Board of Education Regular Meeting

December 11, 2017 6:00 PM

District Board Office, Central Services Building
14801 South 108 Street
Springfield, NE 68059-4925

Agenda

I. Site Committee Meeting
II. Finance Committee Meeting
III. Finance Committee Meeting
IV. Call to Order and Roll Call
V. Call to Order and Roll Call
VI. Notice of Open Meetings Act - Posted
VII. Notice of Open Meetings Act - Posted
VIII. Items From Patrons on Agenda Items
IX. Consent Agenda
    A. Minutes of the Previous Month's Meetings
    B. Treasurer's Report
    C. Statement of Activity Fund Accounts
    D. Recommendation for Bill Payment
    E. Open and Option Enrollment Applications
X. Old Business
    A. Discuss, consider and take all necessary action to retain the law firm of Perry, Guthery, Haase & Gessford, P.C., L.L.O., and approve the Joint Counsel Agreement by and between Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools, and Springfield State Bank with the law firm of Perry, Guthery, Haase & Gessford, P.C., L.L.O., ("Law Firm") relating to a Tax Anticipation Note.
    B. A Resolution authorizing the issuance and sale of tax anticipation note(s) of Sarpy County School District 77-0046,in the State of Nebraska in the total principal amount of up to, but not exceed, three million dollars ($3,000,000) for the purpose of providing temporary financing for the district's operating expenses
    C. Classified Hiring Pay and Benefit Schedule for 2018-19
    D. Discussion/ Consideration/ Possible Action on Awarding Bid for Platteview Central JH and Platteview High School Locker Room Renovation Projects
    E. Discussion/ Consideration/ and Possible Action on an Agreement with DLR Group to Conduct a Growth Study for the District
    F. Voluntary Separation Policy 4119.3- 2nd Reading
XI. Items From Patrons on Agenda Items
XII. New Business
    A. Discussion/ Consideration/ and Possible Action on new Superintendent Contract for Brett Richards for 2018 through 2021
    B. Discussion of Possible Public Water Lines to PHS/ PC Campus
    C. Adopt new Nebraska State Science Standards K-12

XIII. Old Business
XIV. Reports
    A. Holiday Luncheon
    B. Site Committee
    C. Board of Education 2018 Election Information
    D. Student and Staff Successes
XV. New Business
XVI. Items from Patrons on Items Not on Agenda
XVII. Reports
    A. Student and Staff Successes
XVIII. Advance Planning
XIX. Items from Patrons on Items Not on Agenda
XX. Adjourn
XXI. Advance Planning
XXII. Adjourn

Finance Committee Report
December 2015

- Our cash balance from the General Fund is $3,783,371.75. This is $103,137.50 higher than a year ago at this time.

- The Employee Benefit Fund is at $620,726.13.

- The Lunch Fund continues to be at a level where it is comparable to last year's total.

- The Building Fund is at its lowest level since the Board stopped putting money into it four years ago at $662,773.03. We should start having taxes show up in the Building Fund account this month.

- The Bond Fund is at $101,979.19 and has made the big payment for the year. This fund will start to collect tax dollars for the remainder of the year with only a small payment due in June.

- We had two months of state aid receipts in December due to November's payment not showing up until Dec. 1. That made this month's total $953,176.80.

- No activity in the Depreciation account this month and the balance there increases slightly with interest to $149,731.31

- The $2.7 million dollar transfer from the QCPUF account to the NPAIT account was made in December bringing our QCPUF account balance to $376,724.64. We'll need these dollars for pre-construction costs associated with design and architect fees.

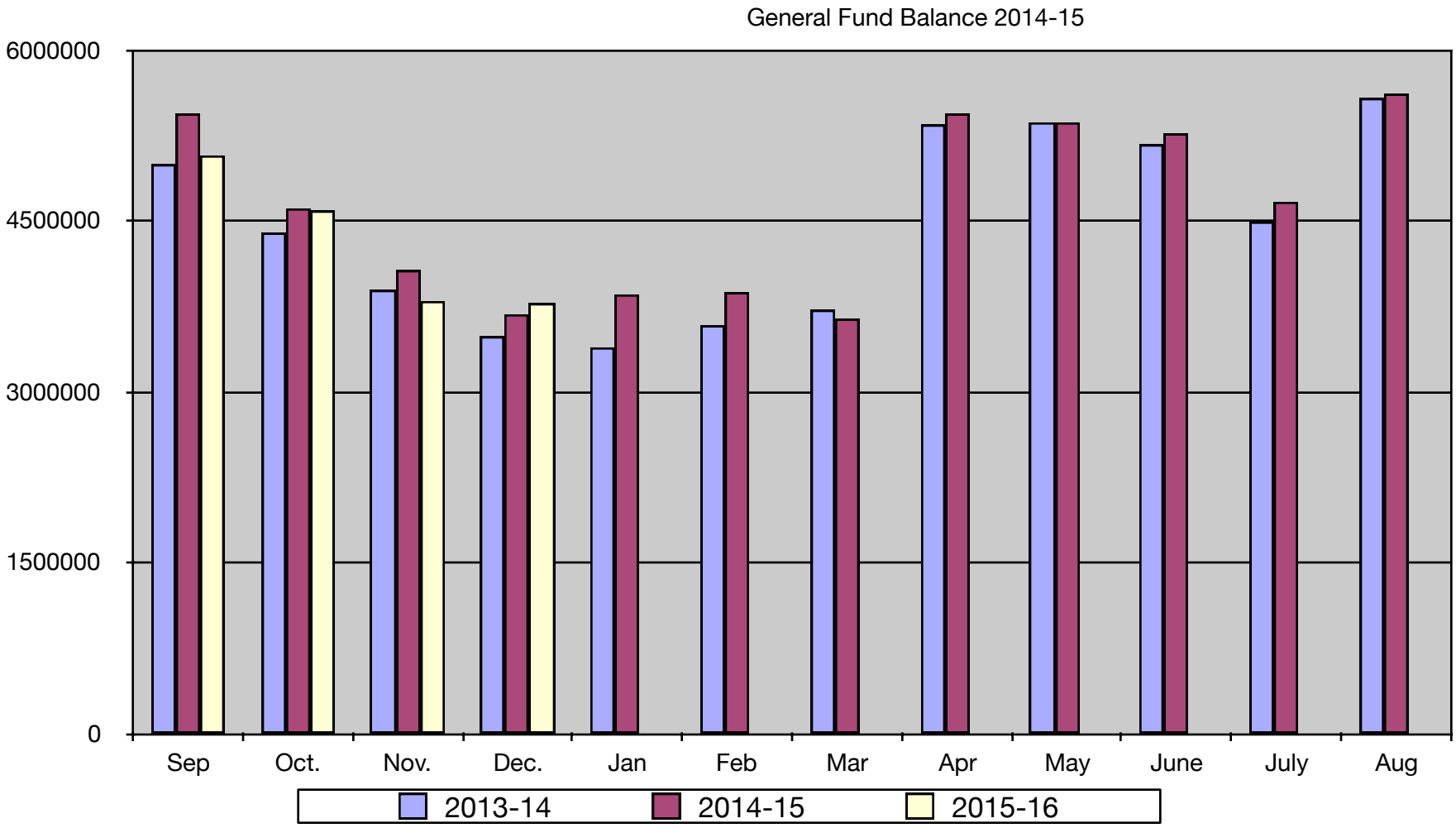
- Overall, spending and revenues are at where we have planned for this school year.

- We will start our operations report next month for the Board so you can see how much we have spent vs. how much we have budgeted for the school year in each line item.

- I am starting work on the 2016-17 budget for the Board. I am going to give you one for if the common levy is not removed and one for if it is removed. These two would look remarkably different. We can start discussions on this in the January and February work sessions.

CASH COMPARISONS as of December 31, 2015

		2013-14	2014-15	2015-16
Sept	General Fund	$5,002,123.12	$5,445,181.22	$5,077,586.12
	Emp. Benefit Fund	$ 667,140.77	$ 667,709.97	$ 646,376.12
	Building Fund	$1,108,167.93	$ 929,769.28	$ 670,969.94
	School Lunch	$ 114,579.06	$ 164,157.23	$ 166,947.91
	Bond Fund	$ 511,640.08	$ 511,622.03	$ 513,741.66
	Depreciation Fund	$ 215,963.32	$ 194,744.37	$ 149,699.23
	Sept Total	$7,619,614.28	$7,913,184.10	$7,225,320.98
Oct.	General Fund	$4,403,101.64	$4,616,197.23	$4,603,671.50
	Emp. Benefit Fund	$ 667,190.85	$ 667,758.17	$ 646,421.28
	Building Fund	$1,103,328.56	$ 926,866.29	$ 671,016.83
	School Lunch	$ 139,403.48	$ 200,416.19	$ 223,741.43
	Bond Fund	$ 514,272.80	$ 513,486.64	$ 516,382.58
	Depreciation Fund	$ 215,979.53	$ 194,758.43	$ 149,709.69
	Oct. Total	$7,043,276.86	$7,119,482.95	$6,810,943.31
Nov	General Fund	$3,905,659.00	$4,064,330.02	$3,801,812.91
	Emp. Benefit Fund	$ 667,236.00	$ 667,801.71	$ 620,681.32
	Building Fund	$1,101,382.00	$ 895,025.83	$ 665,155.10
	School Lunch	$ 142,105.00	$ 198,664.45	$ 198,783.12
	Bond Fund	$ 91,303.00	$ 79,663.77	$ 517,472.87
	Depreciation Fund	$ 215,994.00	$ 182,547.70	$ 149,720.50
	QCPUF			$3,076,590.56
	November Total	$6,123,679.00	$6,088,033.48	$9,030,216.38
December	General Fund	$3,498,798.90	$3,680,234.25	$3,783,371.75
	Emp. Benefit Fund	$ 667,285.63	$ 667,853.00	$ 620,726.13
	Building Fund	$1,086,857.89	$ 885,777.52	$ 662,773.03
	School Lunch	$ 122,579.51	$ 185,163.64	$ 183,922.51
	Bond Fund	$ 92,048.37	$ 80,047.19	$ 101,979.19
	Depreciation Fund	$ 216,010.22	$ 182,561.73	$ 149,731.31
	QCPUF			$ 376,724.64
	December Total	$5,683,580.52	$5,681,637.33	$5,879,228.56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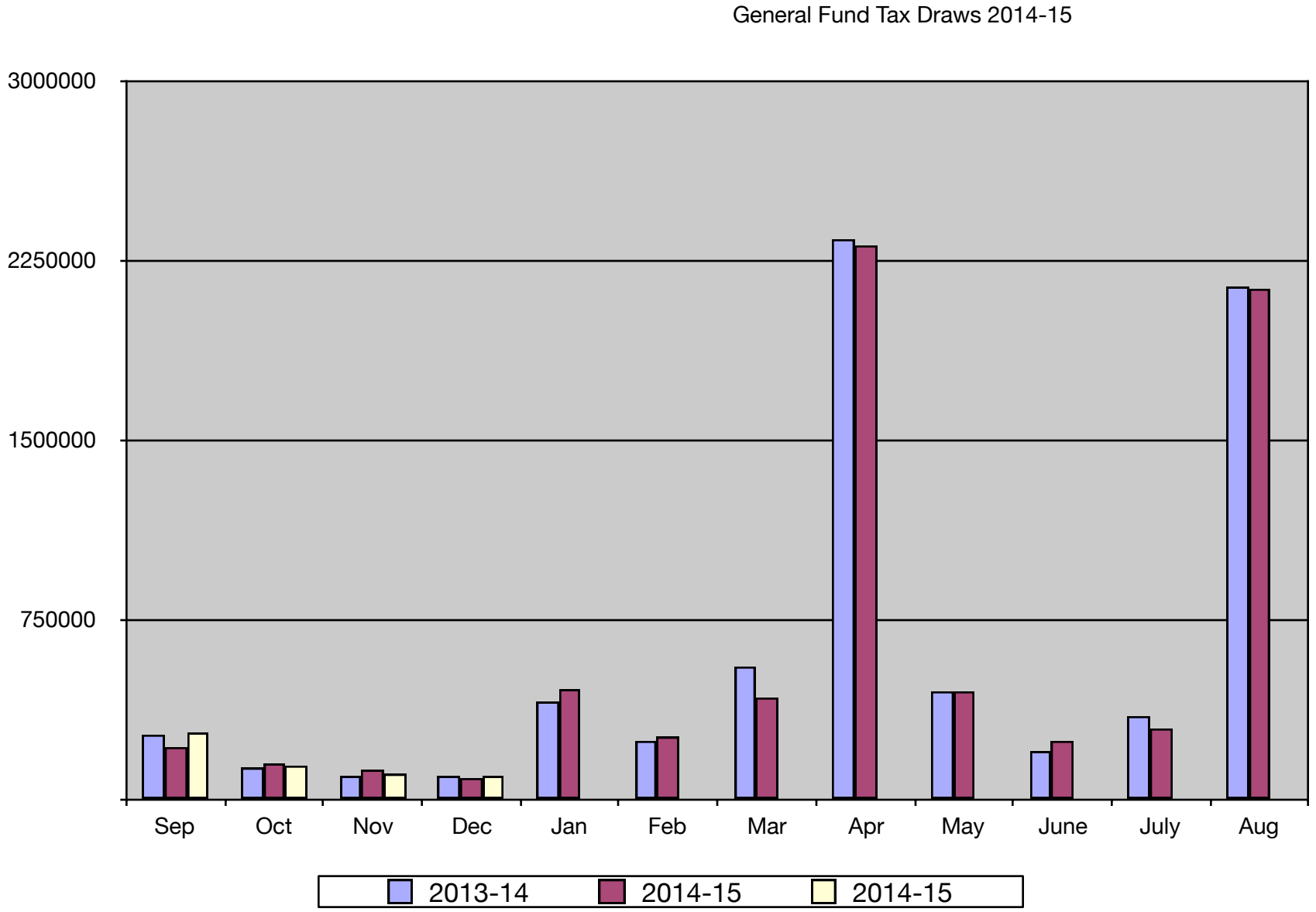
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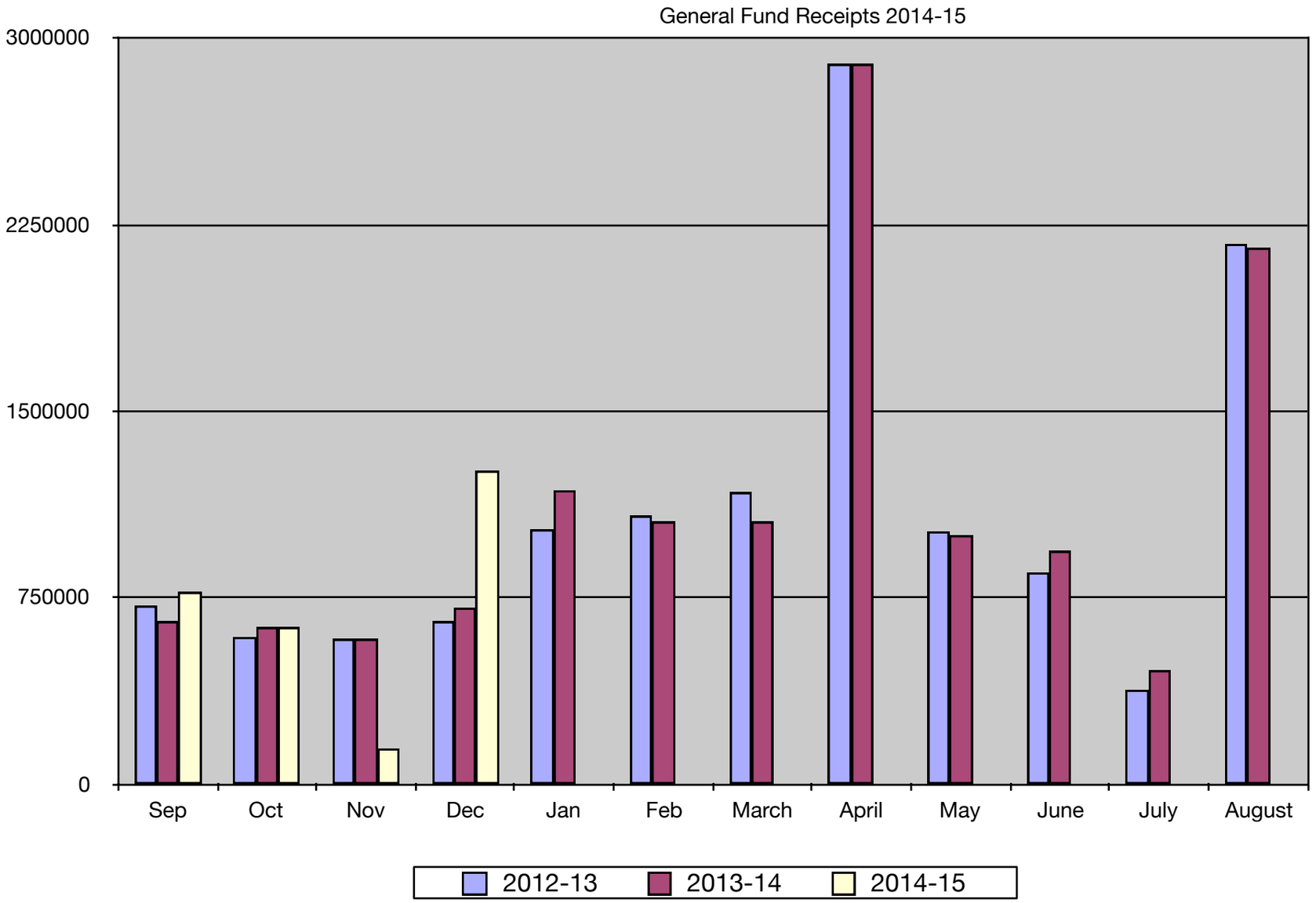
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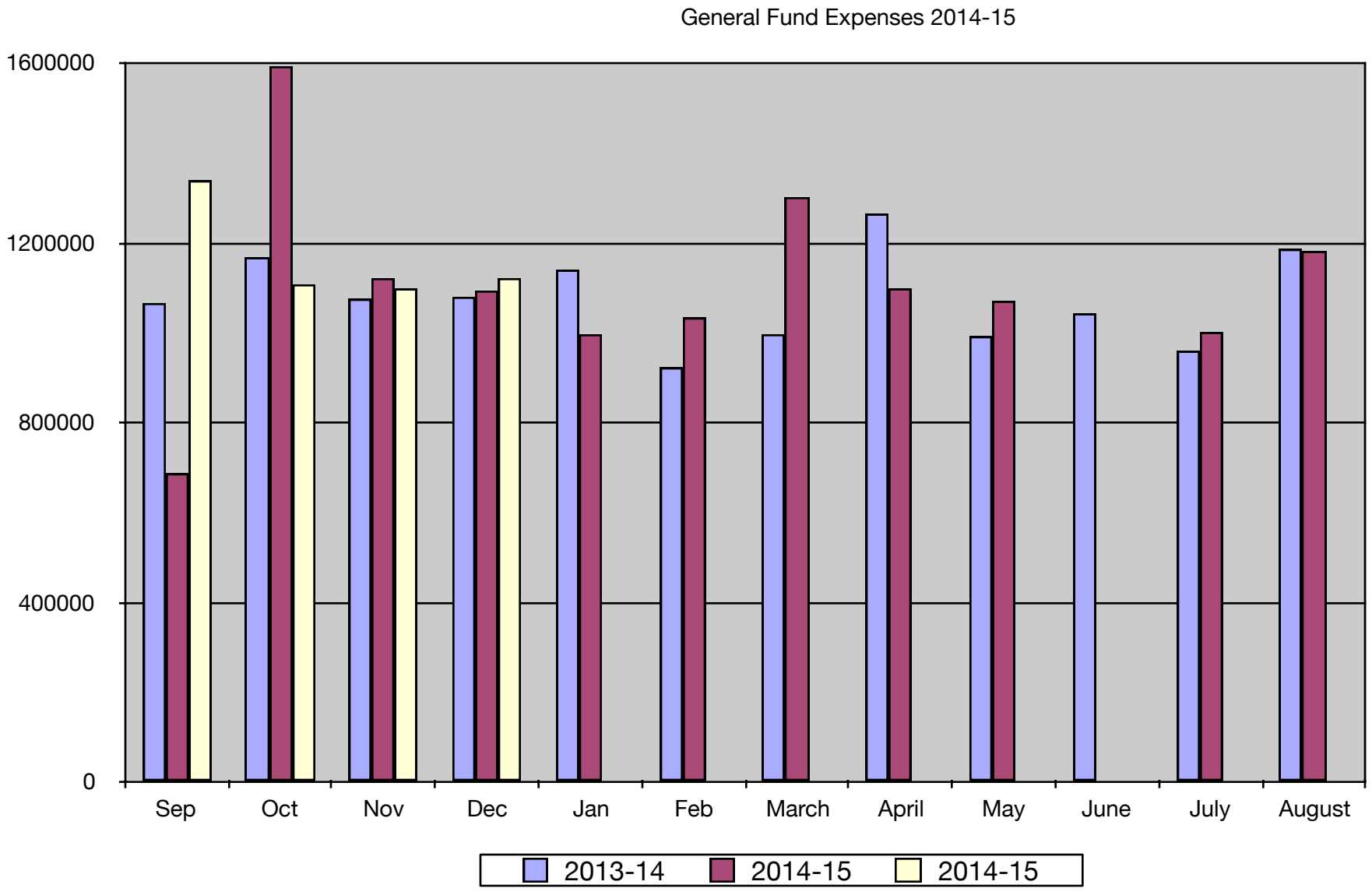
General Fund Expenses 2014-15
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Balance as of last day of the month			
Month	**2013-14**	**2014-15**	**2015-16**
September	5,002,123	5,445,181	5,077,586
October	4,403,102	4,616,197	4,603,671
November	3,905,659	4,064,330	3,801,813
December	3,498,799	3,680,234	3,783,372
January	3,385,214	3,865,429	
February	3,583,808	3,887,846	
March	3,721,367	3,642,705	
April	5,347,733	5,438,129	
May	5,371,706	5,369,025	
June	5,173,649	5,277,266	
July	4,498,987	4,669,824	
August	5,584,850	5,629,359	
Tax Draw			
Month	**2013-14**	**2014-15**	**2015-16**
September	272,100	219,694	283,871
October	135,236	157,468	146,052
November	100,586	127,918	112,283
December	101,602	91,671	102,909
January	414,529	463,899	
February	252,258	267,461	
March	555,271	428,426	
April	2,339,560	2,316,815	
May	458,059	452,629	
June	207,636	246,680	
July	350,637	304,887	
August	2,149,417	2,135,903	
TOTALS	7,336,891	7,213,451	645,115
Receipts			
Month	**2013-14**	**2014-15**	**2015-16**
September	717,640	657,710	773,065
October	591,667	628,360	634,952
November	580,732	580,396	139,905
December	658,879	710,776	1,257,199
January	1,024,114	1,185,235	
February	1,081,990	1,056,383	
March	1,174,377	1,056,451	
April	2,895,646	2,895,738	
May	1,013,524	999,977	
June	848,391	936,801	
July	379,282	461,771	
August	2,173,746	2,160,435	
TOTALS	13,139,988	13,330,033	2,805,121
Expenses			
Month	**2013-14**	**2014-15**	**2014-15**
September	1,064,827	687,596	1,340,475
October	1,169,708	1,595,626	1,109,870
November	1,076,257	1,121,297	1,097,337
December	1,082,081	1,094,775	1,119,750
January	1,138,157	997,275	
February	923,031	1,036,226	
March	998,881	1,303,896	
April	1,264,563	1,098,069	
May	994,381	1,069,110	
June	1,043,643	1.097,709	
July	958,814	999,379	
August	1,185,601	1,182,436	
TOTALS	12,899,944	13,283,394	4,667,432

CASH COMPARISONS as of Oct. 31, 2017

			2015	2016	2017
	August	General Fund	$5,629,359.09	$4,025,915.78	$3,116,997.51
		Emp. Benefit Fund	$ 668,231.07	$ 621,078.93	$ 479,731.02
		Building Fund	$ 686,416.53	$ 93,196.19	$4,955,799.21
		School Lunch	$ 144,656.72	$ 166,069.96	$ 121,076.93
		Bond Fund	$ 494,464.79	$ 498,566.28	$ 508,798.56
		Depreciation Fund	$ 149,688.77	$ 149,816.40	$ 91,128.19
		QCPUF		$ 104,550.51	$ 204,327.06
		August Total	$7,772,816.97	$5,659,194.05	$9,477,858.48
	September	General Fund	$5,077,586.12	$3,502,194.00	$1,984,435.00
		Emp. Benefit Fund	$ 646,376.12	$ 479,357.00	$ 373,347.00
		Building Fund	$ 670,969.94	$ 155,896.00	$2,787,239.00
		School Lunch	$ 166,947.91	$ 201,194.00	$ 129,072.00
		Bond Fund	$ 513,741.66	$ 522,661.00	$ 525,632.00
		Depreciation Fund	$ 149,699.23	$ 149,827.00	$ 91,134.00
		QCPUF			$ 221,929.00
		Sept. Total	$7,225,320.98	$5,011,129.00	$6,112,788.00
	Oct.	General Fund	$4,603,671.50	$2,980,050.60	$ 936,121.47
		Emp. Benefit Fund	$ 646,421.28	$ 479,391.52	$ 373,274.85
		Building Fund	$ 671,016.83	$ 812,591.11	$2,203,061.95
		School Lunch	$ 223,741.43	$ 220,660.72	$ 170,382.95
		Bond Fund	$ 516,382.58	$ 524,841.70	$ 527,423.08
		Depreciation Fund	$ 149,709.69	$ 149,837.69	$ 74,495.31
		QCPUF		$ 130,682.11	$ 223,870.95
		Oct. Total	$6,810,943.31	$5,298,055.45	$4,508,630.56
	Nov	General Fund	$3,801,812.91	$2,534,641.95	$1,539,467.00
		Emp. Benefit Fund	$ 620,681.32	$ 479,425.01	$ 2,514.00
		Building Fund	$ 665,155.10	$ 812,898.57	$ 546,625.00
		School Lunch	$ 198,783.12	$ 180,457.97	$ 189,617.00
		Bond Fund	$ 517,472.87	$ 112,005.83	$ 431,167.00
		Depreciation Fund	$ 149,720.50	$ 149,848.16	$ 2,503.00
		QCPUF	$3,076,590.56	$ 104,186.20	$ 2,767.00
		November Total	$9,030,216.38	$4,373,463.69	$2,714,660.00

Finance Committee Report
for balances ending November 30, 2017

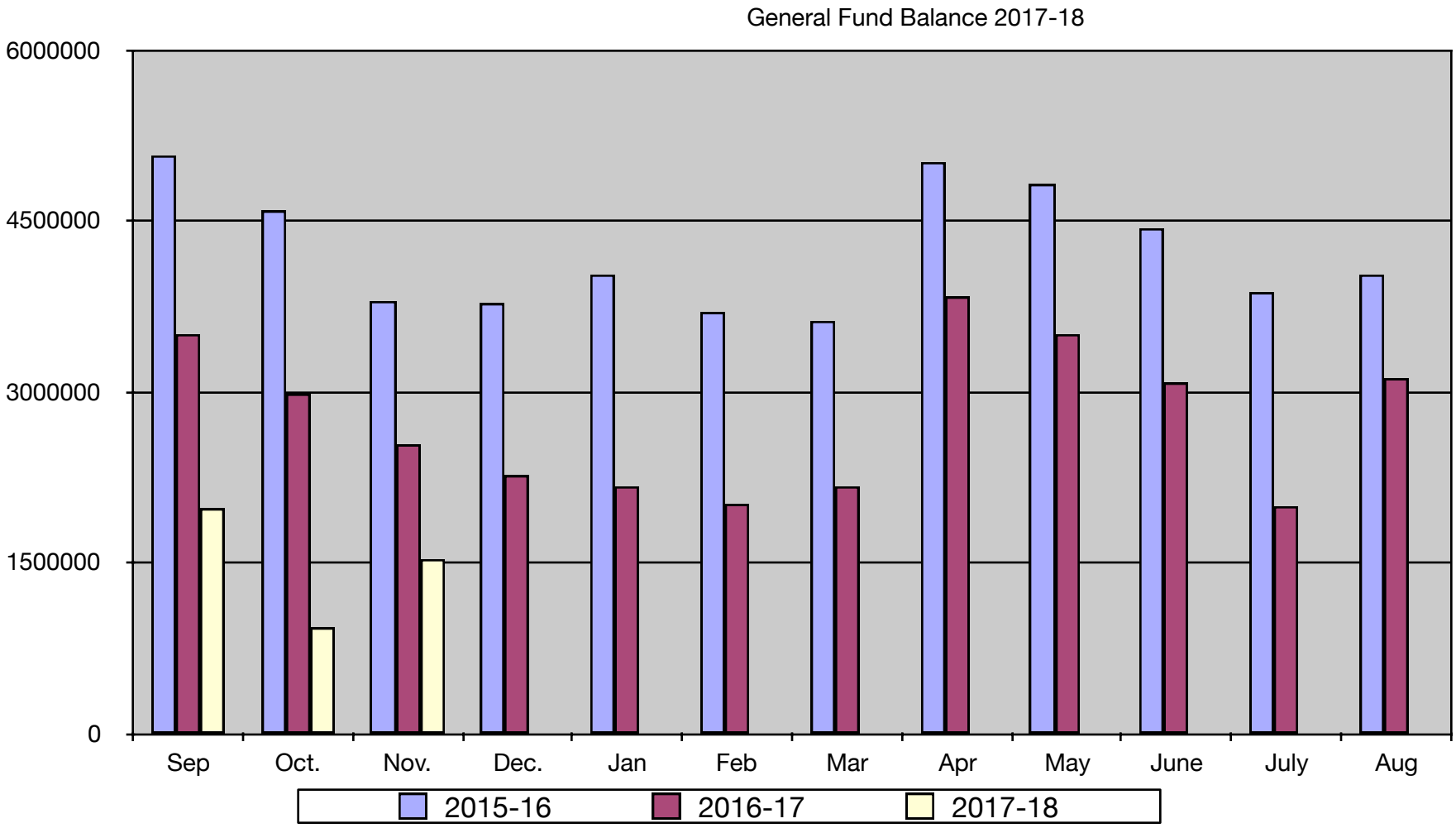
- Our cash balance from the General Fund is $1,539,467 after the $1.3 million was transferred from the Building Find to the General Fund at the last meeting. This will get us through the month of December.

