaranteed and Viable Curriculum, and Mental Health awareness by developing committees including all staff members.

Support Data for Goal Selection	Baseline Measures	Post-Intervention Measures
1.) 2018 CIP External Visit Results	1.) External	1.) Rubric Review
2.) Climate and Culture Surveys	2.) Rubrics	2.) Quarterly Meetings
3.) Lack of Instructional Model	3.) Perceptual Reviews	3.)
4.) Outdated Curriculum	4.) Highly Qualified Educational Materials	4.)

Strategy/Intervention	Research Supporting this strategy
Focus on Level 1-Safe & Collaborative Culture by creating commitees to focus on the following: Mission Statement/Vision Communication System Behavioral Team School Climate/Culture Safety Team Professional Growth Plans Professional Development Plans Effective Teaching Plans/Models Mental Health Team	To engage all staff members in the continuous improvement process. In order to create buy-in, you have to have each staff member weigh in on the process.

Activities to implement the Strategy/Intervention	Person Accountable	Timeline Begin	Timeline End	Staff Outcome	Demographic Impacted
Training in the Academic Learning Project through ESU 10 for all staff foucsing on engagement, comprehension, and vocabulary. Ongoing for all staff who are new to the district. This is a two year process.	Admin/ESU 10	Sep. 2018	Spring 2020	Common Instructional Language Instructional Model Professional Development Continues for all staff new to the district	Staff, Students
Instructional model	Admin/Teachers	Sep. 2018	Ongoing	Prof. Development, New Eval.	Staff
Common instructional language	Admin/Teachers	Sep. 2018	Ongoing	Prof. Development, New Eval.	Staff
Implement Learning Walks/Instructional Rounds for all teachers. This is done once a semester.	Admin & Professional Development Committee	Nov. 2018	Ongoing	Professional Devel.	Staff, Admin, Students
Develop Updated Mission Statement	Mission Statement Team	Sep. 2018	Sept 2020	Updated Mission Statement	Staff
Update Safety & Security Team/ Threat Assessment team	Safety and Security Team	Aug. 2019	Spring 2022	Update Safety and Security Team, Threat Assessment Training, Biannual meetings unless need more	Safety Team, Superintendent, Sheriff, Fire Chief, EMS Representative, Admin
Update ELA & Math Curriculum and align K-12	Admin/Teachers	Fall 2018	Ongoing	Adopt new curriculum for ELA (CKLA) and Math (Reveal/CPM), Align curriculum K-12	Staff
Update Lesson Planning Procedures	Lesson Plan Committee	Fall 2020	Ongoing	Meetings and updates on Lesson Planning	Staff
Implement a Mental Health Team	Admin, ESU 16 Mental Health Providers, Guidance Counselor	Fall 2020	Ongoing	Mental Health Training and meetings	Staff, Students
Implement Communication Procedures	Communication Team	Fall 2020	Ongoing	Communication Forms, Updates on Thrillshare	Staff, Students
Review and Suggest Professional Development Opportunities	Professional Development Team & Admin	Fall 2019	Ongoing	Updated Professional Development that meets the needs of MPS	Staff, Students
ESU 16 Professional Learning Communities	Professional Development Team & Admin	Fall 2018	Spring 2022	Continuous District Improvement through Networking. For Fall 2022, MPS did not renew the PLC to focus on curriculum development	Staff
Parent/Student/Teacher surveys	Steering Committee	Fall 2018	Ongoing	Perception Data	District, Staff, Students