- After tonight's meeting, I will take all the paperwork down for the credit line to Springfield State Bank. Money will be available on Dec. 15 and after for our district operational needs. I am hopeful for large tax revenues (over a million) for January 2018, so we don't have to use the credit line until February. I will keep you put to date on that.

- The Building Fund remains at $546,625, enough to cover any of our existing projects (Cooling Tower, Remaining amounts from summer projects, Storage Building) through March.

- The Bond Fund will have a large payment in December. This fund will start to collect tax dollars for the remainder of the year with only a small payment due in June.

- The Depreciation Fund is down to a minimum with the payment of the band uniforms.


General Fund Balance 2017-18
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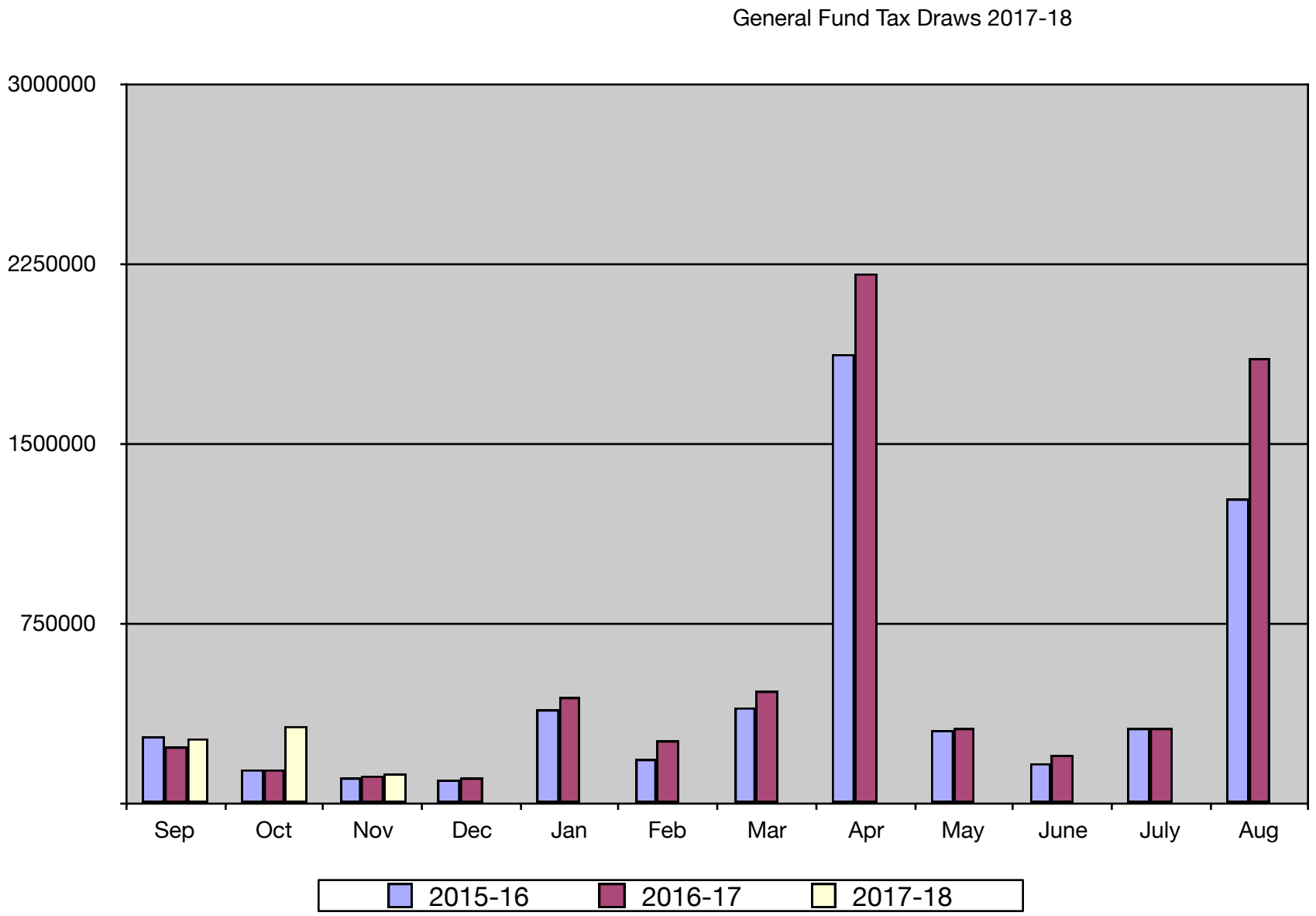
General Fund Tax Draws 2017-18
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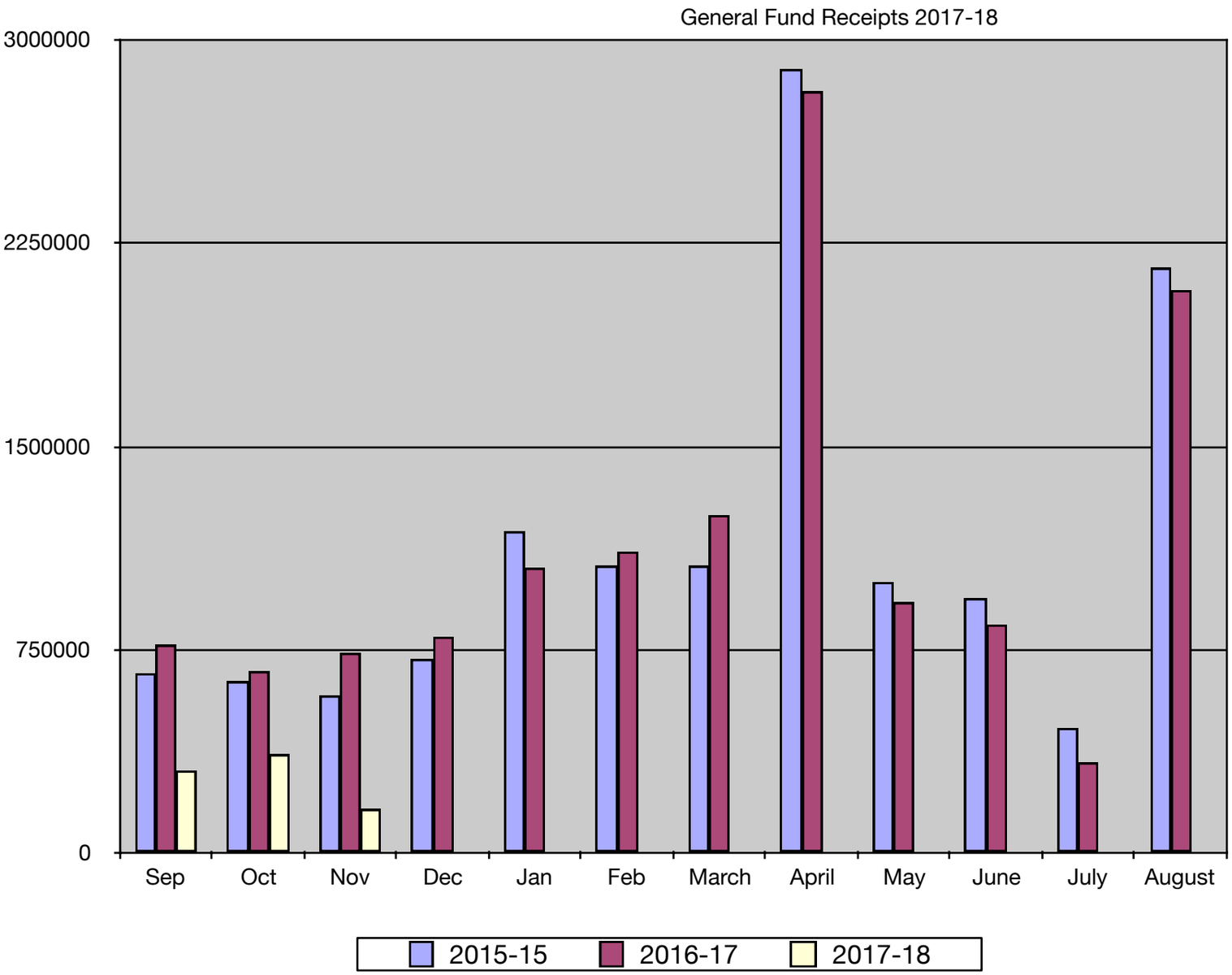
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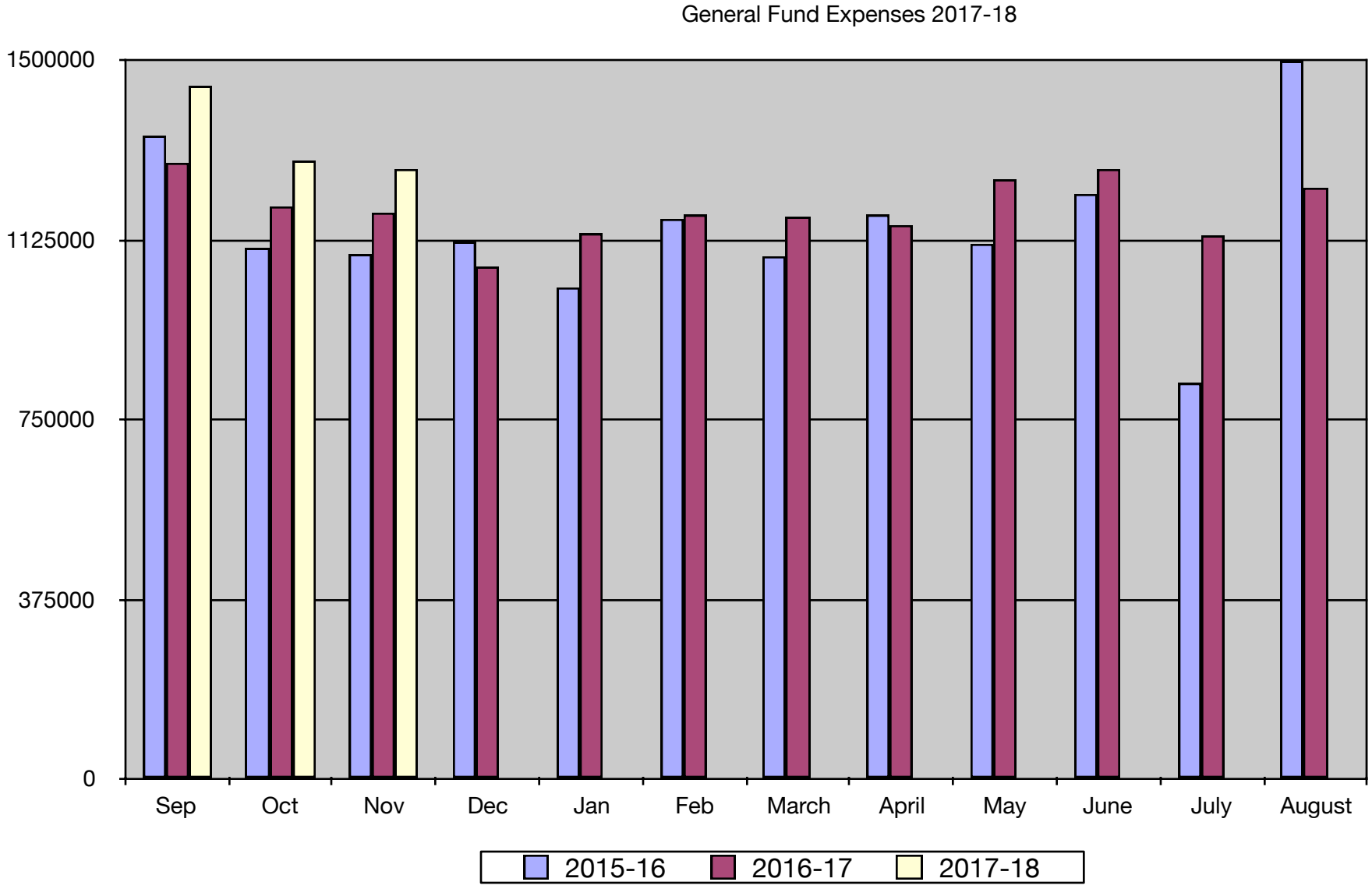
General Fund Expenses 2017-18
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Balance as of last day of the month			
Month	**2015-16**	**2016-17**	**2017-18**
September	5,077,586	3,502,194	1,984,435
October	4,603,671	2,980,051	936,121
November	3,801,813	2,534,642	1,539,467
December	3,783,372	2,263,468	
January	4,034,639	2,176,181	
February	3,709,003	2,019,580	
March	3,621,081	2,182,091	
April	5,029,247	3,838,895	
May	4,826,877	3,507,222	
June	4,443,199	3,080,232	
July	3,883,014	2,008,735	
August	4,025,916	3,116,998	
Tax Draw			
Month	**2015-16**	**2016-17**	**2017-18**
September	283,871	239,975	276,440
October	146,052	142,808	326,128
November	112,283	118,441	132,012
December	102,909	113,002	
January	391,690	448,341	
February	187,300	268,514	
March	401,003	474,019	
April	1,876,324	2,218,314	
May	305,570	317,358	
June	173,144	208,824	
July	315,518	320,155	
August	1,271,719	1,862,315	
TOTALS	5,567,383	6,732,066	734,580
Receipts			
Month	**2015-16**	**2016-17**	**2017-18**
September	657,710	767,459	303,673
October	628,360	669,609	363,527
November	580,396	734,913	157,941
December	710,776	797,808	
January	1,185,235	1,051,385	
February	1,056,383	1,109,204	
March	1,056,451	1,247,558	
April	2,895,738	2,813,842	
May	999,977	921,896	
June	936,801	843,934	
July	461,771	331,706	
August	2,160,435	2,073,787	
TOTALS	13,330,033	13,363,101	825,141
Expenses			
Month	**2015-16**	**2016-17**	**2017-18**
September	1,340,475	1,288,100	1,447,001
October	1,109,870	1,194,574	1,290,069
November	1,097,337	1,180,535	1,271,215
December	1,119,750	1,067,984	
January	1,027,409	1,137,592	
February	1,169,749	1,177,500	
March	1,089,345	1,174,085	
April	1,178,534	1,154,964	
May	1,114,833	1,253,146	
June	1,220,702	1,274,301	
July	825,517	1,134,292	
August	1,499,059	1,234,296	
TOTALS	13,792,580	14,271,369	4,008,285

Board of Education

December 14, 2015

The Site Committee started at 6:00 p.m. Brian Wichman, Brian Osborn, Lori Bartels, and Bob Icenogle were present. Brenda Sherman joined the meeting at 6:18 p.m. The Westmont Elementary construction project and timeline were discussed. The committee meeting adjourned at 6:35 p.m.

The Finance Committee started at 6:35 p.m. Brian Osborn, Brian Wichman, Lori Bartels, Brenda Sherman, and Bob Icenogle were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:50 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, December 14, 2015, at the District Board Office, Central Services Building. Present: Lori Bartels, Bob Icenogle, Jennifer Kreifels, Brian Osborn, Brenda Sherman, and Brian Wichman. Absent: None.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Bartels informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Sherman and a second by Icenogle. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

Gene Stoltenberg made comments regarding the proposed geothermal well at Westmont Elementary and the associated cost.

Superintendent Richards presented a bid from Olsson to do an ALTA/ACSM land and topographical survey. Olsson had the least expensive bid at $9,700. Action to approve the Westmont ALTA/ACSM land and topographical survey not to exceed the bid amount presented passed with a motion by Sherman and a second by Wichman. Vote: Yeas – Bartels, Icenogle, Kreifels, Sherman, Wichman. Nays – None. Abstain – Osborn.

Superintendent Richards presented a bid of $6,811.00 from Mid America drilling Corp to install a geothermal test loop (GTL) and perform a formation thermal conductivity test for the GTL. Action to approve the proposal to test for Geothermal well at Westmont Elementary as presented passed with a motion by Osborn and a second by Kreifels. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

Richards recommended opening a new account for the school district with Nebraska Public Agency Investment Trust and transferring funds from the Qualified Capital Purchase Undertaking Fund at Springfield State Bank to the new account at NPAIT. Action to approve the superintendent opening a new account for the school district with Nebraska Public Agency Investment Trust and transferring $2,700,000 from the Qualified Capital Purchase Undertaking Fund at Springfield State Bank to the new account at NPAIT passed with a motion by Sherman and a second by Wichman. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

Pending the removal of the common levy during the 2016 Nebraska legislative session, Richards recommended approval of the ADJUSTMENT OF SCHOOL DISTRICT BOUNDARIES INTERLOCAL AGREEMENT (the "Agreement") between Springfield Platteview Community Schools and Papillion-La Vista Public Schools. Action to approve the

ADJUSTMENT OF SCHOOL DISTRICT BOUNDARIES INTERLOCAL AGREEMENT (the "Agreement") between Springfield Platteview Community Schools and Papillion-La Vista Public Schools in the form as presented and on file with official district records and the processing of school district approved Reorganization Plan(s) to Transfer and Attach Property by a Change of Boundaries in accordance with the terms and conditions of the Agreement under and pursuant to the Learning Community Reorganization Act (Sections 79-4,117 to 79-4,129) and other Nebraska laws and that the President, Vice President or Superintendent be authorized to execute and deliver the Agreement and implement and administer the transactions thereunder for on behalf of this school district passed with a motion by Icenogle and a second by Osborn. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

Richards reminded members of the incumbent filing deadline for the May 10, 2016 primary election.

Action on Superintendent Richards' contract for July 1, 2016 to June 30, 2019 was tabled until the January Board of Education meeting due to technical difficulty posting the contract to the district web site in accordance with the Superintendent Transparency Act.

The auditorium lights and control panel have been malfunctioning since summer. It does not look to be reparable with the older controls and system. There are two quotes to recommend. Option A-1 is the new control system that needs to be purchased for the control area. Option B-1 is the new lighting system console that is also needed. The dollars would come from the old NPAIT account which still has $68,000 available in it for projects related to the previous bond, which included the auditorium. Mr. Layher reported on the history of the lighting system and the areas not working correctly. The project will cost $26,610 total. Action to approve the use of NPAIT funds to replace the lighting and console system and the architectural control system in the PHS auditorium as presented by Theatre Media Services in Omaha passed with a motion by Sherman and a second by Icenogle. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

Richards gave a Legislative report, updated the board on plans for the Holiday Luncheon, discussed options for funding a CNC Plasma router for shop class, reported on student and staff successes, and updated members on the Association request for recognition through the Commission of Industrial Relations.

There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to enter into executive session at 8:10 p.m. for the purpose of district boundary contract and possible land purchase contract, for the protection of the public interest and the needless injury to the reputation of an individual passed with a motion by Sherman and a second by Kreifels. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

The board reconvened in open session at 9:40 p.m. Action to adjourn the meeting at 9:40 p.m. passed with a motion by Kreifels and a second by Sherman. Vote: Yeas – Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays – None.

Thoma Bumgardner, Recording Secretary
Accepted: Brenda Sherman, Secretary Board of Education

Administrative
1/4/2016

Date	Num	Transaction	Payment
12/7/2015	5501	MATHCOUNTS FOUNDATION cat: REGISTR FEE memo: 1-21-1100-630	220.00
12/7/2015	5502	WESTSIDE HIGH SCHOOL BAND cat: REGISTR FEE memo: 1-22-1100-630	300.00
12/10/2015	5503	MILLARD ELECTRONICS, INC. cat: REPAIRS memo: 1-22-1100-318	124.95
12/16/2015	TXFR	TRANSFER FROM GENERAL MM memo: DEC 2015 PAYABLES	
12/18/2015	5504	POSTMASTER-SPRINGFIELD cat: POSTAGE memo: 1-01-2510-341	11.09
12/21/2015	5505	TERI MIRRAS cat: HOLIDAY LUNCHEON memo: 1-01-2310-690	1,400.00
12/21/2015	5506	N-CAPS cat: REGISTR FEE memo: 1-10-1310-630	630.00

SPRINGFIELD STATE BANK
600 MAIN ST
SPRINGFIELD, NE 68059-3220
Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
STUDENT FEE ACCOUNT
14801 S 108TH ST
SPRINGFIELD NE 68059

Statement Date: **12/31/2015** Enclosures: **(0)** Account No.: **4151129** Page: **1**

REGULAR CHECKING ACCOUNT SUMMARY

Type : **REG** **Status :** **Active**

Category	**Number**	**Amount**
Balance Forward From 11/30/15		7.58
Debits		0.00
Ending Balance On 12/31/15		7.58
Average Balance (Collected)	**7.58+**	

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	7.58	Minimum Ledger Balance :	7.58
Average Collected Balance :	7.58	Minimum Collected Balance :	7.58
Average Available Balance :	7.58	Minimum Available Balance :	7.58

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

This Statement Cycle Reflects 31 Days

PRIVACY NOTICE

Federal law requires us to tell you how we collect, share, and protect your personal information. Our privacy policy has not changed and you may review our policy and practices with respect to your personal information at springfieldstatebank.com/documents/annual-privacy-notice.pdf or we will mail you a free copy upon request if you call us at 402-253-2222

End Statement **01/204/1E**

Nebraska Public Agency Investment Trust
Account Statement
December 1, 2015 to December 31, 2015

SOUTH SARPY SCHOOL DISTRICT #46
14801 S 108TH ST
SPRINGFIELD, NE 68059-4925

NPAIT
PO BOX 82529
Lincoln, NE 68501
Toll Free: (800) 640-8817
Local: (402) 323-1615

Account Number: **XXXXX9-001**

Fund Summary

	PRICE PER SHARE	SHARES OWNED	MARKET VALUE
Nebraska Public Agency Investment Trust XXXXX9-001	$1.00	68,544.52	$68,544.52

Transaction Summary

Nebraska Public Agency Investment Trust
XXXXX9-001

TRADE DATE	SETTLEMENT DATE	TRANSACTION DESCRIPTION	SHARES	AMOUNT
12/1/2015		Beginning Shares Balance	68,543.95	$68,543.95
12/17/2015	12/18/2015	Purchase	2,700,000.00	$2,700,000.00
12/18/2015	12/18/2015	Redemption	(2,700,000.00)	($2,700,000.00)
12/31/2015	12/31/2015	Interest	0.57	$0.57
		Total :	**68,544.52**	**$68,544.52**

Accrual Details for Holdings between 12/01/2015 and 12/31/2015

Fund: NPAIT

Account Number: 126649-001

SOUTH SARPY SCHOOL DISTRICT #46

SOUTH SARPY SCHOOL DISTRICT #46

Settlement Date	Price Cycle	Settled Shares	Accrual Factor	Accrual Dividend (USD)	Non-Div. Distribution Accrual Paid (USD)	Accrual Paid (USD)	Cumulative Accrual Dividend (USD)
12/01/2015	EOD	68,543.9500	0.0000002731	0.02	0.00	0.00	0.02
12/02/2015	EOD	68,543.9500	0.0000002767	0.02	0.00	0.00	0.04
12/03/2015	EOD	68,543.9500	0.0000002709	0.02	0.00	0.00	0.06
12/04/2015	EOD	68,543.9500	0.0000008242	0.06	0.00	0.00	0.11
12/07/2015	EOD	68,543.9500	0.0000002814	0.02	0.00	0.00	0.13
12/08/2015	EOD	68,543.9500	0.0000000711	0.00	0.00	0.00	0.14
12/09/2015	EOD	68,543.9500	0.0000002737	0.02	0.00	0.00	0.16
12/10/2015	EOD	68,543.9500	0.0000002763	0.02	0.00	0.00	0.17
12/11/2015	EOD	68,543.9500	0.0000008245	0.06	0.00	0.00	0.23
12/14/2015	EOD	68,543.9500	0.0000002735	0.02	0.00	0.00	0.25
12/15/2015	EOD	68,543.9500	0.0000002726	0.02	0.00	0.00	0.27
12/16/2015	EOD	68,543.9500	0.0000002762	0.02	0.00	0.00	0.29
12/17/2015	EOD	68,543.9500	0.0000002731	0.02	0.00	0.00	0.31
12/18/2015	EOD	68,543.9500	0.0000008277	0.06	0.00	0.00	0.36
12/21/2015	EOD	68,543.9500	0.0000002728	0.02	0.00	0.00	0.38
12/22/2015	EOD	68,543.9500	0.0000002745	0.02	0.00	0.00	0.40
12/23/2015	EOD	68,543.9500	0.0000002719	0.02	0.00	0.00	0.42
12/24/2015	EOD	68,543.9500	0.0000010980	0.08	0.00	0.00	0.49
12/28/2015	EOD	68,543.9500	0.0000002734	0.02	0.00	0.00	0.51
12/29/2015	EOD	68,543.9500	0.0000002743	0.02	0.00	0.00	0.53
12/30/2015	EOD	68,543.9500	0.0000002707	0.02	0.00	0.00	0.55
12/31/2015	EOD	68,544.5200	0.0000002751	0.02	0.00	0.57	0.00
Total: Accrual computed without daily compounding					**0.57**		

Accrued Dividend prior to 12/01/2015: 0.00

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS			
Treasurer's Report			
For the month ended December 2015			
General Fund Now Account			
Bank Balance: Beginning of Reporting Period			$ 417,558.09
Deposits:			
Springfield State Bank - Interest	$ 43.81		
Transfer from Admin Revolving	$ 1,115.85		
Transfers from Investment Account	$ 1,117,415.78		
Transfer from Bond Fund	$ 415,850.00		
Transfer from Depreciation Fund	$ 0.00		
Transfers from Lunch Fund Investment	$ 56,298.50		
Transfers from Building Fund Investment	$ 2,430.00		$ 1,593,153.94
			$ 2,010,712.03
Disbursements			$ 1,597,123.06
Bank Balance: End of Reporting Period			$ 413,588.97
Outstanding Checks: End of Reporting Period			$ 148,629.08
NOW Account Balance: End of Reporting Period			**$ 264,959.89**
General Fund Investment Account			
Available Balance: Beginning of Reporting Period			$ 3,379,899.08
Deposits:			
Springfield State Bank - Interest	$ 251.69		
Sarpy County Treasurer - Local Taxes	$ 887.23		
Learning Community Common Taxes	$ 8,230.48		
Sarpy- MVT	$ 93,791.79		
Medicaid	$ 6,331.04		
State Aid	$ 953,176.80		
SPED School Age Reimb.	$ 109,038.00		
IDEA/Federal Grants/ Title/ Perkins	$ 83,115.00		
Rentals	$ 1,050.00		
Pre-School/ Summer School tuition	$ 1,050.00		
Refunds and Reimbursements	$ 276.51		
iPad Sales, Fees, and Insurance	$ 0.00		
Liquor License Fees and County Fines	$ 0.00		
Postage	$ 0.00		$ 1,257,198.54
			$ 4,637,097.62
Disbursements			
Transfers to General Fund NOW	$ 1,118,531.63		
Transfer to Depreciation Fund	$ 0.00		
Administrative Revolving	$ 1,115.85		
Returned checks/ fees	$ 0.00		
Bank and other Service Charges	$ 103.00		$ 1,119,750.48
Investment Account Balance: End of Reporting Period			**$ 3,517,347.14**
General Fund Administrative Revolving Account			

Available Balance: Beginning of Reporting Period			$ 3,049.91
Deposits:			
Transfers From General Fund Investment Acc't	$ 1,115.85		
Transfers From Lunch Fund Investment Acc't	$ 0.00		
Transfers From Building Fund	$ 0.00		
			$ 1,115.85
			$ 4,165.76
Disbursements			$ 2,471.04
Bank Balance: End of Reporting Period			$ 1,694.72
Outstanding Checks: End of Reporting Period			$ 630.00
Outstanding Deposits: End of Reporting Period			$ 0.00
Admin. Revolving Account Balance: End of Reporting Period			**$ 1,064.72**
General Fund Administrative Revolving Account			$ 1,064.72
General Fund NOW Account			$ 264,959.89
General Fund Investment Account			$ 3,517,347.14
TOTAL GENERAL FUND BALANCE			**$ 3,783,371.75**
Employee Benefit Fund			
Available Balance: Beginning of Reporting Period			$ 620,681.32
Deposits:			
Springfield State Bank - Interest			$ 44.81
Transfers From General Fund Investment Acc't			$ 0.00
Bank Balance: End of Reporting Period			$ 620,726.13
Certificate of Deposit			
Available Balance: End of Reporting Period			$ 620,726.13
Disbursements			$ 0.00
TOTAL EMPLOYEE BENEFIT BALANCE			**$ 620,726.13**
Special Building Fund Investment Account			
Available Balance: Beginning of Reporting Period			$ 665,155.10
Deposits:			
Springfield State Bank - Interest	$ 47.93		
Sarpy County Treasurer - Local Taxes	$ 0.00		$ 47.93
			$ 665,203.03
Disbursements	$ 2,430.00		$ 2,430.00
Available Balance: End of Reporting Period			$ 662,773.03
TOTAL SPECIAL BUILDING FUND BALANCE			**$ 662,773.03**
School Lunch Investment Account			
Available Balance: Beginning of Reporting Period			$ 198,783.12
Deposits:			
Springfield State Bank - Interest	$ 14.08		
Hot Lunches	$ 28,500.38		

State/Federal Aid	$	12,943.43		
Miscellaneous	$	0.00		$ 41,457.89
				$ 240,241.01
Disbursements				
Transfers to NOW	$	56,298.50		
Transfer to Admin Revolving	$	0.00		
Returned checks/ fees	$	20.00		
				$ 0.00
Available Balance: End of Reporting Period				$ 56,318.50
TOTAL SCHOOL LUNCH FUND BALANCE				**$ 183,922.51**
Bond Fund Investment Account				
Available Balance: Beginning of Reporting Period				$ 517,472.87
Deposits:				
Springfield State Bank - Interest	$	15.10		
Sarpy County Treasurer - Local Taxes	$	341.22		$ 356.32
				$ 517,829.19
Disbursements				$ 415,850.00
Transfer to NOW				$ 0.00
Available Balance: End of Reporting Period				$ 101,979.19
TOTAL BOND FUND BALANCE				**$ 101,979.19**
Depreciation Fund Account				
Available Balance: Beginning of Reporting Period				$ 149,720.50
Deposits:				
Springfield State Bank - Interest	$	10.81		
Transfers from General Fund	$	0.00		$ 10.81
				$ 149,731.31
Disbursements				
Transfer to NOW	$	0.00		$ 0.00
Available Balance: End of Reporting Period				$ 149,731.31
TOTAL DEPRECIATION FUND BALANCE				**$ 149,731.31**
QCPUF Fund Account				
Available Balance: Beginning of Reporting Period				$ 3,076,590.56
Deposits:				
Springfield State Bank - Interest	$	134.08		
Sarpy County Treasurer- Local Taxes				
				$ 3,076,724.64
Disbursements				
Transfer to NOW	$	0.00		
Transfer to NPAIT Account	$	2,700,000.00		$ 2,700,000.00
Available Balance: End of Reporting Period				$ 376,724.64

TOTAL QCPUF FUND BALANCE			**$ 376,724.64**

Bank Statement Reconciliation

Description	Adjustment Date	Adjustment Amount

Platteview High School 12/01/2015 through 12/31/2015

Checking

Bank Statement Reconciliation Summary

Statement Balance	$ 188,862.87
- Outstanding checks	$ 1,567.71
+ Outstanding Deposits	$ 0.00
+ Outstanding Adjustments	$ 0.00
- Outstanding Investment Transfers	$ 0.00
Total	$ 187,295.16
+ Investments	$ 0.00
Book Balance	$ 187,295.16

SPRINGFIELD STATE BANK
600 MAIN ST
SPRINGFIELD, NE 68059-3220
Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
PLATTEVIEW ACTIVITY FUND
14801 S 108TH STREET
SPRINGFIELD NE 68059

Statement Date: **12/31/2015** Enclosures: **(104)** Account No.: **104812** Page: **1**

NOW CHECKING ACCOUNT SUMMARY

Type : **REG** **Status :** **Active**

Category	Number	Amount
Balance Forward From 11/30/15		197,547.60
Deposits	5	22,300.36+
Debits	99	30,998.85
Interest Added This Statement		13.76+
Ending Balance On 12/31/15		188,862.87
Annual Percentage Yield Earned	**0.09%**	
Interest Paid This Year	**169.82**	
Interest Paid Last Year	**145.20**	
Average Balance (Collected)	**190,587.06+**	

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
12/01/15	43899	150.00	43894	162.65	197,234.95
12/01/15	43890	210.00	43909	216.03	196,808.92
12/01/15	43907	1,278.87			195,530.05
12/03/15	43889	40.00			195,490.05
12/07/15	43943	10.01	43934	23.92	195,456.12
12/07/15	43914	50.40	43940	100.00	195,305.72
12/07/15	43502	120.00	43930	185.00	195,000.72
12/08/15	DEPOSIT	501.86+	31559	97.10	195,405.48
12/08/15	43912	120.00		156.00	195,129.48
12/08/15	43916	223.00	43938	651.24	194,255.24
12/09/15	43932	70.00	43904	140.00	194,045.24
12/09/15	43936	154.95	43935	290.00	193,600.29
12/09/15	43937	360.00	43941	608.00	192,632.29
12/09/15	43931	1,366.10			191,266.19
12/10/15	43929	160.00	43928	163.00	190,943.19
12/10/15	43915	3,607.60			187,335.59
12/11/15	43922	50.00	43917	74.00	187,211.59
12/11/15	43919	75.00			187,136.59
12/14/15	43967	36.32	43960	150.00	186,950.27
12/14/15	43945	247.50	43927	2,000.00	184,702.77
12/15/15	DEPOSIT	3,292.00+	DEPOSIT	4,577.00+	192,571.77
12/15/15	DEPOSIT	7,842.50+	43962	25.00	200,389.27
12/15/15	43964	50.00	43965	70.00	200,269.27
12/15/15	43951	74.98	43903	120.00	200,074.29
12/15/15	43933	329.87	43942	400.00	199,344.42
12/15/15	43954	542.00			198,802.42
12/16/15	43993	10.92	43978	50.00	198,741.50
12/16/15	43979	50.00	43992	50.00	198,641.50
12/16/15	43982	75.00	43952	90.00	198,476.50

Continued **01/177/1**

Adjustment Detail

Detail report. Sorted by Group ID.
From 12/01/2015 to 12/31/2015.

Group / Activity ID	Group Description / Site ID	Adj. Date	Description	Amount
A	Athletics			
135	SpringPlat	12/04/2015	E/S transfer went into wrong account	-$ 3,000.00
136	SpringPlat	12/04/2015	E/S transfer went into wrong account	$ 3,000.00
			Group A Totals:	$ 0.00
			Report Totals :	$ 0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2015 to 12/31/2015.

Site ID / Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SpringPl		**Platteview High School**					
A		Athletics					
	100	Athletics	48,558.61	4,224.00	1,870.39	0.00	50,912.22
	105	Baseball Contest	0.00	0.00	0.00	0.00	0.00
	106	Baseball Equip/Supplies	4,136.42	0.00	0.00	0.00	4,136.42
	110	Boys Basketball Contest	0.00	0.00	1,115.00	0.00	-1,115.00
	111	Boys Basketball Equip/Supplies	1,914.31	0.00	1,366.10	0.00	548.21
	115	Boys Golf Contest	744.19	0.00	995.74	0.00	-251.55
	116	Boys Golf Equip/Supplies	1,184.00	0.00	440.00	0.00	744.00
	120	Boys Soccer Contest	0.00	0.00	0.00	0.00	0.00
	121	Boys Soccer Equip/Supplies	2,761.23	0.00	0.00	0.00	2,761.23
	125	Cross Country Contest	-928.74	0.00	0.00	0.00	-928.74
	126	Cross Country Equip/Supplies	1,637.38	0.00	0.00	0.00	1,637.38
	130	Football Contest	-2,285.00	0.00	28.00	0.00	-2,313.00
	131	Football Equip/Supplies	-1,021.28	0.00	0.00	0.00	-1,021.28
	135	Girls Basketball Contest	3,000.00	0.00	1,515.00	-3,000.00	-1,515.00
	136	Girls Basketball Equip/Supplies	-2,951.54	0.00	0.00	3,000.00	48.46
	140	Girls Golf Contest	-747.00	0.00	0.00	0.00	-747.00
	141	Girls Golf Equip/Supplies	1,120.00	0.00	120.00	0.00	1,000.00
	145	Girls Soccer Contest	60.00	0.00	0.00	0.00	60.00
	146	Girls Soccer Equip/Supplies	3,364.73	0.00	0.00	0.00	3,364.73
	150	Softball Contest	-2,271.57	0.00	0.00	0.00	-2,271.57
	151	Softball Equip/Supplies	1,961.07	0.00	0.00	0.00	1,961.07
	155	Track Contest	-596.55	0.00	0.00	0.00	-596.55
	156	Track - Boys Equip/Supplies	3,572.37	0.00	0.00	0.00	3,572.37
	157	Track - Girls Equip/Supplies	4,163.46	0.00	0.00	0.00	4,163.46
	160	Volleyball Contest	-3,408.00	0.00	0.00	0.00	-3,408.00
	161	Volleyball Equip/Supplies	2,497.35	0.00	0.00	0.00	2,497.35
	165	Wrestling Contest	-473.60	0.00	1,265.00	0.00	-1,738.60
	166	Wrestling Equip/Supplies	3,076.52	0.00	0.00	0.00	3,076.52
	180	PC Boys Basketball Contest	-505.00	0.00	140.00	0.00	-645.00
	181	PC Boys Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
	182	PC Boys Track Contest	273.87	0.00	0.00	0.00	273.87
	183	PC Boys Track Equip/Supplies	0.00	0.00	0.00	0.00	0.00
	184	PC Football Contest	-1,105.50	0.00	0.00	0.00	-1,105.50
	185	PC Football Equip/Supplies	-149.81	0.00	0.00	0.00	-149.81
	186	PC Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
	187	PC Girls Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
	188	PC Girls Track Contest	373.88	0.00	0.00	0.00	373.88
	189	PC Girls Track Equip/Supplies	0.00	0.00	0.00	0.00	0.00
	190	PC Volleyball Contest	-750.00	0.00	0.00	0.00	-750.00
	191	PC Volleyball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
	192	PC Wrestling Contest	0.00	0.00	0.00	0.00	0.00
	193	PC Wrestling Equip/Supplies	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2015 to 12/31/2015.

Site ID / Group ID	Site Name / Group Name / Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
	A	Totals:	67,205.80	4,224.00	8,855.23	0.00	62,574.57
B	Clubs & Organizations						
	200	Baseball Club	2,689.68	0.00	0.00	0.00	2,689.68
	203	Boys Basketball Club	2,645.90	3,292.00	150.00	0.00	5,787.90
	205	Boys Golf Club	-42.61	0.00	0.00	0.00	-42.61
	210	Boys Soccer Club	1,705.90	0.00	0.00	0.00	1,705.90
	220	Cheer	3,075.38	0.00	2,359.96	0.00	715.42
	230	Cross Country Club	803.04	0.00	0.00	0.00	803.04
	240	Dance Team	703.19	0.00	0.00	0.00	703.19
	245	Drama Club	746.32	0.00	0.00	0.00	746.32
	250	FBLA	1,268.81	501.86	200.00	0.00	1,570.67
	255	FCCLA	56.80	0.00	0.00	0.00	56.80
	260	Football Club	8,141.41	0.00	406.00	0.00	7,735.41
	270	Girls Basketball Club	-388.98	6,087.00	3,922.60	0.00	1,775.42
	280	Girls Golf Club	186.91	0.00	141.18	0.00	45.73
	290	Girls Letter Club	2,729.81	0.00	500.00	0.00	2,229.81
	300	Girls Soccer Club	1,816.57	0.00	300.00	0.00	1,516.57
	330	National Honor Society	1,052.11	0.00	0.00	0.00	1,052.11
	340	P Club	520.48	0.00	0.00	0.00	520.48
	342	Platteview Tech Club	67.66	0.00	0.00	0.00	67.66
	345	Softball Club	2,362.91	0.00	329.87	0.00	2,033.04
	350	Skills USA	126.43	0.00	0.00	0.00	126.43
	360	Spanish Club	1,477.02	0.00	542.00	0.00	935.02
	370	Spirit Club	856.10	0.00	0.00	0.00	856.10
	380	Student Council	360.53	0.00	0.00	0.00	360.53
	390	Thespian	0.00	0.00	0.00	0.00	0.00
	400	Track Club - Boys	2,572.54	0.00	0.00	0.00	2,572.54
	405	Track Club - Girls	2,572.53	0.00	0.00	0.00	2,572.53
	410	Volleyball Club	3,924.71	0.00	0.00	0.00	3,924.71
	420	Wrestling Club	3,354.29	0.00	0.00	0.00	3,354.29
	B	Totals:	45,385.44	9,880.86	8,851.61	0.00	46,414.69

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2015 to 12/31/2015.

Site ID / Group ID	Site Name / Group Name / Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Classes						
	500	Art	1,487.47	0.00	0.00	0.00	1,487.47
	505	Band	4,212.97	0.00	1,214.87	0.00	2,998.10
	506	Band Fees	1,350.00	0.00	0.00	0.00	1,350.00
	510	Choir	1,676.30	0.00	437.34	0.00	1,238.96
	515	Class of 2016	1,167.14	0.00	0.00	0.00	1,167.14
	520	Class of 2017	1,172.06	0.00	0.00	0.00	1,172.06
	525	Class of 2018	1,944.22	0.00	0.00	0.00	1,944.22
	530	Class of 2019	0.00	0.00	0.00	0.00	0.00
	550	Construction Tech	152.82	0.00	0.00	0.00	152.82
	570	Family Consumer Science	198.08	0.00	0.00	0.00	198.08
	580	Industry Tech	750.83	0.00	240.00	0.00	510.83
	590	Yearbook	25,265.58	0.00	3,017.54	0.00	22,248.04
		C Totals:	39,377.47	0.00	4,909.75	0.00	34,467.72
D	Activities						
	600	Activities	993.45	0.00	55.56	0.00	937.89
	640	Fall Play	1,900.25	0.00	410.92	0.00	1,489.33
	650	Mock Trial	16.57	0.00	247.50	0.00	-230.93
	655	Musical	-1,444.58	0.00	0.00	0.00	-1,444.58
	660	One-Act	-182.72	353.00	820.57	0.00	-650.29
	670	Speech	509.31	0.00	0.00	0.00	509.31
		D Totals:	1,792.28	353.00	1,534.55	0.00	610.73
E	Miscellaneous						
	700	Alumni	5,279.57	0.00	0.00	0.00	5,279.57
	705	Capital Improvement	4,745.00	0.00	0.00	0.00	4,745.00
	710	Concessions	11,573.84	7,842.50	4,735.77	0.00	14,680.57
	715	D.C. Tour	0.00	0.00	0.00	0.00	0.00
	720	Faculty Courtesy Fund	735.68	0.00	0.00	0.00	735.68
	730	Fine Arts	1,323.95	0.00	0.00	0.00	1,323.95
	740	Guidance	372.80	0.00	0.00	0.00	372.80
	750	Library	468.28	0.00	0.00	0.00	468.28
	760	Principal	4,103.77	13.76	555.37	0.00	3,562.16
	770	Textbook Fines	2,230.88	0.00	0.00	0.00	2,230.88
	780	College Access Grant	6,703.56	0.00	0.00	0.00	6,703.56
		E Totals:	37,537.33	7,856.26	5,291.14	0.00	40,102.45
F	Dual Credits						
	803	Government	925.00	0.00	0.00	0.00	925.00
	805	Math	2,200.00	0.00	0.00	0.00	2,200.00
		F Totals:	3,125.00	0.00	0.00	0.00	3,125.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2015 to 12/31/2015.

Site ID / Group ID	Site Name / Group Name / Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
N	Non-Active Accounts						
	90001	AV - Graduation	0.00	0.00	0.00	0.00	0.00
	90002	Class of 2010	0.00	0.00	0.00	0.00	0.00
	90003	Class of 2011	0.00	0.00	0.00	0.00	0.00
	90004	Class of 2012	0.00	0.00	0.00	0.00	0.00
	90005	Class of 2013	0.00	0.00	0.00	0.00	0.00
	90006	Class of 2014	0.00	0.00	0.00	0.00	0.00
	90007	Class of 2015	0.00	0.00	0.00	0.00	0.00
	90060	General Fund	0.00	0.00	0.00	0.00	0.00
	90061	German	0.00	0.00	0.00	0.00	0.00
	90062	GovernmentTrip	0.00	0.00	0.00	0.00	0.00
	90063	Lit Mag	0.00	0.00	0.00	0.00	0.00
		N Totals:	0.00	0.00	0.00	0.00	0.00
		SpringPl Totals:	194,423.32	22,314.12	29,442.28	0.00	187,295.16
		Report Totals:	194,423.32	22,314.12	29,442.28	0.00	187,295.16

Platteview Central Activity Accounts

Platteview Central Statement of Activity Accounts			Date: December 1 - December 31, 2015	
Activity	**Balance Last Report**	**Receipts**	**Expenditures**	**Balance on Hand**
Library	69.96	0	0	69.96
Student Council	1,898.38	0	366.34	1,532.04
National Jr. Honor Society	1,439.85	550	600	1,389.85
Parent Advisory Council	4,671.37	3.50	244.04	4,430.83
General Fund	5,839.24	0.91	189.28	5,650.87
Destination Imagination	1,442.73	0	0	1,442.73
Student Fees	390.95	0	0	390.95
TOTAL	15,752.48	554.41	1,399.66	14,907.23
Previous Statement Balance				15,752.48
Deposits this Month				554.41
Checks Paid this Month				1,399.66
New Statement Balance				14,907.23
Minus Outstanding Checks				47.00
Plus Outstanding Deposits				0.00
FINAL ACCOUNT BALANCE				14,860.23
				Mr. Johnson, Principal

Darin Johnson, Platteview Central Principal x Darin Johnson Dated 1-3-16

Springfield Elementary
December 1st-December 31, 2015

Activity	Balance Last Report	Receipts	Expenditures	Transactions In-Out	Balance On Hand
Library	$ 2,862.39	$ -	$ -	$ -	$ 2,862.39
Pop	$ 567.16	$ 194.75	$ -	$ -	$ 761.91
General	$ 2,308.90	$ 0.91	$ 97.88	$ -	$ 2,211.93
Student Council	$ 1,963.30	$ -	$ -	$ -	$ 1,963.30
Walk - A - Thon	$ 6,364.55	$ -	$ -	$ -	$ 6,364.55
D.I.	$ 1,049.65	$ -	$ -	$ -	$ 1,049.65
Total	$ 15,115.95	$ 195.66	$ 97.88	$ -	$ 15,213.73

Previous Bank Balance	$ 16,122.15
Deposits made this month	$ 195.66
Checks Paid this Month	$ 1,104.08
New Bank Balance	$ 15,213.73
Minus Outstanding Cks.	$ -
Plus Outstanding Deposits	$ -
Final Account Balance	$ 15,213.73

Kaela Jay Heneger

Kaela Heneger, Principal
Date: 1-5-2016

STATEMENT OF ACTIVITY FUND

WESTMONT ELEMENTARY

FOR THE PERIOD: Dec. 2015

Activity	Balance Last Report	Receipts	Expenditures	Balance On Hand
Library Fund	$2,372.94	$0.00	$0.00	$2,372.94
General Fund	$1,339.67	$460.50	$503.86	$1,296.31
Pop	$477.13	$45.51	$81.57	$441.07
Student Council	$285.51	$255.88	$65.00	$476.39
Destination Imag.	$2,586.78	$56.65	$44.74	$2,598.69
Totals	$7,062.03	$818.54	$695.17	$7,185.40

Previous Bank Balance	$7,062.03
Deposits Made This Month	$818.54
Checks Paid This Month	$641.28
New Bank Balance	$7,239.29
Minus Outstanding Checks	$53.89
Plus Outstanding Deposits	$0.00
Final Account Balance	$7,185.40

Melissa Hasty

MELISSA HASTY
Principal

PEEC/WEEC DEC 2015

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			1,763.77
Checks and Payments	4	Items	-689.38
Deposits and Other Credits	0	Items	0.00
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			1,074.39

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			1,074.39
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Balance as of 12/31/2015:			1,074.39
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Ending Balance:			1,074.39

BILLS BY FUND FOR PAYMENT JANUARY 11, 2016

GENERAL FUND

Payee	Account Code	Reason	Amount
Binary Net, LLC	1-01-1100-318	fs2goplatteviewActive	$ 24.95
Westmont SID #23	1-01-1100-318	WIRELESS LEASE	$ 300.00
AMAZON	1-01-1100-410	SUPPLIES	$ 146.25
Kids On The Move Inc	1-01-1210-318	SPED SERVICE	$ 2,030.50
Dill, Shellee L	1-01-1210-670	REIMBR. MILEAGE	$ 236.90
Prime Time Healthcare LLC	1-01-2130-318	LPN SUB	$ 294.00
Marzano Research Laboratory	1-01-2210-410	SUPPLIES	$ 2,001.00
National School Boards Association	1-01-2310-630	ANNL. CONF.- B. OSBORN	$ 915.00
National School Boards Association	1-01-2310-630	ANNL. CONF.- B. WICHMAN	$ 915.00
NE Assoc Of School Boards	1-01-2310-630	CREDIT MEMO	$ (80.00)
NE Education Technology Services, Inc.	1-01-2310-630	EMEETING MEMBERSHIP-2016	$ 1,500.00
HyVee Food & Drug Store	1-01-2310-690	SUPPLIES	$ 58.84
Richards, Lindy M	1-01-2310-690	REIMBR. SUPPLIES	$ 9.63
Perry,Guthery,Haase & Gessford,P.C.,L.L.O	1-01-2320-317	LEGAL SERVICE	$ 448.00
Omaha World Herald	1-01-2320-350	LEGALS/EMPLOMENT	$ 1,434.79
NE Assoc Of School Boards	1-01-2320-630	LEGISL. CONF/BUD & FIN WKSHP-RIHCARDS	$ 210.00
Bumgardner, Thoma J	1-01-2320-670	REIMBR. MILEAGE	$ 30.58
Fairfield Inn & Suites by Marriott-Kearney	1-01-2320-670	ROOM-BUMGARDNER	$ 107.95
Richards, Brett A	1-01-2320-670	REIMBR. MILEAGE	$ 138.67
Bromm & Associates, LLC	1-01-2320-690	MEALS-RICHARDS	$ 32.91
Giff Property Services	1-01-2510-318	APPRAISAL SERVICE	$ 2,000.00
Midwest Office Automations	1-01-2510-318	COPIER LEASE	$ 2,765.99
Dana F. Cole & Company, LLP	1-01-2510-319	ANNUAL FINANCIAL REPORT	$ 7,025.00
Hasler Financial Services	1-01-2510-341	POSTAGE	$ 500.00
CenturyLink	1-01-2510-342	PHONE @ SP	$ 727.79
MCI	1-01-2510-342	LONG DISTANCE	$ 54.10
Verizon Wireless	1-01-2510-342	CELL PHONE	$ 180.39
American Express	1-01-2520-336	DEC 2015 CREDIT CARD	$ 111.92
Neitzel's Corner	1-01-2520-336	FUEL FOR VANS	$ 71.91
Gerhad L. Steinhauer	1-01-2520-337	REPAIR VAN	$ 254.40
Great Plains Pest Services In	1-01-2620-318	PEST CONTROL	$ 150.00
Grunwald Mechanical Contractor	1-01-2620-318	ANNUAL BACK FLOW TEST	$ 1,407.10
Papillion Sanitation	1-01-2620-318	SANITATION PICK UP	$ 434.94
Protex Central Inc	1-01-2620-318	FIRE ALARM SERV/SUPPLIES	$ 953.00
Rosser Lawn Care, Inc.	1-01-2620-318	SNOW REMOVAL @ PHS	$ 1,410.00
Rosser Lawn Care, Inc.	1-01-2620-318	SNOW REMOVAL @ SP	$ 315.00
Rosser Lawn Care, Inc.	1-01-2620-318	SNOW REMOVAL @ WM	$ 315.00
Construction Containers & Excavating, Inc.	1-01-2620-319	CONTAINER @ PHS	$ 384.00
Grunwald Mechanical Contractor	1-01-2620-319	ROOF DRAINS REPAIR @ PHS	$ 151.50
Johnson, Charles E	1-01-2620-319	WATER OPERATOR	$ 900.00
Protex Central Inc	1-01-2620-319	FIRE EXT. SERV. @ CO	$ 122.00
Protex Central Inc	1-01-2620-319	FIRE EXT. SERV. @ WM	$ 122.00
Rainbow Glass And Supply	1-01-2620-319	MIRROR REPAIR@PHS WEIGHT ROOM	$ 316.72
Rainbow Glass And Supply	1-01-2620-319	REPAIR DOOR @ WM	$ 101.00
Randy Evans	1-01-2620-319	MAIN ENTRANCE @ PHS	$ 138.00
AMAZON	1-01-2620-410	SUPPLIES	$ 1,452.50
Egan Supply Company	1-01-2620-410	SUPPLIES	$ 697.21
Grainger	1-01-2620-410	SUPPLIES	$ 111.83
Home Depot/GECF	1-01-2620-410	SUPPLIES	$ 239.26
Iowa Direct	1-01-2620-410	SUPPLIES	$ 360.00
Mark's Plumbing Parts	1-01-2620-410	SUPPLIES	$ 516.91
P.C.C. Incorporated	1-01-2620-410	SUPPLIES	$ 204.00
Apple, Inc.	1-01-4700-460	Volume Purchase Program Credit for Eduation	$ 2,999.80
Metropolitan Utilities Dist	1-02-2610-321	LEVEL PAYMENT	$ 258.11
Omaha Public Power District	1-02-2610-322	LEVEL PAYMENT	$ 368.95
First Student	1-02-2750-318	ACTIVITY TRIPS-11/22/15-12/26/2015	$ 3,153.10
First Student	1-02-2750-318	FACILITY RENT	$ (1,000.00)
First Student	1-02-2750-318	FUEL ESCALATOR	$ 423.73
First Student	1-02-2750-318	REGUALR ROUTES	$ 39,601.80
First Student	1-02-2760-318	ADD. RTS ON NON DISTRICT DAYS	$ 236.95

BILLS BY FUND FOR PAYMENT JANUARY 11, 2016

First Student	1-02-2760-318	ROUTE EXTENTIONS	$ 2,309.85
First Student	1-02-2760-318	SPED ROUTES	$ 23,695.00
Samantha Eason	1-02-2760-332	PARENT MILEAGE	$ 105.80
First Student	1-02-2790-318	LC HOURS	$ 2,832.00
Metropolitan Utilities Dist	1-03-2610-321	LEVEL PAYMENT	$ 249.75
Omaha Public Power District	1-03-2610-322	LEVEL PAYMENT	$ 351.30
Super Duper Publications	1-10-1200-410	Core Curriculum SRL	$ 24.99
Super Duper Publications	1-10-1200-410	Inferencing Take Along	$ 12.95
Super Duper Publications	1-10-1200-410	Looks Who's Listenings	$ 54.95
Super Duper Publications	1-10-1200-410	Super Duper Treasur Chest	$ 49.95
Super Duper Publications	1-10-1200-410	Vocab. Quick Take Along	$ 12.95
Educational Service Unit #3 (SPED)	1-10-1290-318	SPED SERVICE	$ 14,438.60
Kids On The Move Inc	1-10-1290-318	SPED SERVICE	$ 1,426.00
Westside Community Schools	1-10-1290-318	SPED SERVICE	$ 1,166.00
AMAZON	1-10-1290-410	SUPPLIES	$ 344.38
First Student	1-10-1290-410	ACTIVITY TRIPS-11/22/15-12/26/2015	$ 164.80
Fontenelle Nature Association	1-10-1290-410	PRE-SCHOOL FIELD TRIP	$ 357.75
HyVee Food & Drug Store	1-10-1290-410	SUPPLIES	$ 745.03
Lee, Sandra R	1-10-1290-410	REIMBR. SUPPLIE	$ 9.00
Lee, Sandra R	1-10-1290-410	REIMBR. SUPPLIES	$ 143.48
Educational Service #3	1-10-1310-630	HAL-BRAINIOLOGY	$ 60.00
Educational Service #3	1-10-1310-630	HAL-I THINK	$ 100.00
AMAZON	1-11-1220-410	SUPPLIES	$ 1,797.35
Movie Licensing USA	1-11-2410-530	MOVIE LICENSE 15-16	$ 372.00
Metropolitan Utilities Dist	1-11-2610-321	LEVEL PAYMENT	$ 886.63
Omaha Public Power District	1-11-2610-322	LEVEL PAYMENT	$ 3,371.17
City Of Springfield	1-11-2610-323	WATER & SEWER @ SP	$ 152.10
Egan Supply Company	1-11-2610-410	SUPPLIES	$ 209.09
Hillyard/Sioux Falls	1-11-2610-410	SUPPLIES	$ 108.64
AMAZON	1-12-1100-410	SUPPLIES	$ 44.97
Pepper Of Minneapolis	1-12-1100-410	Supplies	$ 90.98
Movie Licensing USA	1-12-1100-460	MOVIE LICENSE 15-16	$ 372.00
AMAZON	1-12-1220-410	CREDIT MEMO	$ (61.99)
Omaha Public Power District	1-12-2610-322	LEVEL PAYMENT	$ 4,027.49
S I D #23	1-12-2610-323	WATER & SEWER @ WM	$ 123.82
Egan Supply Company	1-12-2610-410	SUPPLIES	$ 209.09
Hillyard/Sioux Falls	1-12-2610-410	SUPPLIES	$ 108.63
Platteview High School	1-20-1100-690	FEE WAIVER	$ 32.05
Educational Service Unit #3 (SPED)	1-20-1230-362	SPED SERVICE	$ 5,888.00
Father Flanagan's Boys' Home-	1-20-1230-362	SPED SERVICE	$ 2,705.60
Goodwill Industries, Inc.	1-20-1230-362	SPED SERVICE	$ 1,476.00
Ollie Webb Center, Inc.	1-20-1230-362	SPED SERVICE	$ 7,049.00
Thomas, Tina M	1-21-1100-410	REIMBR. SUPPLIES	$ 105.19
Movie Licensing USA	1-21-1100-630	MOVIE LICENSE 15-16	$ 372.00
PC & MacExchange	1-21-2220-450	CREDIT MEMO	$ (142.80)
PC & MacExchange	1-21-2220-450	projector bulbs	$ 142.80
PC & MacExchange	1-21-2220-450	SUPPLIES	$ 149.79
Egan Supply Company	1-21-2610-410	SUPPLIES	$ 209.09
Hillyard/Sioux Falls	1-21-2610-410	SUPPLIES	$ 108.64
Movie Licensing USA	1-22-1100-318	MOVIE LICENSE 15-16	$ 396.00
AMAZON	1-22-1100-410	SUPPLIES	$ 354.00
Dietze Music House	1-22-1100-410	SUPPLIES	$ 312.20
Falch, Kelly A	1-22-1100-410	REIMBR. SUPPLIES	$ 16.08
Home Depot/GECF	1-22-1100-410	SUPPLIES	$ 29.18
Kenton Colgrove	1-22-1100-410	Genesis Arrows	$ 79.92
Kenton Colgrove	1-22-1100-410	SUPPLIES	$ 4.95
Quill Corp	1-22-1100-410	SUPPLIES	$ 106.83
Walmart Community/GECRB	1-22-1100-410	SUPPLIES	$ 15.84
Janda, Michelle M	1-22-1100-630	REIMBR. SUPPLIES	$ 30.85
JD Drama Publishing	1-22-1100-630	SUPPLIES	$ 6.00
NE State Bandmasters Assoc.	1-22-1100-630	MEMBERSHIP 15/16 J. LAYHER	$ 65.00
Playscripts, Inc.	1-22-1100-630	SUPPLIES	$ 15.14

BILLS BY FUND FOR PAYMENT JANUARY 11, 2016

Samuel French, Inc.	1-22-1100-630	SUPPLIES	$ 11.69
American Express	1-22-1100-670	DEC 2015 CREDIT CARD	$ 152.43
HyVee Food & Drug Store	1-22-1220-410	SUPPLIES	$ 7.98
Midllands Printing & Business Forms, Inc.	1-22-2410-318	SUPPLIES	$ 232.51
Office Depot Inc	1-22-2410-410	SUPPLIES	$ 50.83
Case, Jacki L	1-22-2410-670	REIMBR. MILEAGE	$ 32.20
Simpson, Angela M	1-22-2410-670	REIMBR. MILEAGE	$ 96.08
Metropolitan Utilities Dist	1-22-2610-321	LEVEL PAYMENT	$ 1,997.51
Omaha Public Power District	1-22-2610-322	LEVEL PAYMENT	$ 14,797.09
Egan Supply Company	1-22-2610-410	SUPPLIES	$ 456.02
Hillyard/Sioux Falls	1-22-2610-410	SUPPLIES	$ 217.27
			$ 179,336.34

FOOD SERVICE FUND

Payee	Account Code	Reason	Amount
Taher, Inc.	2-23-6000-318	OPERATING EXP FOR NOV 2015	$ 48,523.79
			$ 48,523.79

BUILDING FUND

Payee	Account Code	Reason	Amount
ARR-Boone Brothers Roofing	3-06-2515-000	ROOF REPAIR @WM	$ 17,950.00
			$ 17,950.00
			$ 245,810.13

AMERICAN EXPRESS

Prepared For
BRETT RICHARDS
SO SARPY SCHOOL 46

Account Number
XXXX-XXXXX7-21006

Closing Date
12/22/15

Activity Continued

Card Number XXXX-XXXXX7-22020

		Reference Code	Amount $
11/23/15	B & D Pit Stop LLC SPRINGFIELD NE REF# 85544025327 402-253-8004 11/22/15	85544025327 fuel	24.82
12/08/15	B & D Pit Stop LLC SPRINGFIELD NE REF# 85544025342 402-253-8004 12/07/15	85544025342 fuel	42.10
12/10/15	B & D Pit Stop LLC SPRINGFIELD NE REF# 85544025344 402-253-8004 12/09/15	85544025344 fuel	45.00
12/10/15	EMBASSY SUITES OMAHA OMAHA NE FOL# 00008779 LODGING 12/10/15 ARRIVAL DATE DEPARTURE DATE 12/08/15 12/09/15 00 ROOM RATE $152.43 ROC NUMBER 00008779	Mock Trial - State sponsored [illegible]	152.43
12/16/15	HYVEE AISLES ONLIN 5 WEST DES MOIN IA REF# 215001950 5152672800 12/14/15 GROCERY STORES, SUP ROC NUMBER 215001950	21500195000	~~111.54~~
12/17/15	HY VEE 1514 54292980 PAPILLION NE REF# 216001287 4025975790 12/16/15 GROCERY STORES, SUP ROC NUMBER 216001287	21600128700	~~111.54 Credit~~

Total for BRETT A. RICHARDS

New Charges/Other Debits	375.89
Payments/Other Credits	-111.54

008388 3/3

fuel = 111.92

AGENDA ITEM

Discuss, consider and take all necessary action to retain the law firm of Perry, Guthery, Haase & Gessford, P.C., L.L.O., and approve the Joint Counsel Agreement by and between Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools, and Springfield State Bank with the law firm of Perry, Guthery, Haase & Gessford, P.C., L.L.O., ("Law Firm") relating to a Tax Anticipation Note.

MOTION

Motion by _____ and seconded by _____ to retain the law firm of Perry, Guthery, Haase & Gessford, P.C., L.L.O. ("Law Firm") and to approve the Joint Counsel Agreement by and between Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools ("School District") and Springfield State Bank ("Bank"), with the Law Firm as joint counsel for the School District and the Bank to assist and advise the School District and the Bank in regard and relating to a Tax Anticipation Note, and that the Law Firm shall perform such services hereunder as jointly directed by the School District board and superintendent of schools and officers of the Bank.

After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above motion: _____
_____.
The following members voted against the same: _____
_____.
The following members were absent or not voting: _____
_____.

The above motion having been consented to by more than a majority of the members of the School Board and Board of Education of this school district was declared as duly passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 2017.

SARPY COUNTY SCHOOL DISTRICT 77-0046, *a/k/a* SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

BY: _____
President

ATTEST:

_____
Secretary

JOINT COUNSEL AGREEMENT

The undersigned each agree that:

1. The law firm of Perry, Guthery, Haase & Gessford, P.C., L.L.O. ("Perry Law Firm") should be and is hereby hired and retained as counsel for the undersigned to represent the undersigned relating to and in regard to a Tax Anticipation Note ("Note").

2. The each of undersigned agree to and shall pay or cause to be paid the Perry Law Firm a reasonable fee based upon the value of services rendered, but not less than the Perry Law Firm's customary hourly rates in effect at the time the services are rendered, plus costs and out-of-pocket expenses incurred during the handling of the Note, and all actions heretofore taken by the Perry Law Firm in regard to these matters are approved and ratified and shall be paid for by the undersigned. All fees, costs, and expenses related to this engagement shall be billed by each of the undersigned which the Perry Law Firm represents in connection with the Note on a monthly basis.

3. The each of the undersigned consents to the Perry Law Firm representing each of the undersigned listed below in connection with the Note and each of the undersigned acknowledges that the Perry Law Firm has (i) fully explained the implications of the Perry Law Firm's common representation of the undersigned and all issues incident or related thereto; (ii) advised the undersigned to seek independent legal counsel regarding common representations; and (iii) explained that in the event an actual conflict arises regarding the representation of the undersigned with respect to the Note, or on other issues incident or related thereto, and it is necessary for either of the undersigned to take action against the other, then it will be necessary for both of the undersigned to obtain independent legal counsel to represent their respective interests at which time the Perry Law Firm would withdraw from representing all of the undersigned regarding the Note, and on all issues incident or related thereto, in the absence of a further express waiver of conflict by all of the undersigned affected by such a conflict. The each of the undersigned understands the implications of common representation and conflicts. The undersigned agree and consent to the common representation as provided herein.

4. This agreement may be signed in counterparts by each of the undersigned and shall not be affected by the failure of any listed party to enter into this agreement.

This Agreement has been duly approved and is authorized according to law. This Agreement may be executed in multiple counterparts; each counterpart shall be deemed an original and all counterparts, taken together, shall constitute one and the same instrument.

SARPY COUNTY SCHOOL DISTRICT 77-0046, a/k/a SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS, a Nebraska public school district and political subdivision	SPRINGFIELD STATE BANK, a Nebraska state-chartered bank
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF TAX ANTICIPATION NOTE(S) OF SARPY COUNTY SCHOOL DISTRICT 77-0046 (DISTRICT), IN THE STATE OF NEBRASKA IN THE TOTAL PRINCIPAL AMOUNT OF UP TO BUT NOT TO EXCEED THREE MILLION DOLLARS ($3,000,000) FOR THE PURPOSE OF PROVIDING TEMPORARY FINANCING FOR THE DISTRICT'S OPERATING EXPENSES; PRESCRIBING THE FORM OF SAID NOTE; AGREEING TO PAY THE NOTE(S) FROM TAX RECEIPTS AND OTHER AVAILABLE FUNDS; ENTERING INTO A CONTRACT ON BEHALF OF THE SCHOOL DISTRICT WITH THE HOLDERS OF SAID NOTE(S); AND PROVIDING THE TIME WHEN THIS RESOLUTION SHALL TAKE EFFECT.

BE IT RESOLVED BY THE BOARD OF EDUCATION OF SARPY COUNTY SCHOOL DISTRICT 77-0046 IN THE STATE OF NEBRASKA:

Section 1: The Board of Education (the "Board") finds and determines that pursuant to the provisions of Nebraska statutes, school districts may borrow money to the amount of seventy percent of the unexpended balance of total anticipated receipts for the current year and the following year, which is defined to mean a sum equal to (a) the anticipated receipts from the current existing levy multiplied by two, plus (b) the anticipated receipts from the United States for the current year and the following year, plus (c) the anticipated receipts from other sources from the current year and the following year.

Section 2. The Board, as governing body of Sarpy County School District 77-0046 in the State of Nebraska, (the "District"), hereby determines that it is necessary for the benefit of the schools of the District to negotiate current loans to meet the disbursement requirements of the operating budget of the District for the fiscal year of the District commencing September 1, 2017 and ending August 31, 2018 (the "Fiscal Year"), such loans to be retired from the District's gross real and tangible personal property ad valorem tax receipts ("Tax Receipts") and other available funds to be received during the Fiscal Year.

Section 3. The Board hereby further determines that said loans shall be evidenced by a loan agreement and by the issuance of tax anticipation note(s) not exceeding principal of Three Million Dollars ($3,000,000), of the District, the principal of and the interest on which will be payable by its terms within not more than one year from the date of said note(s), and which principal amount is hereby found and determined to be equal to less than seventy percent of the unexpended balance of the District's current existing general fund levy for the Fiscal Year.

Section 4. For the purpose of providing the loan referred to in the preceding Section 2 and 3, there shall be and there are hereby ordered issued tax anticipation note(s) of the District, to be known as Sarpy County School District 77-0046 in the State of Nebraska Tax Anticipation Note(s), Series 2017 (the "Note") in the aggregate principal amount of not to exceed Three Million Dollars ($3,000,000) which Note shall be dated as of its actual date of issuance, shall bear interest at the rate of 2.84% per annum and mature not more than twelve months from the date of said Note. In the event of a determination that interest on the Note is not tax exempt and

bank qualified as defined under the Internal Revenue Code, the Rate of Interest automatically shall increase to a rate equal to 150% of the Rate of Interest otherwise in effect. The Note shall be issued in fully registered form and the principal and interest thereon from date of issue shall be payable at maturity. All payments on account of interest or principal made to the registered owner of the Note in accordance with the terms of this section shall be valid and effectual and shall be a discharge of the District in respect to its liability upon the Note in respect of the principal thereof or claims for interest thereon to the extent of the sum or sums so paid. Upon execution and registration of the Note, it shall be delivered to the purchaser thereof, upon receipt of the amount of the Note initially requested by the District.

Section 5. The District may redeem the Note at any time on or before August 31, 2018, at par plus accrued interest. Notice of redemption specifying the date and place where amount due are payable shall be given by the District to the owner not less than 30 days prior to the redemption date at its address as shown on the registration books, by regular United States mail, postage prepaid. Such notice shall also state that from and after the redemption date interest on the Note to be redeemed shall cease to accrue and be payable.

Section 6. The Note shall be executed in the name of the District by the manual signature of the President, and attested and countersigned by the manual signature of the Secretary of the Board. The Note shall be signed on behalf of the District by such persons who at the actual time of the execution of such Note shall hold such offices although at the date of issuance of such Note such persons may have ceased to hold such offices.

Section 7. In case the Note shall be mutilated, or be destroyed, stolen or lost, upon the holder furnishing the District proof of its ownership thereof and satisfactory indemnity and complying with such other reasonable regulations and conditions as the District may prescribe and paying such expenses as the District may incur, the District shall issue and deliver a new note of like tenor ("Duplicate Note"). However, if the Note shall have matured or be about to mature, instead of issuing a Duplicate Note, the District may pay the same, upon being indemnified as aforesaid, as if such be lost, stolen, or destroyed, without surrender thereof. Any Note surrendered under the terms of this Section 7 shall be cancelled by the District.

Any such Duplicate Note issued pursuant to this Section 7 shall constitute an original, additional contractual obligation on the part of the District whether or not the lost, stolen, or destroyed Note be at any time found by any one, and such Duplicate Note shall be entitled to equal and proportionate benefits and rights as to lien on and sources and security for payment from the funds, as hereinafter pledged, to the same extent as the other Note issued hereunder.

Section 8. The Note shall be in substantially the form attached hereto as Exhibit A with such variations, omissions and insertions as may be necessary, desirable and authorized or permitted by this Resolution or any subsequent resolution adopted prior to the issuance thereof.

Section 9. The District represents, warrants, agrees and covenants with and for the benefit of the owner of the Note:

(a) That it did or will within the time required by law adopt an operating budget for the Fiscal Year and levy District ad valorem taxes as required by law.

(b) That the Tax Receipts and other funds of the District for the Fiscal Year legally available for payment of the principal of and interest on the Note will be sufficient to pay such principal and interest in full when due.

(c) It will cause to be on deposit in the general fund of the District sufficient monies to pay the principal of and interest on the Note in full when due.

(d) It will cause to be levied and collected annually a tax by valuation on all the lawfully taxable property in the District, except intangible property, in addition to all other taxes, sufficient in rate and amount to fully pay the principal and interest on said Note as the same become due.

(e) It shall, in the event that there are insufficient funds on deposit in the general fund of the District to pay the principal of and interest on the Note in full when due, promptly undertake all actions necessary, including without limitation the levy of additional ad valorem taxes, in order to issue and sell its bonds, notes, warrants or other evidences of indebtedness in an amount sufficient to pay in full the amount of such Note.

Section 10. The District, in preparing, approving and adopting a budget which controls or provides for the expenditure of its funds, so long as any principal of or interest on the Note is outstanding and unpaid, will appropriate, allot and approve, in the manner required by law, from funds of the District derived from sources other than ad valorem taxes and legally available therefor, amounts sufficient to pay the principal of and interest on the Note.

Section 11. The proceeds from the issuance of the Note (the "Note Proceeds"), including accrued interest, if any, are not pledged as security for payment of the principal of and interest on the Note and shall be expended by the District to pay the costs of issuance of the Note and to pay the other obligations of the District incurred by the District for the Fiscal Year. The holders of the Note issued hereunder shall have no responsibility for the use of the proceeds of said Note, and the use of such Note Proceeds by the District shall in no way affect the rights of such Noteholder.

Section 12. Note proceeds shall, as nearly as may be practicable, be continuously invested or reinvested in any investment allowed by the laws of the State of Nebraska for the investment of District funds, but which shall be entirely comprised of the following: (i) direct obligations of, or obligations the principal of and the interest on which are unconditionally guaranteed by, the United States of America; (ii) obligations of the Federal Farm Credit Banks and obligations of the Federal Home Loan Bank and its District banks; (iii) obligations of the Federal Home Loan Mortgage Corporation, including participation certificates; (iv) obligations guaranteed by the Government National Mortgage Association (for purposes of this Resolution, obligations described in subsections (i) through (iv) above, are deemed "Government Obligations"); or (v) certificates of deposit secured as required by law, and investment agreements or repurchase agreements fully secured by Government Obligations and issued by any bank or trust company authorized to enter into enforceable repurchase agreements. All invested funds shall mature, or shall be subject to redemption at the option of the District, no later than the date when the moneys invested will be required for the purpose intended. Investments made pursuant to this Section may be in book-entry form.

Section 13. The District covenants that the provisions of this Resolution do not conflict with or violate any contract or other agreement entered into or any action taken by the District and that no contract or other agreement will be entered into and no action will be taken by which the rights of the owner of the Note herein authorized might be impaired or diminished. The District further covenants that it has complied with all of the terms, provisions and conditions required under the law of the State of Nebraska in connection with the authorization, issuance, and sale of the Note.

Section 14. This Resolution has been adopted to provide for and induce the sale of the Note and may not be repealed, amended or modified while the Note is outstanding, except for such amendments which, in the opinion of counsel for the District, shall not materially adversely affect the interests of the owners of the Note and (i) are required by law, or (ii) are necessary to clarify any ambiguity, inconsistency or defective provision contained herein.

Section 15. No use will be made of the proceeds of the Note and no action will be taken by the District which would cause the same to be "arbitrage bonds" within the meaning of the Internal Revenue Code and the Regulations proposed or promulgated thereunder (the "Code"). The District at all times while the Note and the interest thereon are outstanding will comply with the requirements of the Code and any valid and applicable rules and regulations of the Internal Revenue Service.

Section 16. If any one or more of the covenants, agreements or provisions of this Resolution should be held contrary to any express provisions of law or contrary to the policy of express law, though not expressly prohibited, or against public policy, or shall for any reason whatsoever be held invalid, then such covenants, agreements or provisions shall be null and void and shall be deemed separate from the remaining covenants, agreements or provisions, and shall in no way affect the validity of the other provisions of this Resolution or of the Note issued hereunder.

Section 17. Any Note owner or any trustee acting for such Note owner in the manner hereinafter provided may, by suit, action, mandamus or other proceeding in any court of competent jurisdiction, protect and enforce any and all rights under the laws of the State of Nebraska, or granted and contained in this Resolution, and may enforce and compel the performance of all duties required by this Resolution or by any applicable statutes to be performed by the District or by any officer thereof.

Section 18. The Board hereby authorizes and directs the President of the Board to specify and determine the actual principal amount and the date of maturity of the Note, within the limitations herein prescribed, and authorizes and directs the President, Secretary, Treasurer and all other officers, officials, employees and agents of the Board and/or the District to carry out or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any of them, in consultation with counsel and the initial purchaser of the Note and its counsel shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, including without limitation, entering into, execution and delivery of such agreements, documents, instruments, certifications, informational reports, and opinions as they may deem necessary, advisable, desirable or appropriate. The execution and delivery by any such officer, official, employee or agent of the District of any such documents, instruments,

certifications and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District's and their approval of the terms, provisions and unconditional and irrevocable authority with respect thereto and the authorization, approval and ratification by the District of the documents, instruments, certifications and opinions so executed and the actions so taken.

Section 19. The District hereby represents and warrants that it has not designated more than Three Million Dollars ($3,000,000) of obligations (including the Note herein authorized) during the Fiscal Year to the date of adoption hereof as qualified tax-exempt obligations and hereby designates the Note as "qualified tax-exempt obligations" pursuant to Code.

Section 20. The District appoints and consents to Springfield State Bank serving as Issuer and Registrar with duties as set forth in the Issuer and Registrar's Agreement dated December 15, 2017.

Section 21. This Resolution shall take effect immediately upon its passage.

Resolution moved for adoption by: _____

Motion seconded by: _____

Members voting Yea: _____

Members voting Nay: _____

Members absent or not voting: _____

_____

This resolution was adopted on December 11, 2017.

SARPY COUNTY SCHOOL DISTRICT 77-0046
IN THE STATE OF NEBRASKA

ATTEST

_____
Robert A. Icenogle, Board Secretary

_____
Brian Wichman,
President of the Board of Education

REGISTERED REGISTERED

UNITED STATES OF AMERICA
STATE OF NEBRASKA
COUNTY OF SARPY

TAX ANTICIPATION NOTE, SERIES 2017
OF SARPY COUNTY SCHOOL DISTRICT 77-0046
(SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS)

No. 1

Date of Original Issue	Date of Maturity	Rate of Interest
December 15, 2017	August 31, 2018	As set forth below

REGISTERED OWNER: Springfield State Bank

PRINCIPAL AMOUNT: Three Million Dollars ($3,000,000)

KNOW ALL MEN BY THESE PRESENTS: That Sarpy County School District 77-0046 in the State of Nebraska (the "District"), hereby acknowledges itself to owe and for value received promises to pay to the registered owner identified above, or registered assigns, the Principal Amount specified above in lawful money of the United States of America on the Date of Maturity specified above with interest thereon from the Date of Original Issue mentioned above at the Rate of Interest of 2.84% per annum, except as otherwise specified herein. The principal hereof and accrued interest thereon are payable upon presentation and surrender of this Note at the office of the District. The District may draw and redraw on the Note until Date of Maturity so long as the principal amount outstanding at any one time does not exceed Three Million Dollars ($3,000,000).

This Note is subject to redemption at the option of the District on or before August 31, 2018, at par plus accrued interest, as provided in the Resolution hereinafter referred to.

This Note has been issued by the District for the purpose of providing funds to pay obligations incurred by the District in accordance with the budget of the District for the fiscal year of the District beginning September 1, 2017, and ending August 31, 2018. The issuance of this Note has been lawfully authorized by a resolution duly passed and approved by the District (the "Resolution") in strict compliance with Section 79-1070 of the Revised Statutes of Nebraska (Reissue 2014.).

The District hereby certifies and warrants that it has taken all actions necessary and appropriate for issuance of the Note. The Resolution contains provisions, among others, with respect to the collection and disposition of District ad valorem tax monies and other available funds for the fiscal year commencing September 1, 2017, the rights, duties and obligations of the District and the rights of the owner of the Note. Reference is hereby made to the Resolution, to all of the provisions of which any owner of this Note by the acceptance hereof thereby assents,

for a more complete description of the foregoing and of the other matters contained therein.

This Note is transferable by the registered owner hereof or his/her or its attorney duly authorized in writing at the office of the District but only in the manner and subject to the limitations and conditions provided in the resolution authorizing the issuance of this Note and upon surrender and cancellation of this Note. Upon any such registration of transfer, the District shall execute and deliver in exchange for this Note, a new registered Note, registered in the name of the transferee of authorized denominations in an aggregate principal amount of his Note of the same Series and maturity and bearing interest at the same rate. The District may treat the person in whose name this Note is registered as the absolute owner hereof for the purpose of receiving payment hereof and for all other purposes and shall not be affected by any notice to the contrary, whether this Note be overdue or not.

The District has, in the resolution authorizing this Note designated this Note as "qualified tax-exempt obligations" pursuant to relevant sections, of the Internal Revenue Code. In the event of a determination that interest on the Note is not tax exempt and bank qualified as defined under the Internal Revenue Code, the Rate of Interest automatically shall increase to a rate equal to 150% of the Rate of Interest otherwise in effect.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Note did exist, did happen and were done and performed in regular and due form and time as required by law and that the indebtedness of the District, including this Note, does not exceed any limitation imposed by law. The District agrees that it will cause to be levied and collected annually a tax by valuation on all the lawfully taxable property in the District, except intangible property, sufficient in amount to fully pay the principal and interest on the Note as the same becomes due.

IN WITNESS WHEREOF, the District has caused this Note to be executed on its behalf with the signatures of its President and Secretary, all as of the Date of Original Issue.

SARPY COUNTY SCHOOL DISTRICT 77-0046
IN THE STATE OF NEBRASKA

_____
Brian Wichman,
President of the Board of Education

ATTEST:

_____
Robert A. Icenogle, Secretary of the Board of Education

Springfield Platteview Community Schools
Classified Rate Schedule
2017-2018

2017-2018		Benefit Package	Minimum Rate	2018-19 Rate
Accompanist	179 Days	C	$16.17	$ 16.47
Building Clerical	207 Days	B	$12.36	$ 12.66
Business Manager	252 Days	A	$16.13	$ 16.43
Human Resources Manager	252 Days	A	$16.13	$ 16.43
District Clerical	250 Days	A	$13.91	$ 14.21
Custodian/ Grounds	260 Days	A	$11.49	$ 13.00
Custodian-Night/Part-Time	260 Days	C	$11.28	$ 12.28
Detention Monitor	179 Days	D	$10.66	$ 11.96
Director of Maintenance	260 Days	A	Salary	
Director of Technology	260 Days	A	Salary	
Dr. of Building and Grounds	260 Days	A	Salary	
ISS Monitor	152 Days	C	$11.64	$ 12.94
Aide - Library	154 Days	C	$10.20	$ 10.50
Nurse	207 Days	B	$20.09	$ 20.39
Health Room Para	154 Days	C	$12.26	$ 12.56
Sports Trainer	207 Days	B	$18.24	$ 18.54
Elementary Office Assistant	184 Days	C	$10.20	$ 10.50
Secondary Office Assistant	157 Days	C	$10.20	$ 10.50
Aide - Classroom	152 Days	C	$10.20	$ 10.50
Aide - SPED	152 Days	C	$10.20	$ 11.70
Aide - SPED - Pre-School	174 Days	C	$10.20	$ 11.70
Aide (Certified)	152 Days	C	$1.70	Additional
Aide - DLC - SPED	152 Days	C	$1.70	Additional

Benefits

A **Hired prior to 2012-13 school year -**
Family Health/Single Dental or 35% In Lieu; $20,000 Life; LTD;
Sick Leave 9 days/45 cum; Personal Leave 1 Day/No Cum;
9 Paid Holidays; Vacation 2 weeks paid/ 3 weeks after 10 Years;
Hourly Hired 2012-13 school year -
SingleHealth/Single Dental or $325 Cash In Lieu; $20,000 Life; LTD;
Sick Leave 9 days/45 cum; Personal Leave 1 Day/No Cum;
Hourly Hired 2012-13 or later effective 2013-14 school year
SingleHealth/Single Dental or 35% Cash In Lieu; $20,000 Life; LTD;
Sick Leave 9 days/45 cum; Personal Leave 1 Day/No Cum;
9 Paid Holidays; Vacation 2 weeks paid/ 3 weeks after 10 Years;

B **Hired prior to 2012-13 school year -**
Family Health/Single Dental or 35% In Lieu; $20,000 Life; LTD;
Sick Leave 6 Days/45 cum; Personal Leave 1 day/no cum
Vacation 3 days paid
Hourly Hired 2012-13 school year -
$450.00 toward Single Health/Single Dental or $300 Cash in Lieu;
$20,000 Life; LTD; Sick Leave 6 Days/45 cum;
Personal Leave 1 day/no cum; Vacation 3 days paid
Hourly Hired 2012-13 or later effective 2013-14 school year
Single Health/Single Dental or 35% In Lieu; $20,000 Life; LTD;
Sick Leave 6 Days/45 cum; Personal Leave 1 day/no cum
Vacation 3 days paid

C Sick Leave - 5 days/45 day Cum;Personal Leave 1 Day/No Cum
Year 1-5 - $120 in 125K Plan; Year 6-14 - $180 in 125K Plan
Year 15+ - $240 in 125K Plan. Benefits pro-rated on split positions

D None

NOTE: Benefits are pro-rated for shared positions and late hires

COMBINED CONTRACT	DR Anderson Constructors	Hausmann Construction	Meco Henne	Roloff Building Group	Prairie Construction Company	Sampson Construction	The Weitz Company	
BID BOND	X	X	X	X	X	X	X	
ADDENDA:								
Addendum CC-1 - 11/14/2017	X	X	X	X	X	X	X	
Addendum CC-2 - 11/21/2017	X	X	X	X	X	X	X	
BID OPTION NO. 1 **High School Locker Room Renovation**				**$1,600,000.00**		**$1,650,000.00**		
BID OPTION NO. 2 **Junior High School Renovation**				**$4,500,000.00**		**$4,280,000.00**		
BID OPTION NO. 3 **Combined Bid** **High School Locker Room Renovation** **Junior High School Renovation**		**$5,296,000.00**		**$6,075,000.00**	**$6,097,000.00**	**$5,813,000.00**	**$5,960,000.00**	
BID OPTION NO. 4 **High School Locker Room with alternate construction schedule** **Proposed Start Date:** **Substantial Completion Date:**			**$1,620,000.00** Proposed Start Date: 5/13/18 Substantial Completion Date: 9/10/18			**$1,560,000.00** Proposed Start Date: 5/12/18 Substantial Completion Date: 11/12/18		
BID OPTION NO. 5 **Junior High School Renovation with alternate construction schedule** **Proposed Start Date: 5/25,18** **Substantial Completion Date: 11/25/18**			**$4,120,000.00** Proposed Start Date:5/1/18 Substantial Completion Date: 10/14/18			**$4,242,000.00** Proposed Start Date: 5/25/18 Substantial Completion Date: 11/25/18		
BID OPTION NO. 6 **Combined Bid** **High School Locker Room Renovation** **Junior High School Renovation with alternate construction schedule** **Proposed Start Date: 5/12/18** **Substantial Completion Date: 11/25/18**	**$5,669,000.00** Proposed Start Date: As Specified Substantial Completion Date: Junior High School - 2/15/18 High School - 10/15/18		**$5,740,000.00** Proposed Start Date: 5/1/18 Substantial Completion Date: 10/14/18			**$5,685,000.00** Proposed Start Date: 5/12/18 Substantial Completion Date: 11/25/18		
ALTERNATES:								
Alternate No. CC-1 - Not Used								
Alternate No. CC-2 - Pre-Manufacture Metal Canopy System to Junior HS	$14,300.00	$15,000.00	$11,500.00	$47,500.00	$13,800.00	$39,000.00	$12,900.00	
Alternate No. CC-3 - Add Acoustical Baffles to Junior HS	$2,250.00	$3,000.00	$2,500.00	$5,129.00	$2,200.00	$3,200.00	$2,700.00	
UNIT PRICES								
1. Furnish and install the repair of gypsum roof deck Add cost per square foot	No Bid	$4.50	$40.00	$57.00	No Bid	$55.00	$25.00	
2. Furnish and install the replacement of additional steel roof deck Add cost per square foot	No Bid	$7.50	$6.00	$12.00	$20.00	$20.00	$45.00	
TOTAL:								
PRIME SUBCONTRACTORS:								
Mechanical Work:	JW Smith - HS and JH	Pitlor - HS and JH	Prairie Mech. - HS and JH	Carter's HVAC - HS and JH	Prairie Mech. - HS and JH	JTM/Pitlor - HS and JR	Pitlor - HS and JH	
Electrical Work:	Allied - HS and JH	OK Electric - HS and JH	Allied - HS and JH	OK Electric - HS and JH	Baxter - HS and JH	Allied - HS and JH	Allied - HS and JH	
Masonry Work:	Seedorf - HS	Seedhorf - HS		Kehm - HS	Viada/Kehm - HS	DC Masonry - HS	MCArtor - HS	

Platteview JR & SR High School Renovations
Springfield Platteview Community Schools
Springfield, Nebraska
DLR Group Project No. 10-13125-30

BID TABULATION

DLR Group
Architecture Engineering Planning Interiors

6457 Frances Street, Suite 200
Omaha, NE 68106-2280
402/393-4100 tel
402/393-8747 fax
omaha@dlrgroup.com
dlrgroup.com

COMBINED CONTRACT	DR Anderson Constructors	Hausmann Construction	Meco Henne	Roloff Building Group	Prairie Construction Company	Sampson Construction	The Weitz Company	AVERAGE BID PRICE
BID BOND	X	X	X	X	X	X	X	
ADDENDA:								
Addendum CC-1 - 11/14/2017	X	X	X	X	X	X	X	
Addendum CC-2 - 11/21/2017	X	X	X	X	X	X	X	
BID OPTION NO. 1 **High School Locker Room Renovation**				**$1,600,000.00**		**$1,650,000.00**		$1,625,000.00
BID OPTION NO. 2 **Junior High School Renovation**				**$4,500,000.00**		**$4,280,000.00**		$4,390,000.00
BID OPTION NO. 3 **Combined Bid** **High School Locker Room Renovation** **Junior High School Renovation**		**$5,296,000.00**		**$6,075,000.00**	**$6,097,000.00**	**$5,813,000.00**	**$5,960,000.00**	$5,848,200.00
BID OPTION NO. 4 **High School Locker Room with alternate construction schedule** **Proposed Start Date:** **Substantial Completion Date:**			**$1,620,000.00** Proposed Start Date: 5/13/18 Substantial Completion Date: 9/10/18			**$1,560,000.00** Proposed Start Date: 5/12/18 Substantial Completion Date: 11/12/18		$1,590,000.00
BID OPTION NO. 5 **Junior High School Renovation with alternate construction schedule** **Proposed Start Date: 5/25,18** **Substantial Completion Date: 11/25/18**			**$4,120,000.00** Proposed Start Date:5/1/18 Substantial Completion Date: 10/14/18			**$4,242,000.00** Proposed Start Date: 5/25/18 Substantial Completion Date: 11/25/18		$4,181,000.00
BID OPTION NO. 6 **Combined Bid** **High School Locker Room Renovation** **Junior High School Renovation with alternate construction schedule** **Proposed Start Date: 5/12/18** **Substantial Completion Date: 11/25/18**	**$5,669,000.00** Proposed Start Date: As Specified Substantial Completion Date: Junior High School - 2/15/18 High School 10/15/18		**$5,740,000.00** Proposed Start Date: 5/1/18 Substantial Completion Date: 10/14/18			**$5,685,000.00** Proposed Start Date: 5/12/18 Substantial Completion Date: 11/25/18		$5,698,000.00
ALTERNATES:								
Alternate No. CC-1 - Not Used								
Alternate No. CC-2 - Pre-Manufacture Metal Canopy System to Junior HS	$14,300.00	$15,000.00	$11,500.00	$47,500.00	$13,800.00	$39,000.00	$12,900.00	$22,000.00
Alternate No. CC-3 - Add Acoustical Baffles to Junior HS	$2,250.00	$3,000.00	$2,500.00	$5,129.00	$2,200.00	$3,200.00	$2,700.00	$2,997.00
UNIT PRICES								
1. Furnish and install the repair of gypsum roof deck Add cost per square foot	No Bid	$4.50	$40.00	$57.00	No Bid	$55.00	$25.00	$36.30
2. Furnish and install the replacement of additional steel roof deck Add cost per square foot	No Bid	$7.50	$6.00	$12.00	$20.00	$20.00	$45.00	$18.42
TOTAL:								
PRIME SUBCONTRACTORS:								
Mechanical Work:	JW Smith - HS and JH	Pitlor - HS and JH	Prairie Mech. - HS and JH	Carter's HVAC - HS and JH	Prairie Mech. - HS and JH	JTM/Pitlor - HS and JR	Pitlor - HS and JH	
Electrical Work:	Allied - HS and JH	OK Electric - HS and JH	Allied - HS and JH	OK Electric - HS and JH	Baxter - HS and JH	Allied - HS and JH	Allied - HS and JH	
Masonry Work:	Seedorf - HS	Seedhorf - HS		Kehm - HS	Viada/Kehm - HS	DC Masonry - HS	MCArtor - HS	

Platteview JR & SR High School Renovations
Springfield Platteview Community Schools
Springfield, Nebraska
DLR Group Project No. 10-13125-30

BID TABULATION

DLR Group
Architecture Engineering Planning Interiors

6457 Frances Street, Suite 200
Omaha, NE 68106-2280
402/393-4100 tel
402/393-8747 fax
omaha@dlrgroup.com
dlrgroup.com

DLR Group

Renovation and Remodeling Cost	40,814	SF			$5,514,000
On-Site Development			$0		$0
Off-Site Development			$0		$0
Central JH & HS Locker Rooms	40,813	SF	$129.76		$5,296,000
Atlernates				taken	
CC-2: Pre-Manufactured Metal Canopy			$15,000.00	yes	$15,000
CC-3: Acoustical Baffles			$3,000.00	yes	$3,000
Equipment					
Fixed Equipment					$0
Furniture, Furnishings & Equipment (Movable)					$10,000
Technology and Technology Equipment					$0
Geothermal Well Field				LS	$0
Abatement					$40,000
Support Buildings (**Temp Classrooms**, Storage, Concessions, Restrooms, Press Bo	1		$150,000		$150,000
Construction Management Fees				LS	$0
Additions and New Construction Cost	0	SF			$0
On-Site Development			$0		$0
Off-Site Development			$0		$0
Middle School	0	SF	$0	SF	$0
Equipment					
Fixed Equipment					$0
Furniture, Furnishings & Equipment (Movable)					$0
Technology and Technology Equipment					$0
Geothermal Well Field				LS	$0
Support Buildings (Storage, Concessions, Restrooms, Press Boxes, etc…)		SF	$0		$0
Storm Shelter Construction Premium				# people	$0
Construction Management Fees				LS	$0
COST OF THE WORK					$5,514,000
Architect / Engineering Fees					$660,506
Renovation and Remodeling Cost			fixed		$660,506
Additions and New Construction Cost					$0
Specialty Consultants (i.e. Food Service, Acoustical, Theatrical, Etc.)			$0	LS	$0
Multiple Bid Packages Additional Services					
Enhanced Construction Phase Services			0.0%		$0
Site Acquisition & Development Cost					$0
Site Acquisition			$0	LS	$0
Platting Cost			$0	LS	$0
Traffic Impact Study			$0	LS	$0
Off-Site Street and Utilities Development			$0	SF	$0
General and Jurisdictional Expenses					$171,865
Printing (Allowance)			0.0%		$40,000
Reimbursable Expenses (Allowance)			0.0%		$20,000
Topographic Survey (3rd Party)			0.0%		$2,115
Pre-Construction Geo-Technical Soils Testing (3rd Party)			0.0%		$0
Geothermal Test Well (Ground Source Conductivity Test)	8000		$7,750	LS	$7,750
Special Inspections (3rd Party)			0.0%		$35,500
Construction Soils Testing (3rd Party)			0.0%		$7,000
NPDES Permit Preparation and Coordination				LS	$0
Storm Water Pollution Prevention Plan (SWPPP)			$5,000	LS	$5,000
Erosion Control Monitoring (SWPPP) (3rd Party)			0.1%		$4,700
Watershed Fee					
Wetland Delineation					
Builders Risk Insurance			0.16%		$11,300
Contractor Proposal Evaluations (Allowance)				LS	$0
Utility Company Fees					$0
Sewer				LS	$0
City Interceptor Sewer Fee		acres		$0.00	$0
Water Pioneer Main				LS	$0
Internal Water Main				LS	$0
Water Meter				LS	$0
Gas				LS	$2,500
Electric				LS	$0
Estimated Electric Utility Company Rebate				LS	$0
Building Permit Fee				LS	$35,000
State Fire Marshall					$1,000
Arterial Street Improvement Program Fee		acres		0	$0
LEED Registration Fee				LS	$0
LEED Documentation Fee			0.0%		$0
Building Commissioning Fee			0.0%		$0
Mechanical Life Cycle Cost Analysis				LS	$0
PROJECT EXPENDITURE SUBTOTAL					$6,346,371
Design Contingency			1.00%		$63,464
Construction Contingency			5.00%		$317,319
PROJECT BUDGET including contingency					$6,727,153
Project Escalation Factor			3.00%		$0
TOTAL PROJECT ESCALATED BUDGET					$6,727,153
Fiscal Consultant Fees			0.0%		$0
TOTAL ESTIMATED PROJECT BUDGET					$6,727,153

previous total project costs		
	HS Locker Room	$2,287,753
	Central JH	$5,799,976
	total	$8,087,729
difference (under budget)		$1,360,576

DOCUMENT 004113 - BID FORM

COMBINED CONSTRUCTION

Platteview Jr High & High School Renovations
Springfield Platteview Community Schools
14801 South 108th Street
Springfield, Nebraska 58059
DLR Group Project No. 10-13125-30

Issue Date: October 26, 2017

Bid of Hausmann Construction, Inc.,

/X/ a corporation organized and existing under the laws of the State of Nebraska;

/_/ a partnership consisting of _____, partners; or

/_/ a sole proprietor;

hereinafter called the Bidder.

To: Brett Richards, Superintendent
Springfield Platteview Community Schools
14801 South 108th Street
Springfield, Nebraska 68059

The undersigned acknowledges that he has received and familiarized himself with the following:

Project Manual:	Divisions and Sections as listed in the Table of Contents	
Drawings:	As listed on the Index of Drawings Sheet	
Addenda:	No. 1	Dated 11/14/17
	No. 2	Dated 11/21/17
	No. _____	Dated _____

The undersigned further acknowledges that he has visited the site and familiarized himself with local conditions affecting the cost of the Work at the place where the Work is to be done.

In submitting this Bid, the undersigned agrees:

1. To furnish all material, labor, tools, expendable equipment, and all utility and transportation services necessary to provide and complete, in a workmanlike manner, all of the Work required for the Combined Construction, including General Construction, Mechanical Work, Electrical Work, and Elevator Work, in accord with the Bidding Documents prepared by DLR Group inc., for the consideration hereinafter set forth.

2. To hold his Bid open for thirty (30) days after the receipt of Bids and to accept the provisions of the Instructions to Bidders regarding disposition of Bid Security.

3. To enter into and execute a Contract if awarded on the basis of this Bid, to furnish a Performance Bond and a Labor and Material Payment Bond in accord with the General Conditions and General Requirements of this Contract, and to deliver executed Owner-Contractor Agreements and Bonds to the Architect-Engineer within ten (10) days after notification of award, for submittal to the Owner for his approval and acceptance.

4. To substantially complete the Work as specified in Division 01 Section "Summary."

LUMP SUM BASE BIDS: The undersigned hereby proposes and agrees to provide the foregoing in relation to the following Work:

BID OPTION

1. High School Locker Room Renovation for the Lump Sum of

No BID dollars ($ —).
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)

2. Junior High School Renovation for the Lump Sum of

No BID dollars ($ —).
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)

3. Combined Bid for
   High School Locker Room Renovation
   Junior High School Renovation
   for the Lump Sum of

five million, two hundred ninety-six thousand — dollars ($ 5,296,000).
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)

4. High School Locker Room Renovation with alternate construction schedule for the Lump Sum of

No Bid dollars ($ —).
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)
Proposed Construction Schedule, Start Date: _____ Substantial Completion Date: _____

5. Junior High School Renovation with alternate construction schedule for the Lump Sum of

No Bid dollars ($ —).
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)
Proposed Construction Schedule, Start Date: _____ Substantial Completion Date: _____

6. Combined Bid for
High School Locker Room Renovation
Junior High School Renovation
with alternate construction schedule for the Lump Sum of

No Bid dollars ($ —).
(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)
Proposed Construction Schedule, Start Date: _____ Substantial Completion Date: _____

PRIME SUBCONTRACTORS: The undersigned proposes the following Prime Subcontractors:

High School

Mechanical Work: Pittler

Electrical Work: OK Electric

Masonry Work: Seedhorf

Junior High

Mechanical Work: Pittler

Electrical Work: OK Electric

ALTERNATES: The above Lump Sum Base Bid may be modified in accord with the following Alternates as may be accepted by the Owner. Provide a bid for all Alternates. If there is no cost to the work described, indicate so by writing zero, $0. If you do not provide a bid price, indicate so by writing, "No Bid."

ALTERNATE NO. CC-1. Not Used.

ALTERNATE NO. CC-2. Pre-manufacture metal canopy system to JH.

If this Alternate is accepted, add to the

Lump Sum Base Bid the sum of

fifteen thousand & no/100 dollars ($ 15,000).

ALTERNATE NO. CC-3. Add acoustical baffles to JH.

If this Alternate is accepted, add to the

Lump Sum Base Bid the sum of

three thousand & no/100 dollars ($ 3,000).

UNIT PRICE BIDS: The undersigned hereby proposes and agrees to provide the foregoing in relation to the following Work. The quantities specified may be modified by a Change Order in accord with the following Unit Prices:

1. Furnish and install the Repair of Gypsum Roof Deck as specified:
   Add ($ 4.50) for each square foot added

2. Furnish and install the Replacement of Additional Steel Roof Deck as specified:
   Add ($ 7.50) for each square foot added

ALTERNATES AND UNIT PRICES: The Lump Sum Base Bid may be modified in accord with the Alternates and Unit Prices as proposed by the undersigned on his completed Bid Forms for the respective projects.

The undersigned has attached the required Bid Security and other items required in the Instructions to Bidders.

The undersigned has attached the required Bid Security.

In submitting this Bid, it is understood that the right to reject any and all Bids and to waive irregularities in the bidding has been reserved by the Owner.

Dated this 30th day of November, 20 17

Hausmann Construction, Inc.

Name of Bidder

8545 Executive Woods Dr., Suite 1, Lincoln, NE 68512
Address of Bidder

Authorized Officer

Joey Hausmann, President

402-438-3230
Area Code/Telephone Number

END OF DOCUMENT

BID BOND

Conforms with The American Institute of Architects, A.I.A. Document No. A-310

KNOW ALL BY THESE PRESENTS, That we, **Hausmann Construction, Inc., 8545 Executive Woods Drive, Suite 1, Lincoln, NE 68512**

as Principal, hereinafter called the Principal,

and the **North American Specialty Insurance Company**,

of **5200 Metcalf OPN111, Overland Park, KS 66202**, a corporation duly organized under the laws of the State of **New Hampshire**, as Surety, hereinafter called the Surety, are held and firmly bound unto

Springfield Platteview Community Schools as Obligee, hereinafter called the Obligee,

in the sum of **FIVE PERCENT OF AMOUNT BID**

Dollars ($ **5%**), for the payment of which sum well and truly to be made, the said Principal and the said Surety, bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

WHEREAS, the Principal has submitted a bid for **Springfield Platteview Jr. High & High School Renovation**

NOW, THEREFORE, if the Obligee shall accept the bid of the Principal and the Principal shall enter into a Contract with the Obligee in accordance with the terms of such bid, and give such bond or bonds as may be specified in the bidding or Contract Documents with good and sufficient surety for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof, or in the event of the failure of the Principal to enter such Contract and give such bond or bonds, if the Principal shall pay to the Obligee the difference not to exceed the penalty hereof between the amount specified in said bid and such larger amount for which the Obligee may in good faith contract with another party to perform the Work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect.

Signed and sealed this **30th** day of **November**, **2017**.

Stanton N. Beeder
Witness

Hausmann Construction, Inc. (Seal)
Principal

Title

Witness

North American Specialty Insurance Company

By
Joan Leu, Attorney-in-Fact

S-0054/GEEF 12/00

FRP

NAS SURETY GROUP

NORTH AMERICAN SPECIALTY INSURANCE COMPANY
WASHINGTON INTERNATIONAL INSURANCE COMPANY
WESTPORT INSURANCE CORPORATION

GENERAL POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS, THAT North American Specialty Insurance Company, a corporation duly organized and existing under laws of the State of New Hampshire, and having its principal office in the City of Manchester, New Hampshire and Washington International Insurance Company a corporation organized and existing under the laws of the State of New Hampshire and having its principal office in the City of Schaumburg, Illinois, and Westport Insurance Corporation, organized under the laws of the State of Missouri, and having its principal office in the City of Overland Park, Kansas each does hereby make, constitute and appoint:

DAVID A. DOMINIANI, JOAN LEU, MAURA P. KELLY, SHARON K. MURRAY and JACQUELINE L. DREY

JOINTLY OR SEVERALLY

Its true and lawful Attorney(s)-in-Fact, to make, execute, seal and deliver, for and on its behalf and as its act and deed, bonds or other writings obligatory in the nature of a bond on behalf of each of said Companies, as surety, on contracts of suretyship as are or may be required or permitted by law, regulation, contract or otherwise, provided that no bond or undertaking or contract or suretyship executed under this authority shall exceed the amount of:

ONE HUNDRED TWENTY FIVE MILLION ($125,000,000.00) DOLLARS

This Power of Attorney is granted and is signed by facsimile under and by the authority of the following Resolutions adopted by the Boards of Directors of North American Specialty Insurance Company and Washington International Insurance Company at meetings duly called and held on March 24, 2000 and Westport Insurance Corporation by written consent of its Executive Committee dated July 18, 2011.

"RESOLVED, that any two of the President, any Senior Vice President, any Vice President, any Assistant Vice President, the Secretary or any Assistant Secretary be, and each or any of them hereby is authorized to execute a Power of Attorney qualifying the attorney named in the given Power of Attorney to execute on behalf of the Company bonds, undertakings and all contracts of surety, and that each or any of them hereby is authorized to attest to the execution of any such Power of Attorney and to attach therein the seal of the Company; and it is

FURTHER RESOLVED, that the signature of such officers and the seal of the Company may be affixed to any such Power of Attorney or to any certificate relating thereto by facsimile, and any such Power of Attorney or certificate bearing such facsimile signatures or facsimile seal shall be binding upon the Company when so affixed and in the future with regard to any bond, undertaking or contract of surety to which it is attached."

NORTH AMERICAN SPECIALTY INSURANCE COMPANY CORPORATE SEAL 1973 NEW HAMPSHIRE

WASHINGTON INTERNATIONAL INSURANCE COMPANY CORPORATE SEAL NEW HAMPSHIRE

By _____
Steven P. Anderson, Senior Vice President of Washington International Insurance Company
& Senior Vice President of North American Specialty Insurance Company
& Senior Vice President of Westport Insurance Corporation

By _____
Mike A. Ito, Senior Vice President of Washington International Insurance Company
& Senior Vice President of North American Specialty Insurance Company
& Senior Vice President of Westport Insurance Corporation

WESTPORT INSURANCE CORPORATION CORPORATE SEAL MISSOURI

IN WITNESS WHEREOF, North American Specialty Insurance Company, Washington International Insurance Company and Westport Insurance Corporation have caused their official seals to be hereunto affixed, and these presents to be signed by their authorized officers this 7th day of April, 20 17.

North American Specialty Insurance Company
Washington International Insurance Company
Westport Insurance Corporation

State of Illinois
County of Cook ss:

On this 7th day of April, 20 17, before me, a Notary Public personally appeared Steven P. Anderson, Senior Vice President of Washington International Insurance Company and Senior Vice President of North American Specialty Insurance Company and Senior Vice President of Westport Insurance Corporation and Michael A. Ito Senior Vice President of Washington International Insurance Company and Senior Vice President of North American Specialty Insurance Company and Senior Vice President of Westport Insurance Corporation, personally known to me, who being by me duly sworn, acknowledged that they signed the above Power of Attorney as officers of and acknowledged said instrument to be the voluntary act and deed of their respective companies.

OFFICIAL SEAL
M KENNY
NOTARY PUBLIC, STATE OF ILLINOIS
MY COMMISSION EXPIRES 12/04/2017

M. Kenny, Notary Public

I, Jeffrey Goldberg, the duly elected Vice President and Assistant Secretary of North American Specialty Insurance Company, Washington International Insurance Company and Westport Insurance Corporation do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney given by said North American Specialty Insurance Company, Washington International Insurance Company and Westport Insurance Corporation which is still in full force and effect.

IN WITNESS WHEREOF, I have set my hand and affixed the seals of the Companies this 30th day of November, 20 17.

Jeffrey Goldberg, Vice President & Assistant Secretary of Washington International Insurance Company &
North American Specialty Insurance Company & Vice President & Assistant Secretary of Westport Insurance Corporation

AIA® Document G802™ – 2017

Amendment to the Professional Services Agreement

PROJECT: *(name and address)*
10-13125-04_Springfield Platteview District Growth Study

AGREEMENT INFORMATION:
Date:

AMENDMENT INFORMATION:
Amendment Number: 003

Date: December 7, 2017

OWNER: *(name and address)*
Springfield Platteview Community Schools
14801 South 108th Street
Springfield, NE 68059

ARCHITECT: *(name and address)*
DLR Group inc. (a Nebraska corporation)
6457 Frances Street, Suite 200
Omaha, NE 68106

The Owner and Architect amend the Agreement as follows:
Phase 1: Study to review enrollment & capacity analysis, demographic analysis and preliminary site identifications for new schools. See attachment for additional detail. Scope will also include coordinating work with a third party consultant for the growth analysis.

Phase 2: Provide detailed site evaluation matrix and site acquisition and negotiation services.

The Architect's compensation and schedule shall be adjusted as follows:

Compensation Adjustment:

Phase 1: $6,000 plus expenses and any third party consultant(s) fees if through DLR Group.

Phase 2: One percent of land cost or value, plus expenses.

Schedule Adjustment:
Schedules to be determined.

SIGNATURES:

DLR Group inc. (a Nebraska corporation)	Springfield Platteview Community Schools
ARCHITECT *(Firm name)*	**OWNER** *(Firm name)*
SIGNATURE	**SIGNATURE**
Mike Kros, Principal	
PRINTED NAME AND TITLE	**PRINTED NAME AND TITLE**
December 7, 2017	
DATE	**DATE**

Springfield Platteview Community School District

Facility Improvement Update

October 9, 2017

District Master Plan Update

Four Tier Analysis Approach

- Enrollment & Capacity Analysis
  - Historical Data & Growth Trend Projections
  - Existing Facility Capacity & Programming Assessment
  - Open / Option Enrollment Impact
  - Identify Trigger Enrollments
- Demographic Analysis
  - Land Use Review / Maximum District Build Out
  - Future Infrastructure Development
  - Transportation / Traffic (i.e. South By Pass)
  - Economic Development
  - Future Housing Developments
- Facility Planning / Site Identification / Site Evaluation / Site Selection
  - Synchronize District Enrollment Growth with Facility Needs
  - Future Potential School Site Identification
  - Site Evaluation Matrix
  - Site Acquisition / Negotiations
- Boundary Analysis
  - Neighboring Districts
  - Attendance

Phase 1

Phase 2

PERSONNEL

Voluntary Separation Program

Purpose

The purpose of Voluntary Separation Program (VSP) is to provide certified personnel, meeting certain qualifications of years of service within the district, an opportunity to accept voluntary separation earlier than normal retirement. “Certified Personnel” is defined for this policy as teachers (preschool, classroom, specialist), counselors, psychologists, media specialists, speech pathologists, and administrators employed by the district.

Offer

On or before January 1 each school year, the Board of Education will decide if they will offer the Voluntary Separation Incentive or there are any limits to participation for that current school year. The district will notify certified staff members when that decision is made. If the Board does not act to offer the program before January 1, it is assumed the program will not be offered that school year.

Eligibility

Employment in the Springfield Platteview Community Schools for twenty (20) years as a certified staff member is required for participation. Part time employees will be figured at the individual FTE in determining credit.

Sabbatical, medical, and other leaves of absence approved by the Board of Education do not constitute creditable service for the voluntary separation program.

Creditable service is defined in accordance with the creditable service requirements of the Nebraska State Retirement System rounded down to the nearest full year.

An employee may participate in the Voluntary Separation Program only once.

An employee receiving benefits from the Long Term Disability plan is not eligible during that time.

An employee who has received written notice that his/her principal or supervisor does not intend to continue the employee’s contract past the end of the current school year is not eligible.

Participation

The district shall notify all employees who are eligible for the voluntary separation incentive on or before January 15 and any deadlines for declaring participation in the voluntary separation program. No employee will be asked to decide voluntary separation participation without at least 45 days of notice.

The employee must declare his/her intent to participate in the voluntary separation program within 45 days from the notice. The employee must complete the VSP Application form. Any exceptions may be made with Board of Education approval.

Limits of Participation

The Board of Education, in its sole discretion, reserves the right to limit participation in the VSP based on district financial issues. If limits are necessary, the Board will determine the number of incentives to be offered, and notify certified staff members on or before January 1.

The Board will grant a preference if more applications are submitted than available incentives, to longest continuous service in Springfield Platteview Community Schools. In case of a tie, preferences will be decided, in order of importance, to 1) cost of staff member's schedule salary; 2) state and federal regulations, which may mandate certain employment practices; and 3) educational programs to be offered by the district.

Voluntary Separation Incentive

The participant receives payment based upon his/her last scheduled salary only, not including extended contracts, extra duty, etc.

Each payment will be equal to the percentage shown in the Voluntary Separation Incentive Distribution Table. Such payments shall be made annually for five years.

Voluntary Separation Incentive Distribution

Years of Service as of Aug. 1	Distribution
20 years or more	25% per year for 5 consecutive years

The first VSP incentive payment will be made September 20th in the year of separation. The remaining payments will be made on the anniversary of the first payment, until the full amount is paid.

All VSP Incentive and unused sick leave payments will be deposited in a special pay 403B plan for the participant. If the participant is 55 years or older, the participant may withdraw from the 403B fund as allowed by law. Participants under the age of 55 cannot withdraw from the 403B fund until the age of 55. Participants may not take incentives as cash payments.

Beneficiary

In the event of death of the participant during voluntary separation incentive period, the balance of the voluntary separation benefit due will be paid in one lump sum to the participant's beneficiary(ies) or estate at the next scheduled payment date.

Unused Sick Leave

Any teacher exercising this voluntary separation program will receive a payment equal to one half (1/2) of his/her accumulated sick days times (X) the current rate of substitute pay. This payment will be made in a September payment following the conclusion of his/her teaching for the district. This payment will be made only once.

Date of Adoption:	December 11, 2017	Legal Reference:
Last Revision:	February 13, 2012	_____
Last Review:	November 10, 2017	

CONTRACT OF EMPLOYMENT
WITH SUPERINTENDENT

This Contract of Employment with Superintendent (the "Contract") is made and entered into by and between the Board of Education of Springfield Platteview Community Schools (hereinafter referred to as the "Board"), and Brett A. Richards (hereinafter referred to as the "Superintendent").

WITNESSETH

In accordance with action duly taken by the Board and recorded in the Minutes of the Board Meeting held on the 11th day of December, 2017, the Board hereby agrees to employ the Superintendent, and the Superintendent hereby agrees to accept employment as the Superintendent of the Springfield Platteview Community Schools (the "District") upon and subject to the following terms and conditions:

I. Term of Contract

A. Term. This Contract shall be for a term of three (3) years, beginning on the 1st day of July, 2018, and ending on the 30th day of June 2021, unless sooner terminated as provided in Section VI hereof. References in this Contract to "Contract Year" shall mean the period of July 1 to June 30.

II. Qualifications and Duties

A. Qualifications. Throughout the Term of this Contract, the Superintendent shall hold a valid certificate to act as a Superintendent of Schools in the State of Nebraska; said certificate shall be duly registered and filed as required by law, and the Superintendent shall not be under contract with another board of education within the State of Nebraska.

B. Duties. The Superintendent duties shall include: (i) responsibility for the day to day administration of the instructional and business affairs of the District; (ii) responsibility for the implementation of Board Policy; (iii) initiating all personnel actions that require Board action, including recommendations concerning termination, cancellation or non-renewals; organizing, administering and supervising the District's supervisory staff; and, subject to Board approval, (iv) selecting, placing, and transferring personnel. The Superintendent shall report to the Board. The exact nature and extent of the Superintendent duties shall be defined from time to time by the Board, in its sole discretion. Without limiting the foregoing, the parties agree as set forth below:

1. The Superintendent will perform his duties in compliance with his written job description, if any; all rules, regulations, directives, policies and procedures of the District as duly adopted from time to time by the Board; the terms of all applicable third party contracts; and all federal, state or local laws, statutes or ordinances and any rules or regulations promulgated thereunder.

2. The Superintendent will devote substantially all of his available working time, skill and energy to performing the duties required by his position as Superintendent and will not engage in any other business or occupation except to the extent the same is expressly approved in advance and in writing by the Board; provided, however, that nothing herein shall be deemed or construed to limit or restrict the ability of the Superintendent to engage in activities that are incident to the ownership or management of personal investments or to participate in professional activities such as consulting, speaking, writing or lecturing, so long as such activities do not interfere with the ability of the Superintendent to perform his duties hereunder or conflict with the interests of the District.

III. Salary

A. Annual Salary. During the 2017-2018 Contract Year of this Contract, the Board shall pay the Superintendent an annual salary in the amount of one hundred fifty one thousand and two hundred and four dollars ($151,204). The Superintendent's annual salary for each Contract Year thereafter shall be set by the Board, in its sole discretion, provided only that the Superintendent's annual salary for any Contract Year thereafter during the term of this Contract shall not be less than the Superintendent's annual salary for the immediately preceding Contract Year.

B. Payment of Salary and Adjustments. The annual salary shall be paid in equal monthly installments in accordance with the usual and customary payroll practices of the District that apply to its professional staff. All salary payments shall be subject to authorized deductions and all local, state and federal withholding as required by law, including without limitation, retirement contributions, FICA, FUTA, Medicare and state or federal unemployment contributions.

IV. Leaves and Other Fringe Benefits

A. Leaves.

1. Vacation.

a. Vacation Days: The Superintendent shall be allowed twenty (20) working days of vacation leave each contract year. Vacation shall not be taken at times that would interfere with the Superintendent's attendance at regularly scheduled Board meetings or at times when the Superintendent's duties require the Superintendent's attendance at school (e.g., beginning and end periods of the school year).

b. Carry-over and Accumulation of Vacation Days. The Superintendent's vacation days shall be supplemented each contract year after the first year to restore his accumulated days to twenty (20). Upon ending employment, the Superintendent shall be paid for unused vacation days at his then effective daily rate of pay. The Board may require the Superintendent to take vacation days.

2. Sick and Bereavement Leave. The Superintendent shall be allowed ten (10) working days of sick leave each contract year. Unused sick leave may be carried over from one contract year to the next succeeding contract year to a maximum of sixty (60) sick leave days. Once the maximum is accumulated, no further sick leave days will be available or granted for the ensuing contract year or years until the accumulated number of days is less than 60, and then only to the extent necessary to restore the total number of available sick leave days to the maximum of 60 days. Upon ending employment, unused sick leave days will not be paid. The superintendent shall be allowed up to ten (10) working days per year for Bereavement Leave. Any days used for Bereavement will be subtracted from Sick Leave days available.

3. Holidays. The following days shall be holiday days and not working days: President's Day, Easter, Memorial Day, and July 4th, Labor Day, Thanksgiving, and day after Thanksgiving, Christmas, and New Year's Day.

4. Log. The Superintendent shall maintain a current log of used vacation and sick leave days with the Superintendent's administrative assistant. The Board President may request this information at any time.

B. Fringe Benefits. The Superintendent shall receive fringe benefits of family health insurance, and single dental insurance. The School District shall also purchase a term life insurance policy insuring the Superintendent having a primary death benefit of $50,000, with the beneficiary of such policy to be determined by the Superintendent. The superintendent shall pay his own disability insurance at his own expense.

C. Transportation. The Board shall reimburse the Superintendent for all mileage that he may reasonably and necessarily incur in connection with the performance of the Superintendent's official duties at the mileage reimbursement rate established by the Department of Administrative Services under State Statute Section 81-1176 in effect at the time of the travel. The Superintendent shall use the district vehicle, if available, before using his own personal vehicle.

D. Professional Meetings. Subject to prior Board approval, the Superintendent may elect to attend appropriate professional meetings at the local, state and national level, and such attendance shall not be counted as vacation or sick leave. Such attendance shall be scheduled so as not to interfere with the proper performance of the Superintendent's duties. The reasonable and necessary expenses incurred by the Superintendent for transportation, registration, meals and lodging in connection with his attendance at such approved meetings shall be paid by the Board, as and to the extent permitted by law and Board policy.

E. Professional Association Dues. The Superintendent's membership in the Nebraska Council of School Administrators (NCSA) and the national superintendent's organization (AASA) shall be paid by the Board. The Superintendent's membership in other professional associations may be paid by the District subject to prior Board approval.

V. Representations and Warranties of Superintendent

A. Representations and Warranties of the Superintendent. As an express condition precedent and a material inducement to the Board to enter into this Contract and observe and perform the obligations and undertakings to be observed and performed by it hereunder, the Superintendent represents and warrants to the Board as follows:

1. That all information set forth in the Superintendent's application of employment and all other information provided to the Board by the Superintendent in connection therewith is true, correct and complete in all material respects and does not omit any facts necessary in order to make the statements and information contained therein not misleading;

2. The Superintendent has never been convicted of, entered a plea of no contest or *nolo contendre* to, or otherwise been charged with or convicted of a felony or any other lesser offense involving willful and wanton misconduct, moral turpitude, abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NCA 27; and

3. The Superintendent has not suffered suspension or revocation of any educational professional license or certificate.

VI. Cancellation, Termination, Non-Renewal and Amendment

A. Cancellation, Termination, Non-Renewal and Amendment. This Contract may be cancelled, terminated, not renewed or amended as follows:

1. Termination Due to Death. This Contract shall immediately terminate in the event of the Superintendent's death.

2. Non-Renewal or Amendment by the Board as of the End of the Term. Subject to the procedures set forth in Neb. Rev. Stat. §§79-824 through 79-845 (Reissue 2003), this Contract may be amended or not renewed by the Board as of the end of its Term upon the Board providing written notice of its intent to amend or not renew the Contract to the Superintendent no later than the 15th day of March immediately preceding the end of the term of this Contract.

3. Termination by Superintendent. If the Superintendent desires to be released from his contract, he and the Board may discuss, and the Board, at its sole discretion, can release him if terms of an agreement and release date can be agreed upon.

4. Cancellation or Amendment by Board During the Term. Subject to the procedures set forth in Neb. Rev. Stat. §§79-824 through 79-845 (Reissue 2003), this Contract may be cancelled or amended by the Board at any time during the Term for any of the following reasons: (i) cancellation, termination, revocation or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate or Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (ii) breach of any of the material provisions of this Contract of Employment; (iv) incompetency; (v) neglect of duty; (vi) unprofessional conduct; (vii) insubordination; (vii) immorality; (viii) physical or mental incapacity; (ix) intemperance; or (x) conviction of a felony. For purposes of this Contract, "physical or mental incapacity" shall be deemed to exist sufficient to establish just cause for cancelation of the Superintendent's contract with the school district should the Superintendent be continuously disabled for a period of (120) consecutive calendar days, has exhausted all available leave and is unable to return to work on a full-time basis and perform the essential functions of his job with reasonable accommodation.

B. Entitlement to Compensation and Benefits in the Event of Cancellation, Termination, or Non-Renewal. In the event this Contract is terminated, cancelled or not renewed, the Superintendent shall be entitled to receive payment for any vacation leave that he has accrued and which remains unused as of the date on which such termination, cancellation or non-renewal takes effect. Together with that portion of his Annual Salary which has been earned up to such date, as determined by multiplying his Annual Salary for the Contract Year in question by a fraction, the numerator of which is the number of whole and fractional months he has worked up to the date on which the termination, cancellation or non-renewal takes effect, and the denominator of which is twelve (12). Except as set forth above, the Board shall have no further obligation of any kind to continue to pay or provide any further compensation or benefits to the Superintendent from and after the date on which such termination, cancellation or non-renewal takes effect.

VII. Miscellaneous

A. No Third Party Beneficiaries. This Contract shall be for the sole benefit of the parties hereto and their respective heirs, successors, permitted assigns, and legal representatives and is not intended, nor shall it be construed, to give any person, other than the parties hereto and their respective heirs, successors, permitted assigns and legal representatives, any legal or equitable right, remedy or claim hereunder.

B. Choice of Law. This Contract shall be governed by, and construed in accordance with, the internal laws of the State of Nebraska. Any legal action or proceeding with respect to this Contract or any document related hereto shall be brought only in the district courts of Nebraska, or the United States District Court for the District of Nebraska., and, by execution and delivery of this Contract, each party hereto hereby accepts for itself and in respect of its property, generally and unconditionally, the jurisdiction of the aforesaid courts. The parties hereto hereby irrevocable waive any objection, including, without limitation, any forum non *conveniens*, which any of them may now or hereafter have to the bringing of such action or proceeding in such respective jurisdictions.

C. Entire Agreement. This Contract, together with all exhibits and schedules hereto, constitutes the entire agreement among the Parties pertaining to the subject matter hereof and supersedes all prior contracts, agreements, understandings, negotiations and discussions, whether oral or written, of the Parties.

D. Amendment. No amendment, supplement or modification of this Contract shall be binding unless executed in writing by the party to be bound thereby.

E. Waiver. No waiver of any of the provisions of this Contract or any breach of any provision of this Contract shall be deemed or shall constitute a waiver of any other provision or breach hereof (whether or not similar), nor shall such waiver constitute a continuing waiver unless otherwise expressly provided in writing.

F. Interpretations. Any uncertainty or ambiguity existing herein shall not be interpreted against either party because such party prepared any portion of this contract, but shall be interpreted according to the application of rules of interpretation on contracts generally. The headings and table of contents (if any) used in this Contract are inserted for convenience and reference only and are not intended to be an integral part of or to affect the meaning or interpretation of this Contract.

G. Time is of the Essence, Computation of Time. Time is of the essence with respect to every covenant, condition to be satisfied, and action to be taken hereunder, and the parties shall proceed accordingly with respect to every action necessary, proper or advisable to make effective the transactions contemplated by this Contract. Whenever the last day for the exercise of any privilege or the discharge of any duty hereunder shall fall upon any day which is not a business day, the party having such privilege or duty may exercise such privilege or discharge such duty on the next succeeding business day.

H. Survival. All representations and warranties; all of the rights, remedies, obligations, and all of the covenants and agreements set forth in this Contract which, by their terms, require or contemplate performance which is to extend beyond or occur after the date hereof, shall survive the execution and delivery of this Contract and shall remain in full force and effect and be enforceable as between the parties hereto in accordance with their terms for the statute of limitations period applicable thereto.

I. Legal Actions. The Board will support the Superintendent if there is a legal dispute caused by his carrying out his duties properly. If a legal action, including a professional practice complaint, is threatened or filed against the Superintendent as a result of his performance of his duties or his position as Superintendent of the district, the Board will provide him with a legal defense to the maximum extent permitted by law so long as he acted in good faith and in a manner which he reasonably believes to be in or not opposed to the best interests of the district and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his conduct was unlawful.

J. Physical or Mental Examination. The Board has the authority to require the Superintendent to undergo a physical or mental examination by a physician and/or psychologist of the Board's choosing. In deference to the requirements of the Americans with Disabilities Act and HIPAA, the physician's report to the Board must address whether the Superintendent is able to perform the "essential functions" of his position.

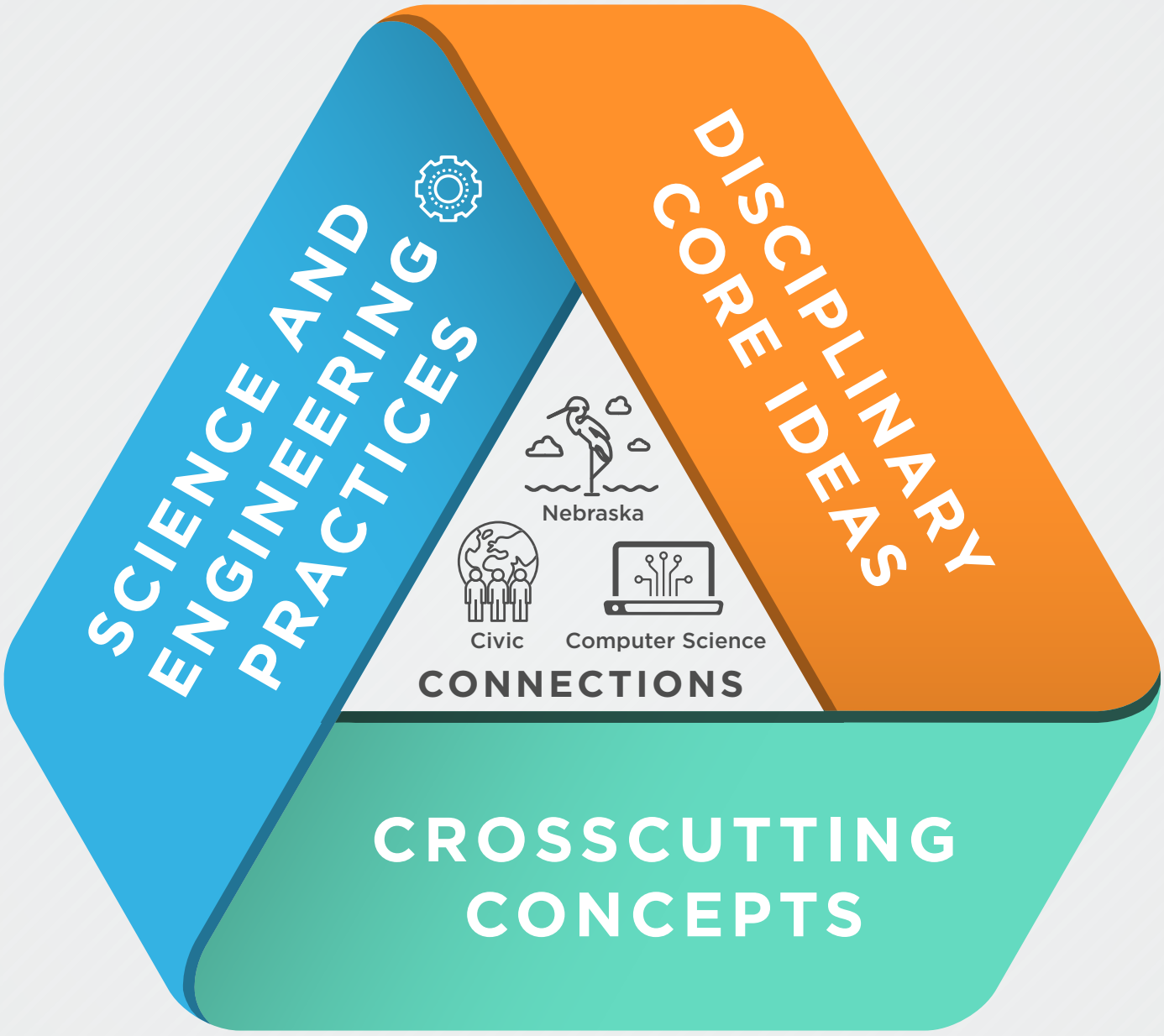
IN WITNESS WHEREOF, this Contract has been executed and entered into by the parties hereto, fully intending the same to be binging upon themselves and their respective heirs, personal representatives, trustees, successors and assigns.

Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools	Brett A. Richards, Superintendent of Schools

Dated this 12th day of December 2016. Signature: Brian Wichman, President, Board of Education Attest: Bob Icenogle, Secretary	Dated this 12th day of December 2016. Signature: Brett A. Richards

NEBRASKA'S COLLEGE AND CAREER READY

STANDARDS FOR SCIENCE



Approved by the Nebraska State Board of Education on September 8, 2017

Nebraska's College and Career Ready Standards for Science 2017

Table of Contents

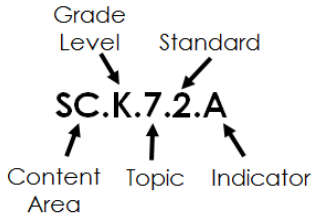
Approved by the Nebraska State Board of Education on September 8, 2017

Content Area Standards Structure

The overall structure of Nebraska's College and Career Ready Standards for Science (CCR-Science) reflects the two-tier structure common across all Nebraska content area standards. The two levels within the structure include **standards** and **indicators**. At the broadest level, **standards** include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. **Indicators** further describe what students must know and be able to do to meet the standard. These performance-based statements provide clear expectations related to student learning in each content area. Additionally, indicators provide guidance related to the assessment of student learning. This guidance is articulated by including assessment boundary statements.

The CCR-Science standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. Standards describe what students are expected to know and be able to do, while the local curriculum describes how teachers will help students master the standards. A wide variety of instructional resources may be used to meet the state content area standards. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum used within a local school.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The CCR-Science standards numbering system is as follows:



Organization and Structure of CCR-Science Standards

Nebraska's College and Career Ready Standards for Science (CCR-Science) are organized by grade level for grades K-8 and by grade span in high school. K-5 standards are organized to reflect the developmental nature of learning for elementary students and attend to the learning progressions that build foundational understandings of science. By the time students reach middle school (Grades 6-8), they build on this foundation in order to develop more sophisticated understandings of science concepts through high school. The topic progression for the CCR-Science standards is included in Appendix A.

Within each grade level/span the standards are organized around topics, and each standard addresses one topic. Each CCR-Science standard begins with the common stem: "Gather, analyze, and communicate…" This stem highlights long-term learning goals associated with rigorous science standards and provides guidance for high quality classroom instruction. To facilitate high-quality instruction, students actively gather evidence from multiple sources related to the science topics. This evidence is carefully analyzed in order to describe and explain natural phenomena, and then, students communicate their understanding of the content using a variety of tools and strategies. It is important to note that while topics are introduced in a spiraled model, they are connected; and deeper understanding at subsequent grade levels and spans requires foundational understanding of multiple topics.

The indicators reflect the three dimensions of science learning outlined in *A Framework for K-12 Science Education*[1]. Each CCR-Science indicator includes a disciplinary core idea, a crosscutting concept (underline), and a **science and engineering practice** (**bold**).

The disciplinary core ideas are the focused, limited set of science ideas identified in the *Framework* as necessary for ALL students throughout their education and beyond their K-12 school years to achieve scientific literacy. The limited number of disciplinary core ideas allows more time for students and

teachers to engage in the science and engineering practices as they deeply explore science ideas. To allow students to continually build on and revise their knowledge and abilities, the disciplinary core ideas are built on developmental learning progressions (Appendix A).

The crosscutting concepts are used to organize and make sense of disciplinary core ideas. They serve as tools that bridge disciplinary boundaries and deepen understanding of science content. With grade-appropriate proficiency, students are expected to use patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change as they gather, analyze, and communicate scientific understanding. These crosscutting concepts provide structure for synthesizing knowledge from various fields into a coherent and scientifically based view of the world.

The **science and engineering practices** are used by students to demonstrate understanding of the disciplinary core ideas and crosscutting concepts. Engaging in the practices of science and engineering helps students understand the wide range of approaches used to investigate natural phenomena and develop solutions to challenges. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information as they gather, analyze, and communicate scientific information.

Each science indicator focuses on one crosscutting concept and one **science and engineering practice** as an *example* to guide assessment. Instruction aimed toward preparing students should use crosscutting concepts and **science and engineering practices** that go beyond what is stated in the indicator to better reflect authentic science practice.

The following table lists the disciplinary core ideas, crosscutting concepts, and **science and engineering practices**:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
• **Asking Questions and Defining Problems** • **Developing and Using Models** • **Planning and Carrying Out Investigations** • **Analyzing and Interpreting Data** • **Using Mathematics and Computational Thinking** • **Constructing Explanations and Designing Solutions** • **Engaging in Argument from Evidence** • **Obtaining, Evaluating, and Communicating Information**	**LS1: From Molecules to Organisms: Structures and Processes** **LS2: Ecosystems: Interactions, Energy, and Dynamics** **LS3: Heredity: Inheritance and Variation of Traits** **LS4: Biological Evolution: Unity & Diversity** **PS1: Matter and Its Interactions** **PS2: Motion and Stability: Forces and Interactions** **PS3: Energy** **PS4: Waves and Their Applications in Technologies for Information Transfer** **ESS1: Earth's Place in the Universe** **ESS2: Earth's Systems** **ESS3: Earth and Human Activity** **ETS1: Engineering Design**	**Patterns** **Cause and Effect** **Scale, Proportion, and Quantity** **Systems and System Models** **Energy and Matter** **Structure and Function** **Stability and Change**

Approved by the Nebraska State Board of Education on September 8, 2017

Interdisciplinary Connections
The crosscutting concepts and **science and engineering practices** provide opportunities for developing strong interdisciplinary connections across all content areas (English Language Arts, mathematics, social studies, fine arts, career/technical education, etc.). Disciplinary core ideas can be a context for helping students master key competencies from other content areas while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.

Nebraska Connections
Opportunities to teach science using topics directly relevant to our state (e.g. Ogallala Aquifer, agriculture, Nebraska-specific flora and fauna, Nebraska's rich geologic history, etc.) are listed throughout the CCR-Science standards as "Nebraska Connections." These connections allow educators to use local, regional, and state-specific contexts for teaching, learning, and assessment. Educators should use these as recommendations for investigation with students. Additionally, assessment developers have the opportunity to use the Nebraska contexts to develop Nebraska-specific examples or scenarios from which students would demonstrate their general understanding. This approach provides the opportunity for educators to draw upon Nebraska's natural environment and rich history and resources in engineering design and scientific research to support student learning.

Civic Science Connections
Within the CCR-Science standards, opportunities to create civic science connections have been identified. These connections are designed to call-out the importance for students to engage in the study of civic ideals, principles, and practices through participation in the act of "citizen science." Citizen science is the public involvement in inquiry and discovery of new scientific knowledge. This engagement helps students build science knowledge and skills while improving social behavior, increasing student engagement, and strengthening community partnerships. Citizen science projects enlist K-12 students to collect or analyze data for real-world research studies. Citizen science in conjunction with the CCR-Science standards help bridge our K-12 students with stakeholders in the community, both locally and globally.

Computer Science Connections
Natural connections between science and computer science have been identified throughout the standards, especially in the middle level and in high school as students expand their ability to use computational thinking to develop complex models and simulations of natural and designed systems. Computers and other digital tools allow students to collect, record, organize, analyze, and communicate data as they engage in science learning.

Engineering, Technology, and Applications of Science Connections
Connections to engineering, technology, and applications of science are included at all grade levels and in all domains. These connections highlight the interdependence of science, engineering, and technology that drives the research, innovation, and development cycle where discoveries in science lead to new technologies developed using the engineering design process. Additionally, these connections call attention to the effects of scientific and technological advances on society and the environment.

Engineering Design

Performance indicators for the engineering design process are intentionally embedded in all grade levels. These indicators allow students to demonstrate their ability to define problems, develop possible solutions, and improve designs. ***These indicators should be reinforced whenever students are engaged in practicing engineering design during instruction.*** Having students engage in the engineering design process will prepare them to solve challenges both in and out of the classroom.

Instructional Shifts

While each indicator incorporates the three dimensions, this alone does not drive student outcomes; ultimately, student learning depends on how the standards are translated to instructional practices.

3-Dimensional teaching and learning: Effective science teaching, learning, and assessment should integrate disciplinary core ideas, crosscutting concepts, and **science and engineering practices**. Integration of the three dimensions will allow students to explain scientific phenomena, design solutions to real-world challenges, and build a foundation upon which they can continue to learn and to apply science knowledge and skills within and outside the K-12 education arena.

Integrated science: Natural phenomena serve as the context for the work of both scientists and engineers. As students explain natural phenomena and design solutions to real-world challenges they connect ideas across science domains. The crosscutting concepts serve as tools that bridge domain boundaries and allow students to deepen their understanding of disciplinary core ideas while using **science and engineering practices** as they explore natural phenomena.

Interdisciplinary approaches: The overlapping skills included in the **science and engineering practices** and the intellectual tools provided by the crosscutting concepts build meaningful and substantive connections to interdisciplinary knowledge and skills in all content areas (English Language Arts, mathematics, social studies, fine arts, career/technical education, etc.) This affords all student equitable access to learning and ensures all students are prepared for college, career, and citizenship.

Implementation and Educator Support

To support educators while they explore and implement the CCR-Science standards, the Nebraska Department of Education is developing a five-year implementation plan that includes; exploration, initial implementation, scale up, deep implementation, and sustainability. Included in the implementation plan will be guidance related to systems alignment, professional learning, curriculum, instruction, resources, and assessment. A new statewide summative assessment aligned to these standards will be operational in 2021.

[1] *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press, 2012.

KINDERGARTEN

The Kindergarten standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens if you change how hard you push or pull an object?
Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

Where do animals live and why do they live there?
Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live

What is the weather like today and how is it different from yesterday?
Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to, severe weather.

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SC.K.1 Forces and Interactions: Pushes and Pulls

SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions.

SC.K.1.1.A **Plan and conduct an investigation to compare** the effects of different strengths or different directions of pushes and pulls on the motion of an object. Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.


SC.K.1.1.B **Analyze data to determine if a design solution** works as intended to change the speed or direction of an object with a push or a pull. Assessment does not include friction as a mechanism for change in speed.

SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.


SC.K.7.2.A **Use observations to describe** patterns of what plants and animals (including humans) need to survive.


SC.K.7.2.B **Construct an argument supported by evidence for how** plants and animals (including humans) can change the environment to meet their needs.


SC.K.7.2.C **Use a model to represent** the relationship between the needs of different plants or animals (including humans) and the places they live.

NE plants and animals



SC.K.7.2.D **Communicate solutions** that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.

NE conservation organizations and agricultural practices

SC.K.12 Weather and Climate

SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.

SC.K.12.3.A **Use and share observations** of local weather conditions to describe patterns over time. Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

SC.K.12.3.B **Ask questions to obtain information** about the purpose of weather forecasting to prepare for, and respond to, severe weather.

emphasis on blizzards, tornadoes, drought, and floods

SC.K.12.3.C **Make observations to determine** the effect of sunlight on Earth's surface.

SC.K.12.3.D **Use tools and materials to design and build a structure** that will reduce the warming effect of sunlight on an area.

SC.K.12.3.E **Ask questions, make observations, and gather information** about a situation people want to change to **define a simple problem that can be solved** through the development of a new or improved object or tool.

FIRST GRADE

The first grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens when materials vibrate?
Students are expected to develop understanding of the relationship between sound and vibrating materials.

What happens when there is no light?
Students are expected to develop understanding of the relationship between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.

What are some ways plants and animals meet their needs so they can survive and grow?
Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how the behaviors of parents and offspring help offspring survive.

How are parents and their children similar and different?
The understanding is developed that young plants and animals are like, but not exactly the same as, their parents.

What objects are in the sky and how do they seem to move?
Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

****

SC.1.2 Waves: Light and Sound

SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.

SC.1.2.1.A **Plan and conduct investigations** to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

SC.1.2.1.B **Make observations to construct** an evidence-based account that objects can be seen only when illuminated.

SC.1.2.1.C **Plan and conduct an investigation** to determine the effect of placing objects made with different materials in the path of a beam of light.
Assessment does not include the speed of light.

SC.1.2.1.D **Use tools and materials to design and build** a device that uses light or sound to solve the problem of communicating over a distance.
Assessment does not include technological details for how communication devices work.

SC.1.6 Structure, Function, and Information Processing

SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.

SC.1.6.2.A **Use materials to design a solution** to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

NE plants and animals

Approved by the Nebraska State Board of Education on September 8, 2017

SC.1.6.2.B **Develop a simple sketch, drawing, or physical model** to illustrate how the shape of an object helps it function as needed to solve a given problem.

SC.1.6.2.C **Read texts and use media to determine** patterns in a behavior of parents and offspring that help offspring survive.

NE plants and animals

SC.1.6.2.D **Make observations to construct an evidence-based account** that young plants and animals are like, but not exactly like, their parents.
Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

NE plants and animals

SC.1.11 Space Systems: Patterns and Cycles

SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.

SC.1.11.3.A **Use observations** of the sun, moon, and stars to describe patterns that can be predicted. Assessment of star patterns is limited to stars being seen at night and not during the day.

SC.1.11.3.B **Make observations** at different times of the year to relate the amount of daylight to the time of year. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

SECOND GRADE

The second grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How are materials similar and different from one another and how do the properties of the materials relate to their use?
An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials.

What do plants need to grow?
Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.

How many types of living things live in a place?
Students are expected to compare the diversity of life in different habitats.

How does land change and what causes it to change?
Students are able to apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

What are the different kinds of land and bodies of water?
Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

****

SC.2.3 Structure and Properties of Matter

SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.2.3.1.A **Plan and conduct an investigation** to describe and classify different kinds of materials by their observable properties.

Soil properties

SC.2.3.1.B **Analyze data obtained from testing different materials** to determine which materials have the properties that are best suited for an intended purpose. Assessment of quantitative measurements is limited to length and weight.

SC.2.3.1.C **Analyze data** from tests of two objects **designed to solve the same problem** to compare the strengths and weaknesses of how each performs.

SC.2.3.1.D **Make observations to construct an evidence-based account** of how an object made of a small set of pieces can be disassembled and made into a new object.

SC.2.3.1.E **Construct an argument with evidence** that some changes caused by heating or cooling can be reversed and some cannot.

SC.2.7 Interdependent Relationships in Ecosystems

SC.2.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

SC.2.7.2.A **Plan and conduct an investigation** to determine if plants need sunlight and water to grow. Assessment is limited to testing one variable at a time.

Approved by the Nebraska State Board of Education on September 8, 2017

SC.2.7.2.B **Develop a simple model** that mimics the function of an animal in dispersing seeds or pollinating plants.

SC.2.7.2.C **Make observations** of plants and animals **to compare** the diversity of life in different habitats. Assessment does not include specific animal and plant names in specific habitats.

NE habitats

SC.2.13 Earth's Systems: Processes That Shape the Earth

SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.

SC.2.13.3.A **Use information from several sources to provide evidence** that Earth events can occur quickly or slowly. Assessment does not include quantitative measurements of timescales.

Flooding and tornadoes quickly cause change; wind slowly formed the Sandhills

SC.2.13.3.B **Compare multiple solutions designed to** slow or prevent wind or water from changing the shape of the land.

Soil conservation

SC.2.13.3.C **Develop a model to represent** the shapes and kinds of land and bodies of water in an area. Assessment does not include quantitative scaling in models.

Manmade dams, sandbagging, windbreaks, terracing

SC.2.13.3.D **Obtain information to identify** where water is found on Earth and that it can be solid or liquid.

NE water bodies

THIRD GRADE

The third grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do equal and unequal forces on an object affect the object?
Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.

How can magnets be used?
Students are able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

How do organisms vary in their traits?
Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. Students develop an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?
Students are expected to develop an understanding of types of organisms that lived long ago, and also about the nature of their environments.

What happens to organisms when their environment changes?
Students are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

What is typical weather in different parts of the world and during different times of the year?
Students are able to organize and use data to describe typical weather conditions expected during a particular season.

How can the impact of weather-related hazards be reduced?
By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

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SC.3.1 Forces and Interactions: Motion and Stability

SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.

SC.3.1.1.A **Plan and conduct an investigation** to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

SC.3.1.1.B **Make observations and/or measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion.

Assessment does not include technical terms such as period and frequency.

SC.3.1.1.C **Ask questions** to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions, are limited to static electricity.

SC.3.1.1.D **Define a simple design problem** that can be solved by applying scientific ideas about magnets.

SC.3.7 Interdependent Relationships in Ecosystems

SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.

SC.3.7.2.A **Construct an argument** that some animals form groups that help members survive.

NE animals

SC.3.7.2.B **Analyze and interpret data** from fossils to provide evidence of the organisms and environments in which they lived long ago. Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

NE fossils; NE geologic history

SC.3.7.2.C **Construct an argument** with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

NE habitats

CS: SC.3.7.2.D **Make a claim about the merit of a solution to a problem** caused when the environment changes and the types of plants and animals that live there may change. Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

NE habitats

SC.3.7.2.E **Generate and compare multiple possible solutions to a problem** based on how well each is likely to meet the criteria and constraints of the problem.

SC.3.9 Inheritance and Variation: Life Cycles and Traits

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

SC.3.9.3.A **Develop models** to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

NE plants and animals

SC.3.9.3.B **Analyze and interpret data** to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

NE plants and animals

SC.3.9.3.C **Use evidence to support the explanation** that traits can be influenced by the environment.

NE plants, animals, and habitats

SC.3.9.3.D **Use evidence to construct an explanation** for how the variation in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

NE plants, animals, and habitats

SC.3.12 Weather and Climate

SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.

SC.3.12.4.A **Represent data** in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season. Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

NE weather and climate

SC.3.12.4.B **Obtain and combine information** to describe climates in different regions of the world.

SC.3.12.4.C **Make a claim about the merit of a design solution** that reduces the impacts of a weather-related hazard.

FOURTH GRADE

The fourth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What are waves and what are some of the things they can do?
Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.

What is energy and how is it related to motion?
Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.

How is energy transferred?
Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object through collisions.

How can energy be used to solve a problem?
They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?
Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, students describe that an object can be seen when light reflected from its surface enters the eye.

How can water, ice, wind and vegetation change the land?
Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.

What patterns of Earth's features can be determined with the use of maps?
In order to describe patterns of Earth's features, students analyze and interpret data from maps.

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SC.4.2 Waves: Waves and Information

SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer.

SC.4.2.1.A **Develop a model** of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

SC.4.2.1.B **Generate and compare multiple solutions** that use patterns to transfer information.

SC.4.4 Energy: Conservation and Transfer

SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer.

SC.4.4.2.A Use evidence to **construct an explanation** relating the speed of an object to the energy of that object. Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

SC.4.4.2.B **Make observations** to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. Assessment does not include quantitative measurements of energy.

NE energy producers

SC.4.4.2.C **Ask questions** and predict outcomes about the changes in energy that occur when objects collide. Assessment does not include quantitative measurements of energy.

SC.4.4.2.D Apply scientific ideas to **design, test, and refine a device** that converts energy from one form to another. Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

SC.4.4.2.E **Plan and carry out fair tests in which variables are controlled** and failure points are considered to identify aspects of a model or prototype that can be improved.

SC.4.4.2.F **Obtain and combine information** to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

NE ethanol production

SC.4.6 Structure, Function, and Information Processing

SC.4.6.3 Gather and analyze data to communicate an understanding of structure, function and information processing of living things.

SC.4.6.3.A **Develop a model** to describe that light reflecting from objects and entering the eyes allows objects to be seen. Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

SC.4.6.3.B **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Assessment is limited to macroscopic structures within plant and animal systems.

NE plants and animals

SC.4.6.3.C **Use a model** to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information. Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

SC.4.13 Earth's Systems: Processes That Shape the Earth

SC.4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.

SC.4.13.4.A **Identify evidence** from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

NE fossils and geologic history







SC.4.13.4.B **Make observations and/or measurements** to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Assessment is limited to a single form of weathering or erosion.

SC.4.13.4.C **Analyze and interpret data** from maps to describe patterns of Earth's features.

SC.4.13.4.D **Generate and compare multiple solutions** to reduce the impacts of natural Earth processes on humans. Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

FIFTH GRADE

The fifth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

When matter changes, does its weight (mass) change?
Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.

Can new substances be created by combining other substances?
Students determine whether the mixing of two or more substances results in new substance.

How does matter cycle through ecosystems and where does the energy in food come from and what is it used for?
Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

How much water can be found in different places on Earth and how does water move through the Earth system?
Students describe and graph data to provide evidence about the distribution of water on Earth. Through the development of a model using an example students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. This model will also allow students to define a simple design problem that relates to the conservation of fresh water.

How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?
Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

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SC.5.3 Structure and Properties of Matter

SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.

SC.5.3.1.A **Develop a model** to describe that matter is made of particles too small to be seen. Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

SC.5.3.1.B **Measure and graph quantities** to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Assessment does not include distinguishing mass and weight.

SC.5.3.1.C **Make observations and measurements** to identify materials based on their properties. Assessment does not include density or distinguishing mass and weight.

SC.5.3.1.D **Conduct an investigation** to determine whether the mixing of two or more substances results in new substances.

SC.5.8 Matter and Energy in Organisms and Ecosystems

SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.

SC.5.8.2.A **Use models** to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

SC.5.8.2.B **Support an argument** that plants get the materials they need for growth chiefly from air and water.

SC.5.8.2.C **Develop a model** to describe the movement of matter among plants, animals, decomposers, and the environment. Assessment does not include molecular explanations or the biochemical mechanisms of photosynthesis.

NE ecosystems

SC.5.11 Space Systems: Earth's Stars and Solar System

SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.

SC.5.11.3.A **Support an argument** that the gravitational force exerted by Earth on objects is directed down. Assessment does not include mathematical representation of gravitational force.

SC.5.11.3.B **Support an argument** that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).

SC.5.11.3.C **Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Assessment does not include causes of seasons.

SC.5.13 Earth's Systems

SC.5.13.4 Gather and analyze data to communicate understanding of Earth's systems.

SC.5.13.4.A **Develop a model** using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Assessment is limited to the interactions of two systems at a time.

NE systems

SC.5.13.4.B **Describe and graph** the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Assessment is limited to oceans, lakes, rivers, glaciers, groundwater, and polar ice caps but does not include the atmosphere.

NE bodies of water

SC.5.13.4.C **Obtain and combine information** about ways individual communities use science ideas to protect the Earth's resources and environment.

NE conservation organizations

SC.5.13.4.D **Define a simple design problem** that can be solved by applying scientific ideas about the conservation of fresh water <u>on Earth</u>.

NE conservation organizations

SC.5.13.4.E **Define a simple design problem** reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

SIXTH GRADE

The sixth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can energy be transferred from one object or system to another?
Students are expected to know the difference between energy and temperature and begin to develop an understanding of the relationship between force and energy. Students are also expected to apply an understanding of design to the process of energy transfer.

How do the structures of organisms contribute to life's functions?
Students are expected to understand that all organisms are made of cells, that special structures are responsible for particular functions in organisms, and that for many organisms the body is a system of multiple interacting subsystems that form a hierarchy from cells to the body.

How do organisms grow, develop, and reproduce?
Students are expected to explain how select structures, functions, and behaviors of organisms change in predictable ways as they progress from birth to old age.

What factors interact and influence weather and climate?
Students are expected to construct and use models to develop an understanding of the factors that determine weather and climate.
A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the oceans and atmosphere.

How does water move through Earth's systems?
Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems.

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SC.6.4 Energy

SC.6.4.1 Gather, analyze, and communicate evidence of energy.


SC.6.4.1.A Apply scientific principles to **design, construct, and test a device** that either minimizes or maximizes thermal energy transfer. Assessment does not include calculating the total amount of thermal energy transferred.


SC.6.4.1.B **Define the criteria and constraints of a design problem** with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.

SC.6.4.1.C **Plan an investigation** to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. Assessment does not include calculating the total amount of thermal energy transferred.

SC.6.4.1.D **Construct, use, and present arguments** to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. Assessment does not include calculations of energy.

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SC.6.6 Structure and Function and Information Processing

SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.

SC.6.6.2.A **Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

SC.6.6.2.B **Develop and use a model** to describe the function of a cell as a whole and ways parts of cells contribute to the function. Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

SC.6.6.2.C **Use argument supported by evidence** for how the body is a system of interacting subsystems composed of groups of cells. Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.

SC.6.6.2.D **Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. Assessment does not include mechanisms for the transmission of this information.

SC.6.9 Growth, Development, and Reproduction of Organisms

SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

SC.6.9.3.A **Construct an argument** based on evidence for how plant and animal adaptations affect the probability of successful reproduction.

monarchs/milkweed; seed dispersal in prairie grasses

SC.6.9.3.B **Construct a scientific explanation** based on evidence for how environmental and genetic factors influence the growth of organisms. Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.

NE plants and animals

SC.6.9.3.C **Develop and use a model** to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

SC.6.12 Weather and Climate

SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.

SC.6.12.4.A **Collect data** to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

NE weather conditions

SC.6.12.4.B **Develop and use a model** to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Assessment does not include the dynamics of the Coriolis effect.

SC.6.12.4.C **Ask questions** to clarify evidence of the factors that have caused the change in global temperatures over thousands of years.

SC.6.12.4.D **Analyze and interpret data** on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect.

SC.6.13 Earth's Systems

SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.

SC.6.13.5.A **Develop a model** to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

NE systems

7TH GRADE

The seventh grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How does thermal energy affect particles?
Students will be able to provide molecular level descriptions that explain states of matter and changes between states.

Why do different pure substances have different physical and chemical properties and how do those properties determine how substances are used?
Students are expected to understand what occurs at the atomic molecular scales.

What happens when new materials are formed?
Students are expected to provide molecular level descriptions to explain that chemical reactions involve regrouping of atoms to form new substances and that atoms rearrange during chemical reactions.

How do organisms obtain and use energy?
Students are expected to use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems.

How does matter and energy move through an ecosystem?
Students are expected to construct explanations for the cycling of matter in organisms and the interaction of organisms to obtain matter and energy from an ecosystem to survive and grow.

How do organisms interact with other organisms in the physical environment to obtain matter and energy?
Students are expected to understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with non-living factors.

How do people figure out that Earth and life on Earth have changed over time?
Students are expected to examine geoscience data in order to understand the processes and events in Earth's history.

How do the materials in and on Earth's crust change over time?
Students are expected to understand how Earth's geosystems operate by modeling the flow of energy and the cycling of matter within and among different systems.

How do human activities affect Earth's systems?
Students are expected to understand the ways that human activities impact Earth's other systems.

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SC.7.3 Structure and Properties of Matter

SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.7.3.1.A **Develop <u>models</u>** <u>to describe the atomic</u> composition of simple molecules. Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.

SC.7.3.1.B **Gather and make sense of information** to describe that <u>synthetic materials come from natural resources</u> and impact society. Assessment is limited to qualitative information.

SC.7.3.1.C **Develop a model** that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

SC.7.5 Chemical Reactions

SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions.

SC.7.5.2.A **Analyze and interpret data** on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

SC.7.5.2.B **Develop and use a model** to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

SC.7.5.2.C **Undertake a design project** to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

SC.7.5.2.D **Analyze data from tests** to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

SC.7.7 Interdependent Relationships in Ecosystems

SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

SC.7.7.3.A **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems.

NE ecosystems

SC.7.7.3.B **Evaluate competing design solutions** for maintaining biodiversity and ecosystem services.

NE endangered species and reintroduction of species

SC.7.7.3.C **Evaluate competing design solutions** using a systematic process to determine how well they meet the criteria and constraints of the problem.

SC.7.7.3.D Apply scientific principles to **design** a method for monitoring and increasing positive human impact on the environment.

SC.7.8 Matter and Energy in Organisms and Ecosystems

SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.

SC.7.8.4.A **Construct a scientific explanation** based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. Assessment does not include the biochemical mechanisms of photosynthesis.

NE food webs

SC.7.8.4.B **Develop a model** to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. Assessment does not include details of the chemical reactions for photosynthesis or respiration.

SC.7.8.4.C **Analyze and interpret data** to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

NE plants and animals

SC.7.8.4.D **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Assessment does not include the use of chemical reactions to describe the processes.

NE ecosystems

SC.7.8.4.E **Construct an argument** supported by evidence that changes to physical or biological components of an ecosystem affect populations.

NE ecosystems

SC.7.13 Earth's Systems

SC.7.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.

SC.7.13.5.A **Develop a model** to describe the cycling of Earth's materials and the flow of energy that drives this process. Assessment does not include the identification and naming of minerals.

SC.7.13.5.B **Construct a scientific explanation** based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

NE resources

SC.7.13.5.C **Construct an argument** supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Food security and NE agriculture

SC.7.14 History of Earth

SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history.

SC.7.14.6.A **Construct an explanation** based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

NE geographic features

SC.7.14.6.B **Analyze and interpret data** on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Paleomagnetic anomalies in oceanic and continental crust are not assessed.



SC.7.14.6.C **Analyze and interpret data** on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

8TH GRADE

The eighth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one describe physical interactions between objects and within systems of objects?
Students will be expected to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel.

How does the energy of an object change related to its mass, speed, and position in a system?
Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.

What are the characteristic properties of waves and how can they be used?
Students are expected to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

What factors cause genes to change and how does that affect the structure and function of organisms?
Students are expected to understand the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding.

How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations?
Students are expected to analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation.

What is Earth's place in the Universe? What makes up our solar system and how can the motion of Earth explain seasons and eclipses?
Students are expected to examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons.

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SC.8.1 Forces and Interactions

SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.8.1.1.A Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects. Assessment is limited to vertical or horizontal interactions in one dimension.

SC.8.1.1.B **Develop a model** to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

SC.8.1.1.C **Plan an investigation** to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time; does not include use of trigonometry.

SC.8.1.1.D **Ask questions** about data to determine the factors that affect the strength of electrical and magnetic forces. Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

SC.8.1.1.E **Construct and present arguments** using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

SC.8.1.1.F **Conduct an investigation** and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

SC.8.2 Waves and Electromagnetic Radiation

SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation.

SC.8.2.2.A **Use mathematical representations** to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Assessment does not include electromagnetic waves and is limited to standard repeating waves.

SC.8.2.2.B **Develop and use a model** to describe that waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.

SC.8.2.2.C **Integrate qualitative scientific and technical information** to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

SC.8.4 Energy

SC.8.4.3 Gather, analyze, and communicate evidence of energy.

SC.8.4.3.A **Construct and interpret graphical displays of data** to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

SC.8.4.3.B **Develop a model** to describe that when the arrangement of objects interacting at a distance changes, then different amounts of potential energy are stored in the system. Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

SC.8.9 Heredity: Inheritance and Variation of Traits

SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

SC.8.9.4.A **Develop and use a model** to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

SC.8.9.4.B **Gather and synthesize information** about technologies that have changed the way humans influence inheritance of desired traits in organisms.

NE agriculture practices

SC.8.10 Natural Selection and Adaptations

SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.

SC.8.10.5.A **Analyze and interpret data** for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. Assessment does not include the names of individual species or geological eras in the fossil record.

NE Geological History

SC.8.10.5.B **Apply scientific ideas to construct an explanation** for the anatomical similarities and differences among and between modern and fossil organisms to infer evolutionary relationships.

NE Geological History

SC.8.10.5.C **Construct an explanation** based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

SC.8.10.5.D **Use mathematical representations** to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. Assessment does not include Hardy Weinberg calculations.

NE plants and animals

SC.8.11 Space Systems

SC.8.11.6 Gather, analyze, and communicate evidence of the interactions among bodies in space.

SC.8.11.6.A **Develop and use a model** of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

SC.8.11.6.B **Develop and use a model** to describe the role of gravity in the motions within the galaxy and the solar system. Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of planets as viewed from Earth.

SC.8.11.6.C **Analyze and interpret data** to determine scale properties of objects in the solar system. Assessment does not include recalling facts about properties of the planets and other solar system bodies.

SC.8.14 History of Earth

SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history.

SC.8.14.7.A **Construct a scientific explanation** based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Assessment does not include recalling the names of specific periods or epochs and events within them.

NE Geological history

HS Physical Sciences

The physical science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one explain the structure and properties of matter?
Students are expected to develop understanding of the substructure of atoms and provide more mechanistic explanations of the properties of substances. Students are able to use the periodic table as a tool to explain and predict the properties of elements.

How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?"
Students will be able to explain important biological and geophysical phenomena. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems.

How can one explain and predict interactions between objects and within systems of objects?
Students are expected to build an understanding of forces and interactions, total momentum of a system of objects is conserved when there is no net force on the system, and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

How is energy transferred and conserved?
Students are expected to develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields.

How are waves used to transfer energy and send and store information?
Students are expected to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales.

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SC.HS.1 Forces and Interactions

SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.

SC.HS.1.1.A **Analyze data** to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

SC.HS.1.1.B **Use mathematical representations** to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Assessment is limited to systems of two macroscopic bodies moving in one dimension.

NE roadside and highway safety

SC.HS.1.1.C **Apply science and engineering ideas to design, evaluate, and refine** a device that minimizes the force on a macroscopic object during a collision. Assessment is limited to qualitative evaluations and/or algebraic manipulations.

SC.HS.1.1.D **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Assessment is limited to systems with two objects.

SC.HS.1.1.E **Plan and conduct an investigation** to provide evidence that an electrical current can produce a magnetic field and that a changing magnetic field can produce an electrical current. Assessment is limited to designing and conducting investigations with provided materials and tools.

NE energy producers

SC.HS.2 Waves and Electromagnetic Radiation

SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.

SC.HS.2.2.A **Use mathematical representations** to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Assessment is limited to algebraic relationships and describing those relationships qualitatively.

SC.HS.2.2.B **Evaluate questions** about the advantages of using digital transmission and storage of information.

SC.HS.2.2.C **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Assessment does not include using quantum theory.

SC.HS.2.2.D **Evaluate the validity and reliability of claims** in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Assessment is limited to qualitative descriptions.

SC.HS.2.2.E **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Assessments are limited to qualitative information. Assessments do not include band theory.

SC.HS.3 Structure and Properties of Matter

SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.HS.3.3.A **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.

NE Geology

SC.HS.3.3.B **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Assessment does not include Raoult's law calculations of vapor pressure.

SC.HS.3.3.C **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

NE Geologic history and nuclear power production

SC.HS.3.3.D **Communicate scientific and technical information** about why the molecular-level structure is important in the functioning of designed materials. Assessment is limited to provided molecular structures of specific designed materials.

NE manufacturers

SC.HS.4 Energy

SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.

SC.HS.4.4.A **Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

SC.HS.4.4.B **Develop and use models** to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).

SC.HS.4.4.C **Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy. Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

NE energy producers

SC.HS.4.4.D **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

SC.HS.4.4.E **Plan and conduct an investigation** to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). Assessment is limited to investigations based on materials and tools provided to students.

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

SC.HS.5 Chemical Reactions

SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.

SC.HS.5.5.A **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. Assessment is limited to chemical reactions involving main group elements and combustion reactions.

NE energy and ethanol production

SC.HS.5.5.B **Develop a model** to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy. Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

NE energy and ethanol production

SC.HS.5.5.C **Apply scientific principles** and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.

NE energy and ethanol production

SC.HS.5.5.D **Refine the design** of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

NE energy and ethanol production

SC.HS.5.5.E **Design a solution** to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

SC.HS.5.5.F **Use mathematical representations** to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. Assessment does not include complex chemical reactions.

NE energy and ethanol production

HS Life Sciences

The life science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do the structures of organisms enable life's functions?
Students are expected to investigate explanations for the structure and function of cells as the basic units of life, the hierarchical systems of organisms, and the role of specialized cells for maintenance and growth. Students will demonstrate understanding of how systems of cells function together to support the life processes.

How are the characteristics from one generation related to the previous generation?
High school students demonstrate understanding of the relationship of DNA and chromosomes in the processes of cellular division that pass traits from one generation to the next. Students can determine why individuals of the same species vary in how they look, function, and behave. Ethical issues related to genetic modification of organisms and the nature of science can be described.

How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?
Students will be expected to develop understanding of organisms' interactions with each other and their physical environment, how organisms obtain resources, change the environment, and how these changes affect both organisms and ecosystems. Students will use mathematical concepts to construct explanations for the role of energy in the cycling of matter in organisms and ecosystems.

How do organisms interact with the living and non-living environment to obtain matter and energy?

Students will be expected to investigate the role of biodiversity in ecosystems and the role of animal behavior on survival of individuals and species. Students will develop increased understanding of interactions among organisms and how those interactions influence the dynamics of ecosystems.

How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?
Students will be expected to demonstrate understanding of the factors causing natural selection and the process of evolution of species over time. They demonstrate understanding of how multiple lines of evidence contribute to the strength of scientific theories of natural selection and evolution

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SC.HS.6 Structure and Function

SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.

SC.HS.6.1.A **Construct an explanation** based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

NE agricultural practices

SC.HS.6.1.B **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Assessment does not include interactions and functions at the molecular or chemical reaction level.

SC.HS.6.1.C **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Assessment does not include the cellular processes involved in the feedback mechanism.

NE agricultural practices

SC.HS.6.1.D **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

SC.HS.7 Interdependent Relationships in Ecosystems

SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

SC.HS.7.2.A **Use mathematical and/or computational representations to support explanations** of factors that affect carrying capacity of ecosystems at different scales**.** Assessment does not include deriving mathematical equations to make comparisons.

SC.HS.7.2.B **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Assessment is limited to provided data.

SC.HS.7.2.C **Evaluate the claims, evidence, and reasoning** that the interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

NE river systems and ecosystems

SC.HS.7.2.D **Evaluate the evidence** for the role of group behavior on individual and species' chances to survive and reproduce.

SC.HS.7.2.E **Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity.

NE native species, conservation organizations, agriculture practices

SC.HS.7.2.F **Use a computer simulation** to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. Assessment is limited to testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

SC.HS.8 Matter and Energy in Organisms and Ecosystems

SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.

SC.HS.8.3.A **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. Assessment does not include specific biochemical steps.

SC.HS.8.3.B **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form the four basic macromolecules. Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

SC.HS.8.3.C **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net transfer of energy. Assessment should not include identification of the steps or specific processes involved in cellular respiration.

SC.HS.8.3.D **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

NE ethanol production

SC.HS.8.3.E **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

NE agricultural practices

SC.HS.8.3.F **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Assessment does not include the specific chemical steps of photosynthesis and respiration.

SC.HS.9 Heredity: Inheritance and Variation of Traits

SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

SC.HS.9.4.A. **Develop and use a model** to explain the relationships between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.

NE agricultural practices

SC.HS.9.4.B **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.

NE plants and animals

SC.HS.9.4.C **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Assessment does not include Hardy-Weinberg calculations.

NE plants and animals

SC.HS.10 Biological Evolution

SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.

SC.HS.10.5.A **Communicate scientific** information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

NE fossil record

SC.HS.10.5.B **Construct an explanation** based on evidence that natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

NE plants and animals

SC.HS.10.5.C **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

NE plants and animals

SC.HS.10.5.D **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations.

SC.HS.10.5.E **Evaluate the evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

NE plants and animals

HS Earth and Space Sciences

The earth and space science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interests and current topics that may include but are not limited to:

What is the universe and what goes on in stars? What are the predictable patterns caused by Earth's movement in the solar system?
Students examine the processes governing the formation, evolution, and workings of the solar system and universe in order to understand how matter in the universe formed and how short-term changes in the behavior of the sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing data that support theories of the formation of the solar system and universe.

How do people reconstruct and date events in Earth's planetary history? Why do the continents move?
Students can construct explanations for the scales of time over which Earth processes operate. An important aspect of the earth and space sciences involves making inferences about events in Earth's history based on a data record that is increasingly incomplete the farther one goes back in time.

How do the properties and movements of water shape Earth's surface and affect its systems?
Students develop models and explanations for the ways that feedbacks between different Earth systems control the appearance of Earth's surface. Central to this in the tension between internal systems, which are largely responsible for creating and at Earth's surface and the sun-driven surface systems that tear down land through weathering and erosion. Students understand the role water plays in affecting weather and understand chemical cycles in Earth's systems.

What regulates weather and climate?
Students understand the system interactions that control weather and climate. Students can understand the analysis and interpretation of different kinds of geoscience data allow student to construct explanations for the many factors that drive climate change over a wide range of timescales.

How do humans depend on Earth's resources? How do people model and predict the effects of human activities?
Students understand the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities**.**

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SC.HS.11 Space Systems

SC.HS.11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.

SC.HS.11.1.A **Develop a model** based on evidence to illustrate the stages of stars, like the sun**,** and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

SC.HS.11.1.B **Construct an explanation** of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

SC.HS.11.1.C **Communicate scientific ideas** about the way stars, throughout their stellar stages, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

SC.HS.11.1.D **Use mathematical or computational representations** to predict the motion of orbiting objects in the solar system. Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

SC.HS.12 Weather and Climate

SC.HS.12.2 Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.

SC.HS.12.2.A **Construct an explanation based on evidence** for how the sun's energy moves among Earth's systems.

SC.HS.12.2.B **Use a model** to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

SC.HS.12.2.C **Analyze geoscience data** and the results from global climate models to make an evidence-based forecast of the current rate and scale of global or regional climate changes.

NE data

SC.HS.12.2.D **Evaluate the validity and reliability** of past and present models of Earth conditions to make projections of future climate trends and their impacts.

SC.HS.13 Earth's Systems

SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another.

SC.HS.13.3.A **Analyze geoscience data** to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

NE geologic time scale and fossil record

SC.HS.13.3.B **Develop a model** based on evidence of Earth's interior to describe the cycling of matter.

SC.HS.13.3.C **Construct an argument based on evidence** to explain the multiple processes that cause Earth's plates to move.

SC.HS.13.3.D **Plan and conduct an investigation** of the properties of water and their effects on Earth materials, surface processes, and groundwater systems.

NE water systems

SC.HS.13.3.E **Develop a quantitative model** to describe the cycling of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past.

Approved by the Nebraska State Board of Education on September 8, 2017

SC.HS.14 History of Earth

SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.

SC.HS.14.4.A **Evaluate evidence** of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the differences in age, structure, and composition of crustal and sedimentary rocks.

SC.HS.14.4.B **Apply scientific reasoning** and evidence from ancient Earth materials, meteorites, and other planetary surfaces to reconstruct Earth's formation and early history.

SC.HS.14.4.C **Develop a model** to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor features. Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

NE water systems and surface processes

SC.HS.14.4.D **Construct an argument** based on evidence to validate coevolution of Earth's systems and life on Earth. Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

SC.HS.15 Sustainability

SC.HS.15.5 **Gather, analyze, and communicate evidence** to describe the interactions between society, environment, and economy.

SC.HS.15.5.A **Construct an explanation based on evidence** for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

NE historical events

SC.HS.15.5.B **Evaluate competing design solutions** for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

SC.HS.15.5.C **Create a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

NE resource management

SC.HS.15.5.D **Evaluate or refine a technological solution** that increases positive impacts of human activities on natural systems.

SC.HS.15.5.E **Evaluate a solution to a complex real-world problem** based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

SC.HS.15.5.F **Use a computational representation** to illustrate the relationships among Earth systems and the degree to which those relationships are being modified due to human activity. Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Plus Standards (Optional)

The High School Plus (HSP) standards represent advanced science topics designed to enhance the rigor of general science curricula or supplement additional advanced science courses. The standards were developed using postsecondary syllabi from entry level science courses for science majors (e.g. UNL LIFE 120, CHEM 109). Introducing the content to high school students will scaffold their learning providing a bridge between high school science coursework and postsecondary level coursework.

Physics

SC.HSP.1 Forces, Interactions, and Motion

SC.HSP.1.1 Gather, analyze, and communicate evidence of forces, interactions, and motion.

SC.HSP.1.1.A **Generate and interpret mathematical and graphical representations** to describe the relationships between position, velocity, acceleration and time. Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to no acceleration and objects undergoing a constant acceleration, including projectile motion, free fall, and circular motion. Examples should also include both average and instantaneous velocities. Assessment is limited to one and two-dimensional motion and to objects moving at non-relativistic speeds.

SC.HSP.1.1.B **Use mathematical and pictorial models** as applied to Newton's second law of motion describing the relationship among the net force on a macroscopic object, its mass, and its acceleration. Examples include drawing and using free body diagrams to analyze the net force on the object and the resulting motion; vectors including decomposition and recomposition, addition and subtraction. Assessment is limited to two-dimensional motion.

SC.HSP.1.1.C **Use mathematical representations** of momentum to predict the outcome of a collision. Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle. **Assessment is limited to quantitative analysis of systems of two macroscopic bodies moving in one-dimension and qualitative analysis of multiple macroscopic bodies moving in two or three-dimensions.**

SC.HSP.1.1.D **Apply scientific and engineering ideas** to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it by applying the impulse-momentum theorem. Examples of a device could include a football helmet or an airbag. **Assessment is limited to qualitative evaluations and/or algebraic manipulations.**

SC.HSP.1.1.E **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

SC.HSP.2 Waves, Electromagnetic Radiation, and Optics

SC.HSP.2.2 Gather, analyze, and communicate evidence of the interactions of waves and optics.

SC.HSP.2.2.A **Use mathematical representations** to describe the relationships among the frequency, wavelength, and speed of waves traveling in various media. Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth. Examples also include descriptive changes in observed frequency based on relative motion of observer or source (Doppler effect). **Assessment is limited to algebraic relationships and describing those relationships qualitatively.**

SC.P.2.2.B **Develop and use models** to predict interactions of longitudinal and transverse waves in various media. Examples could include P, S and Surface seismic waves, water waves, and waves on a spring. Emphasis is on structure and function of waves.

SC.HSP.2.2.C **Develop and use models** to describe the behavior of light at the boundary of various media. Emphasis is on both geometric (ray diagrams) and algebraic models (mirror and thin lens equation, Snell's Law).

SC.HSP.2.2.D **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, photoelectric effect and the idea that photons associated with different frequencies of light have different energies. **Assessment includes qualitative and quantitative models of light.**

SC.HSP.2.2.E **Use evidence to support explanations** for causes of emission and absorption spectra of electromagnetic radiation. Emphasis is on the idea that photons associated with different frequencies of light have different energies. This could include the displacement and broadening of spectral lines (redshift and blueshift). Examples could include different elements absorb or emit specific frequencies of light. Assessment is limited to qualitative descriptions.

SC.HSP.2.2.F **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Examples could include solar cells capturing light and converting it to electricity; medical imaging; communications technology; lasers. **Assessments are limited to qualitative information. Assessments do not include band theory.**

SC.HSP.4 Energy: Physics

SC.HSP.4.3 Gather, analyze, and communicate evidence of the interactions of energy.

SC.HSP.4.3.A **Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Emphasis is on explaining the meaning of mathematical expressions used in the model including the Work-Energy theorem. **Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.**

SC.HSP.4.3.B **Plan and conduct an investigation** to rate the power and efficiency used in performing work on a system. Emphasis is on the quantitative determination of power in interactions. Examples could include use of pulleys and electric motors.

SC.HSP.4.3.C **Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy. Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, generators, heat engines and heat pumps. Examples of constraints could include use of renewable energy forms and efficiency. **Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.**

SC.HSP.4.3.D **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.

SC.HSP.4.3.E **Plan and conduct an investigation** to provide evidence for the transfer of thermal energy within a system based on the Laws of Thermodynamics. Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually, such as changes in entropy of a system. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water, changes from kinetic to thermal energy, and heat engines and heat pumps. **Assessment is limited to investigations based on materials and tools provided to students.**

SC.HSP.4.3.F **Develop and use a model** of two objects interacting through gravitational, electric, or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other. **Assessment is limited to systems containing two objects.**

SC.HSP.16 Electricity and Magnetism

SC.HSP.16.4 Gather, analyze, and communicate evidence of electricity and magnetism.

SC.HSP.16.4.A **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

SC.HSP.16.4.B **Use models** to visualize and describe gravitational, magnetic and electrical fields and predict resulting forces on nearby objects. Examples of fields include point charges, charged parallel plates/rings/spheres, and bar magnets. Also could include electromagnetic forces, such as the magnetic force acting on a moving charge. **Assessment is limited to descriptive analysis of the fields and the forces they produce.**

SC.HSP.16.4.C **Use mathematical representations** to provide evidence that describes and predicts relationships between power, current, voltage, and resistance. Emphasis is on insulators and conductors accounting for Ohm's Law, total resistance for combinations of resistors and P=IV.

SC.HSP.16.4.D **Evaluate competing design solutions** for construction and use of electrical consumer products accounting for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Examples could include efficiency of light bulbs (visible intensity vs. power) and thermal energy limits of wire.

SC.HSP.16.4.E **Obtain and communicate technical information** about how some technological devices use alternating current and others use direct current. Examples could include why public utilities use AC while many devices use DC and energy loss in transmission of electricity.

SC.HSP.16.4.F **Design a solution** to a problem using the fact that an electric current can produce a magnetic field and/or that a changing magnetic field can produce an electric current. Emphasis is on both quantitative and conceptual descriptions of electric and magnetic fields. Examples include designing a generator, motor or transformer. **Assessment is limited to systems with two objects.**

SC.HSP.16.4.G **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.

Chemistry

SC.HSP.3 Structure and Properties of Matter

SC.HSP.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.HSP.3.1.A **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment does not include quantitative understanding of ionization energy beyond relative trends.

SC.HSP.3.1.B **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole. **Assessment does not include Raoult's law calculations of vapor pressure.**

SC.HSP.3.1.C **Develop and use models** to predict and explain forces that are in and between molecules. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole.

SC.HSP.3.3.D **Evaluate a solution** to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. Examples could include the effects of concentration of solutions on the freezing/boiling point (melting of ice on roadways), aspartame and caffeine in beverages, fluoride in drinking water.

SC.HSP.3.3.E **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. **Assessment is limited to alpha, beta, and gamma radioactive decays.**

SC.HSP.3.3.F.**Develop and use models** to describe and predict mechanisms of the quantum mechanical model of the atom. Examples of representation include Aufbau Diagram, Hund's Rule, Pauli Exclusion, and orbital shapes, Hybridization of orbitals, and electron configuration.

SC.HSP.3.3.G **Evaluate the evidence** supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. Examples include using mathematical relationships to demonstrate the relationship between observed light spectrum, wavelength of light and emission spectrum.

SC.HSP.3.3.H **Use mathematical representations** to quantify matter through the analysis of patterns in chemical compounds at different scales. Emphasis is on the mole concept, empirical formula, molecular formula, percent composition, and law of constant composition.

SC.HSP.4 Energy: Chemistry

SC.HSP.4.2 Gather, analyze, and communicate evidence of the interactions of energy.

SC.HSP.4.2.A **Use statistical and mathematical techniques** to describe qualitative and quantitative thermodynamic relationships. Thermodynamic relationships may include: Enthalpy, Hess's Law, Heats of Formation. Examples of data displays or graphs could include energy diagrams to communicate bond energies of products or reactants. Lab investigations may include calorimetry.

SC.HSP.4.2.B **Plan and conduct an investigation** to gather evidence of how the Kinetic Molecular Theory and gas laws are related. Examples include Dalton's Law of particle pressures, Graham's Law of Diffusion and Effusion, and empirical gas laws.

SC.HSP.4.2.C **Analyze and interpret data** to explain changes in energy within a system and/or energy flows in and out of a system. Emphasis is on the use of mathematical expressions to describe the change in energy within the system. Investigations could include electrochemistry (electrolysis).

SC.HSP.4.2.D **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include alternative energies, carbon footprint, and crude oil refining process.

SC.HSP.5 Chemical Reactions

SC.HSP.5.3 Gather, analyze, and communicate evidence of chemical reactions.

SC.HSP.5.3.A **Plan and conduct an investigation** to generate evidence that answers scientific questions related to changes in solution chemistry. Examples include titrations, solubility, and Le Chatelier's Principle

SC.HSP.5.3.B **Use a model** to identify electron transfer and balance a redox reaction. Emphasis would be on using half reaction method for balancing equations and understanding electron transfer. Examples include electrochemical cells and electroplating.

SC.HSP.5.3.C **Use mathematical and/or computational representations** to predict and explain relationships within chemical systems. Examples include stoichiometric calculations, gas stoichiometry, limiting reactant, empirical formula/molecular formula calculations, % comp % yield.

SC.HSP.5.3.D **Use mathematical representations** to analyze the proportion and quantity of particles in solution. Emphasis is on molarity and developing net ionic equations.

SC.HSP.5.3.E **Plan and conduct an investigation** to predict the outcome of a chemical reaction based on patterns of chemical properties. Examples of reaction types could include single replacement, double replacement, etc. Examples of patterns could include the use of solubility rules, activity series.

SC.HS.5.3.F **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

Biology

SC.HSP.6 Structure and Function

SC.HSP.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.

SC.HSP.6.1.A **Construct an explanation** based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

SC.HSP.6.1.B **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system. **Assessment does not include interactions and functions at the molecular level.**

SC.HSP.6.1.C **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.

SC.HSP.6.1.D **Use a model** to illustrate the role of cell signaling and cell communication in producing and maintaining cellular functions within organisms. Emphasis is on conceptual understanding of the types of cell signals, signal reception, signal transduction, and types of cellular responses.

SC.HSP.6.1.E **Construct an explanation** based on evidence that plants have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on plant structure, growth, and development, nutrient uptake and transport, plant reproduction, and plant responses to internal and external stimuli.

SC.HSP.6.1.F **Construct an explanation** based on evidence that animals have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on the basic principles of animal form and functions. Examples of basic principles could include animal nutrition, circulation, gas exchange, immunity, osmoregulation and excretion, hormonal and endocrine control, reproduction, development, neural control systems, and animal behavior.

SC.HSP.7 Interdependent Relationships in Ecosystems

SC.HSP.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

SC.HSP.7.2.A **Use mathematical and/or computational representations** to support explanations of factors that affect carrying capacity of ecosystems at different scales. Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets. **Assessment does not include deriving mathematical equations to make comparisons.**

SC.HSP.7.2.B **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.

SC.HSP.7.2.C **Evaluate the claims, evidence, and reasoning** related to the principle that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

SC.HSP.7.2.D **Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity. Examples of human activities can include habitat development and restoration, supporting native pollinators, reducing consumption, rotating crops, using integrated pest management.

SC.HSP.7.2.E **Create or revise a simulation** to test a solution to mitigate the impacts of human activity on biodiversity. Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

SC.HSP.7.2.F **Evaluate evidence** for the role of behavior on individual and species' chances to survive and reproduce. Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of behaviors could include fixed action patterns, imprinting, kinesis, taxis, hibernation, estivation, habituation, spatial learning, associative learning, cognition, foraging behavior, agonistic behavior, altruism, social learning, flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

SC.HSP.8 Matter and Energy in Organisms and Ecosystems

SC.HSP.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.

SC.HSP.8.3.A **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models

SC.HSP.8.3.B **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form amino acids and/or other large carbon-based molecules. Emphasis is on using evidence from models and simulations to support explanations.

SC.HSP.8.3.C **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Emphasis is on the conceptual understanding of the steps or specific processes involved in cellular respiration.

SC.HSP.8.3.D **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Emphasis is on conceptual understanding of the role of metabolism in different environments.

SC.HSP.8.3.E **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem. **Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.**

SC.HSP.8.3.F **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Examples of models could include simulations and mathematical models.

SC.HSP.8.3.G **Use models** to illustrate how atomic structure and bonding impact the properties of water and their influence on biological systems. Emphasis is on atomic structure, types of chemical bonds, and properties of water and how those properties influence organisms and ecosystems.

SC.HSP.8.3.H **Construct an explanation** based on evidence for how ATP powers cellular work and for how enzymes affect the rate of and the amount of energy needed for metabolic reactions. Emphasis is on the structure of ATP and how ATP is used to power cellular work by coupling exergonic and endergonic reactions. Emphasis is on how enzymes speed up and/or lower the activation energy needed for metabolic reactions and how the regulation of enzyme activity helps control metabolism.

SC.HSP.9 Inheritance and Variation of Traits

SC.HSP.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

SC.HSP.9.4.A **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

SC.HSP.9.4.B **Ask questions** to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

SC.HSP.9.4.C **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Emphasis is on using data to support arguments for the way variation occurs.

SC.HSP.9.4.D **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits (examples could include Hardy-Weinberg calculations and chi-square calculations

SC.HSP.9.4.E **Evaluate evidence** supporting claims that gene regulation can explain the variation and distribution of expressed traits in a population. Emphasis is on the differences in gene expression of multi-cellular organisms, leading to different cell types within organisms and the distribution of traits in a population.

SC.HSP.9.4.F **Construct an explanation** based on evidence for the role of biotechnology in the research and understanding of biological systems. Emphasis is on the evolution of genomes, how biotechnology allows researchers to study the sequence, expression, and function of genes, and the practical applications of biotechnology

SC.HSP.10 Biological Evolution

SC.HSP.10.5 Gather, analyze, and communicate evidence of biological evolution.

SC.HSP.10.5.A **Communicate scientific information** that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

SC.HSP.10.5.B **Construct an explanation** based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.

SC.HSP.10.5.C **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations. Examples of basic statistical and graphical analysis could include allele frequency calculations

SC.HSP.10.5.D **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations. Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

SC.HSP.10.5.E **Evaluate evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

SC.HSP.10.5.F **Develop and use models** to illustrate patterns in the evolutionary history of biological diversity. Emphasis is on how the structure and function of bacteria, archaea, protists, fungi, plants, and animals are used in are related in the tree of life.

Anatomy and Physiology

SC.HSP.6 Structure and Function: Anatomy & Physiology

SC.HSP.6.2 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *integumentary system.*


SC.HSP.6.2.A **Communicate scientific information** that explains the patterns of organization in the integumentary system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.2.B **Ask questions** to clarify the role of various proteins and integumentary system function.


SC.HSP.6.2.C **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the integumentary system.


SC.HSP.6.2.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the integumentary system help maintain homeostasis.


SC.HSP.6.2.E **Construct a scientific explanation** based on evidence for the role of cell division in integumentary system dysfunction.


SC.HSP.6.2.F **Develop and use a model** to explain the relationship between the integumentary system and other body systems. Emphasis is on the endocrine system.


SC.HSP.6.2.G **Construct and revise an explanation** based on evidence for the role of the integumentary system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.3 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *skeletal system*.


SC.HSP.6.3.A **Communicate scientific information** that explains the patterns of organization in the skeletal system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.3.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the skeletal system.


SC.HSP.6.3.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the skeletal system help maintain homeostasis.


SC.HSP.6.3.D **Develop and use a model** to explain the order of events necessary for bone formation.


SC.HSP.6.3.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the skeletal system. Evidence could include data obtained from case studies.


SC.HSP.6.3.F **Develop and use a model** to explain the relationship between the skeletal system and other body systems. Include the endocrine system.

SC.HSP.6.4 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *muscular system*.


SC.HSP.6.4.A **Communicate scientific information** that explains the patterns of organization in the muscular system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.4.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the muscular system.


SC.HSP.6.4.C **Construct an argument** based on evidence that muscle contraction is the result of biochemical reactions.


SC.HSP.6.4.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the muscular system help maintain homeostasis. Investigations could include micro stimulation of muscle tissues.


SC.HSP.6.4.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the muscular system. Evidence could include data obtained from case studies.


SC.HSP.6.4.F **Develop and use a model** to explain the relationship between the muscular system and other body systems. Include the endocrine system.


SC.HSP.6.4.G **Construct and revise an explanation** based on evidence for the role of the muscular system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.5 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *nervous system*.


SC.HSP.6.5.A **Communicate scientific information** that explains the patterns of organization in the nervous system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.5.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the nervous system.


SC.HSP.6.5.C **Construct an argument** based on evidence that production of a nerve impulse is the result of biochemical reactions.


SC.HSP.6.5.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the nervous system help maintain homeostasis.


SC.HSP.6.5.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the nervous system. Evidence could include data obtained from case studies.


SC.HSP.6.5.F **Develop and use a model** to explain the relationship between the nervous system and other body systems. Include the endocrine system.


SC.HSP.6.5.G **Construct and revise an explanation** based on evidence for the role of the nervous system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.6 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *cardiovascular/respiratory systems*.


SC.HSP.6.6.A **Communicate scientific information** that explains the patterns of organization in the cardiovascular/respiratory systems. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.6.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.

SC.HSP.6.6.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.

SC.HSP.6.6.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the cardiovascular/respiratory systems. Evidence could include data obtained from case studies.

SC.HSP.6.6.E **Develop and use a model** to explain the relationship between the cardiovascular/respiratory systems and other body systems. Include the endocrine and lymphatic systems.

SC.HSP.6.6.F **Construct and revise an explanation** based on evidence for the role of the cardiovascular/respiratory systems in the cycling of matter and flow of energy among body systems.

SC.HSP.6.7 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *digestive system*.

SC.HSP.6.7.A **Communicate scientific information** that explains the patterns of organization in the digestive system. Information could be gathered from dissections, models, simulations, and scientific texts.

SC.HSP.6.7.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the digestive system.

SC.HSP.6.7.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the digestive system help maintain homeostasis.

SC.HSP.6.7.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the digestive system. Evidence could include data obtained from case studies.

SC.HSP.6.7.E **Develop and use a model** to explain the relationship between the digestive system and other body systems. Include the endocrine and lymphatic systems.

SC.HSP.6.7.F **Construct and revise an explanation** based on evidence for the role of the digestive system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.8 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *urinary system*.

SC.HSP.6.8.A **Communicate scientific information** that explains the patterns of organization in the urinary system. Information could be gathered from dissections, models, simulations, and scientific texts.

SC.HSP.6.8.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the urinary system.

SC.HSP.6.8.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the urinary system help maintain homeostasis.

SC.HSP.6.8.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the urinary system. Evidence could include data obtained from case studies.


SC.HSP.6.8.E **Develop and use a model** to explain the relationship between the urinary system and other body systems. Include the endocrine and reproductive systems.


SC.HSP.6.8.F **Construct and revise an explanation** based on evidence for the role of the urinary system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.9 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *reproductive system*.


SC.HSP.6.9.A **Communicate scientific information** that explains the patterns of organization in the reproductive system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.9.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the reproductive system. Include spermatogenesis, oogenesis, and menstruation


SC.HSP.6.9.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the reproductive system help maintain homeostasis.


SC.HSP.6.9.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the reproductive system. Evidence could include data obtained from case studies.


SC.HSP.6.9.E **Develop and use a model** to explain the relationship between the reproductive system and other body systems. Include the endocrine and nervous systems.


SC.HSP.6.9.F **Construct and revise an explanation** based on evidence for the role of the reproductive system in the cycling of matter and flow of energy among body systems.

SC.HSP.17 Engineering in Health Sciences

SC.HSP.17.1 Gather, analyze, and communicate evidence of the connection between health science careers and engineering.


SC.HSP.17.1.A **Obtain, evaluate, and communicate information** related to health science careers. Examples include researcher, bio-medical engineer, medical professional, technician, manufacturer and distributor, administrator, and data storage and security professional.


SC.HSP.17.1.B **Design a solution** to a complex real-world problem affecting body systems that can be solved through engineering. Solutions could include prosthetics, mobility enhancement, engineered body parts, treatment processes, and disease control.


SC.HSP.17.1.C **Evaluate a solution** to a complex real-world human health problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts**.** Solutions could include the effects on the human body or solutions for environmental public health issues.

Appendix A: Topic Progression

Topic \ Grade	K	1	2	3	4	5	6	7	8	HS
1 Forces & Interactions	SC.K.1			SC.3.1					SC.8.1	SC.HS.1
2 Waves & Electro-magnetic Radiation		SC.1.2			SC.4.2				SC.8.2	SC.HS.2
3 Structure & Properties of Matter			SC.2.3			SC.5.3		SC.7.3		SC.HS.3
4 Energy					SC.4.4		SC.6.4		SC.8.4	SC.HS.4
5 Chemical Reactions								SC.7.5		SC.HS.5
6 Structure & Function		SC.1.6			SC.4.6		SC.6.7			SC.HS.6
7 Inter-dependent Relationships in Ecosystems	SC.K.7		SC.2.7	SC.3.7				SC.7.7		SC.HS.7
8 Matter & Energy in Organisms & Ecosystems						SC.5.8		SC.7.8		SC.HS.8
9 Heredity: Inheritance & Variation of Traits				SC.3.9			SC.6.9		SC.8.9	SC.HS.9
10 Biological Evolution									SC.8.10	SC.HS.10
11 Space Systems		SC.1.11				SC.5.11			SC.8.11	SC.HS.11
12 Weather & Climate	SC.K.12			SC.3.12			SC.6.12			SC.HS.12
13 Earth's Systems			SC.2.13		SC.4.13	SC.5.13	SC.6.13	SC.7.13		SC.HS.13
14 History of Earth								SC.7.14	SC.8.14	SC.HS.14
15 Sustainability										SC.HS.15

NE Integrated Food, Energy, and Water Model Courses

NE's Food, Energy, and Water integrated, multidisciplinary courses are designed to provide a lens that focuses on NE-specific contexts and challenges while also preparing students for a global world. Developed in collaboration with UNL faculty associated with the IANR Science Literacy Initiative and the Food, Energy, & Water in Society undergraduate minor, the vision is to offer dual credit for courses in this pathway.

Course 1: Science Foundations seeks to lay a foundation for understanding the complexities of the biological and physical domains by deeply understanding the driving principles that allow matter to exist and function as it does in the universe. The topics in this course will be explored through the lens of the Nebraska Career Education Model.

Unit 1: Newtonian Forces	**Unit 2:** Gravity/ Electro-magnetism	**Unit 3:** Energy	**Unit 4:** Waves & Electromagnetic Radiation	**Unit 5:** Earth's Interior	**Unit 6:** Structure and Properties of Matter	**Unit 7:** Molecular Level Design	**Unit 8:** Space Exploration
HS.1.1.A **HS.1.1.B** **HS.1.1.C**	**HS.1.1.D** **HS.1.1.E** **HS.4.4.F**	**HS.4.4.A** **HS.4.4.B** **HS.4.4.C** **HS.15.4.B**	**HS.2.2.A** **HS.2.2.B** **HS.2.2.C** **HS.2.2.D** **HS.2.2.E**	**HS.13.3.B** **HS.13.3.C**	**HS.3.3.A** **HS.3.3.C**	**HS.3.3.B** **HS.3.3.D**	**HS.11.5.A** **HS.11.5.B** **HS.11.5.C** **HS.11.5.D**

Course 2: Water in Society begins by expanding upon what was learned in Course 1 by taking a deeper look into matter and energy through the lens of water. It includes general chemistry concepts as they relate to water and life processes & systems. The course then focuses on how organisms and global systems maintain stability, transfer energy, and cycle matter. The final focus is on the sustainability of water.

Unit 1: Introduction to Water	**Unit 2:** Chemistry Between Life & Water	**Unit 3:** Small Systems Equilibrium	**Unit 4:** Systems: Energy in Balance	**Unit 5:** Movement of Matter in Global Systems	**Unit 6:** Sustainability of Water
SC.HS.13.3.D **SC.HS.5.5.A**	**SC.HS.8.3.A** **SC.HS.5.5.F** **SC.HS.8.3.B** **SC.HS.8.3.C** **SC.HS.5.5.B**	**SC.HS.8.3.E** **SC.HS.5.5.C** **SC.HS.5.5.D**	**SC.HS.6.1.C** **SC.HS.13.3.A** **SC.HS.4.4.E** **SC.HS.14.2.C** **SC.HS.12.1.B**	**SC.HS.13.3.E** **SC.HS.8.3.F**	**SC.HS.15.4.A** **SC.HS.12.1.C** **SC.HS.15.4.D**

Course 3: Land, Food, and People expands upon what was learned in both Course 1 and 2 taking a deeper dive into the coevolution of Earth systems and organisms. It is designed to introduce students to information, ideas, and concepts about the interactions of people, land and the demands for food. Students will investigate the history of the Earth, biological adaptation, heredity, and interdependent relationships in ecosystems. At the end of the course, students will be able to analyze, synthesize and communicate information about the dynamic relationships of land, food, and people from ethical, civic and stewardship perspectives and explain the impacts of human decisions on renewable and non-renewable resources.

Unit 1: Earth's History	**Unit 2:**Biological Evolution	**Unit 3:** Heredity: Inheritance & Variation	**Unit 4:** Structure & Function	**Unit 5:** Interdependent Relationships in Organisms	**Unit 6:** Sustainability
SC.HS.14.2.A **SC.HS.14.2.B** **HS.12.1.A** **HS.12.1.D** **SC.HS.14.2.D**	**SC.HS.10.5.A** **SC.HS.10.5.B** **SC.HS.10.5.C** **SC.HS.10.5.D** **SC.HS.10.5.E** **SC.HS.7.2.E**	**HS.9.4.A** **HS.9.4.B** **HS.9.4.C**	**HS.6.1.A** **HS.6.1.B** **HS.6.1.D**	**HS.7.2.A** **HS.7.2.B** **HS.7.2.C** **HS.8.3.D**	**HS.7.2.D** **HS.15.4.C** **HS.15.4.F** **HS.7.2.F**

Springfield Platteview COMMUNITY SCHOOLS
Connecting Passion with Potential

14801 South 108th St.
Springfield, NE 68059
Phone: 402-592-1300
Fax: 402-597-8551

Future Planning
Dec. 11, 2017

1.	12/20/17	HOLIDAY LUNCHEON- Sponsored by the Board of Education
2.	1/8/18	Regular Board Meeting 7 PM; Finance at 6:30 PM
3.	1/21-22/17	NASB Legislative Issues/ Budget and Finance Workshop- Lincoln
4.	1/22/18	Board Work Session
5.	2/12/17	Regular Board Meeting 7 PM; Site 6 PM; Finance at 6:30 PM
6.	2/14-15/17	Parent- Teacher Conferences
7.	2/21-22	Education Forum- Kearney, NE
8.	2/26/17	Board Work Session 7 PM

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Future Planning
January 11, 2016

1.	1/20/16	Foundation Board Meeting 7:30 AM
2.	1/25/16	Board Work Session 7 PM
3.	1/27/16	Phi Delta Kappa Dinner and Program 5:30 PM Social, 6:15 PM Dinner and Program (Lori and Brett as of now)
4.	1/31/16	NASB- Legislative Workshop- Lincoln
5.	2/1/16	Legislative (cont.), Advocacy, Budget and Finance Workshops- Lincoln
6.	2/8/16	Regular Board Meeting 7 PM; Site 6 PM, Finance 6:30 PM
7.	2/22/16	Board Work Session 7 PM
8.	3/7/16	Special Board Mtg. to award construction contract 6 PM
9.	3/14/16	Regular Board Meeting 7 PM; Policy 6 PM, Finance 6:30 PM
10.	3/15/16	NASB- Judge and Jury Workshop/ Lincoln 5:15 PM to 9 PM
11.	3/20/16	Foundation Board Meeting 7:30 AM