

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. District Recognition and Celebrations
Speaker(s): Multiple
 - 6.2. Mockingbird Elementary School Improvement Plan Overview
Speaker(s): Brian Ferguson and Kyl Gillespie
 - 6.3. Committee on American Civics--Public Testimony Opportunity
Speaker(s): Megan Harding and Sara Zabrowski-Gates
 - 6.4. District Financial Report
Speaker(s): Aaron Bredenkamp
 - 6.5. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.6. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.7. Enrollment Update
Speaker(s): Sara Zabrowski-Gates
 - 6.8. District Bond Project Update
Speaker(s): Jason Buckingham
 - 6.9. Winter Achievement results review
Speaker(s): Megan Harding
 - 6.10. Option enrollment application process and timelines
Speaker(s): Megan Harding
7. Board Action Items
 - 7.1. RPS Wireless Access point licensing bid (Action)
Speaker(s): Jason Fink
8. Policy Review
9. Pre-Adjournment Information and Activities

- 9.1. Announcements
- 9.2. Board of Education Supplemental Meeting Information
- 9.3. Future Board Calendar
10. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Ralston Public Schools Board of Education Regular Meeting

Monday, February 23, 2026

The Ralston Public Schools Board of Education met in open, public session on Monday, February 23, 2026. The meeting took place in the board room at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance notice by publication in *The Omaha Daily Record* and on the District's website, www.ralstonschools.org.

Call to Order

Board President, Mrs. Carrie Hough, called the meeting to order at 6:00 pm

Roll Call

A motion was made by Mrs. Elizabeth Kumru to excuse board members Mrs. Katie Krause & Mrs. Samantha Willey. The motion was seconded by Ms. Mary Roarty.

Mrs. Richards:	Yes
Mrs. Hough:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Sara Zabrowski-Gates, Dr. Ryan Pivonka, Mrs. Megan Harding, Mrs. Jenn Pollock, Mr. Jim Frederick, and Mrs. Angie Murphy.

Board Appreciation Presentation

Every year, Ralston Public Schools provides a special presentation to Board members in recognition of Board Appreciation Week. It is a time to extend our heartfelt gratitude to each of our Board of Education members for their dedication and tireless service. Several student groups took part in our celebration.

- **RPS Elementary Schools** - adopted a board member. They made thank you cards and notes of appreciation.
- **Ralston High School RUSH Show Choir:** Mrs. Susanna Kearney introduced the RUSH show choir students. She informed the board they had their first finals appearance and award last weekend in Wahoo and they are about 70% through their competitive season with one more competition in two weeks. The students then performed a couple of songs for the board.
- **Ralston Middle School FCS:** Ms. Jasmine Blecha teaches both seventh and eighth grade students. Her class focuses on foods, hand-sewing, life skills, personal finance, child development, and interior design. She presented hand-sewn corner bookmarks from left over material used for an apron project.

• **Ralston High School Art Department:** Art teachers Ms. Diane Naughton and Mr. Calvin Banks presented Board members with coaster sets featuring student artwork. RHS Art students Casey Randall & Lillian Vukov talked about their pieces chosen for the coasters. Casey chose a peacock spider (watercolor) and Lillian chose her food drawing (colored pencil).

• **Ralston Middle School Hope Squad** – RMS teachers, Ms. Aimee Supanchick and Mr. Kory White, talked about the middle school Hope Squad, a student-chosen peer support group that focuses on addressing mental wellness and suicide prevention. RMS students Jessica Rojo and Sophia Barrera (Hope Squad members) discussed the ongoing activities they have done which includes Spirit weeks, “clip” positive notes, and the stress shredder activity. Hope Week happens before spring break and will include assemblies and student-teacher obstacle courses.

• **Inclusive Practices Academy:** Seymour Elementary teachers Mrs. Elizabeth Polivka and Ms. Dayana Johnson, along with Mrs. Megan Harding, discussed this program and the impact it has had on staff and students.

Consent Agenda

Consent agenda items include minutes from the February 9th meeting.

Subcommittee minutes from February are included.

Resignations from:

Sawyer Sterud (RHS)
Jean Marie Krebsbach (MB)
Lakesha Aerni (MB)
Richard Painter (RHS)

Recommend the following teachers to be hired for the 2026-2027 school year:

- **Adam Sempek** - School Psychologist. Adam did his undergraduate at UNL and got his Doctorate of Education from UNO in 2014. He is currently a School Psychologist with Bennington Public Schools.
- **Andrea Bertrang** – Blumfield Elementary: Special Education/Resource. Andrea will graduate from Midland University with her BA in May 2026. Andrea is a substitute teacher with Ralston and is currently a student teacher with Ralston.
- **Brenda Walz** – Wildewood Elementary: Second Grade. Brenda has her BA from UNO and is currently teaching First Grade with Omaha Public Schools at Boyd Elementary.
- **Emma Soppe** – Karen Western Elementary: First Grade. Emma has her BA from UNO. Emma was a substitute teacher and Para with Ralston from 2022-2024. She is currently a Special Education Preschool Teacher with Bellevue Public Schools.
- **Cindy Friese** – Mockingbird Elementary: First Grade. Cindy has her BA from Wayne State College and her master’s from Concordia. Cindy is currently a substitute teacher with Ralston.
- **Diana Estrada** - Mockingbird Elementary - Sixth Grade. Diana received her BA from Bellevue University on 12/2025.

• **Elizabeth Krance** - Mockingbird Elementary: Second Grade. Elizabeth will receive her BA from the University of Kearney in May/2026. She is currently a student teacher assistant with Plambeck Early Childhood Education Center in Kearney.

Motion to approve consent agenda was made by Ms. Mary Roarty and seconded by Mrs. Elizabeth Kumru

Mrs. Hough: Yes
Mrs. Richards: Yes
Ms. Roarty: Yes
Mrs. Kumru: Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Ms. Mary Roarty:

Thanked Woodhouse Auto Family for donating a 2024 Ford Edge. Appreciates Mr. Lucero for always continuing to partner with our area businesses and looking for opportunities for our students.

- Attended NASB Board Presidents Retreat in Kearney
- Building & Grounds Sub-Committee Meeting
- Looking forward to attending the Ralston High School Auto Show

Mrs. Robin Richards:

- Attended the Legislative Committee meeting
- Attended the State Board of Education kick-off reception
- Attended the Ralston Schools Foundation meeting
- Attended the MABE meeting
- Attended the NASB meeting

Mrs. Elizabeth Kumru:

- Attended the Legislative Committee meeting
- Attended the State Board of Education kick-off reception
- Attended the Nebraska Information Technology Council Education Committee meeting
- Attended HR & Finance Sub-Committee meeting
- Looking forward to RHS One Act performances

Mrs. Carrie Hough:

- Recognized boys' state wrestling championship finalists.
- Attended NASB Board Presidents Retreat in Kearney
- Attended the Legislative Committee meeting

- Attended the Ralston Schools Foundation meeting
- Attended School Board Agenda meeting
- Attended HR & Finance Sub-Committee meeting

Government Relations Update

Mr. Joe Kohout, District lobbyist from Kissel Kohout ES Associates LLC, updated the Board regarding Legislative issues.

NASB Update

Mrs. Liz Kumru provided an update on the following workshops being offered by NASB.

- Budget and Finance workshop in Seward on 3/10
- Budget and Finance workshop in Westpoint 3/24/26
- Annual National Conference in San Antonio on 4/10/26
- Federal Advocacy in Washington DC on 4/26/26
- School Law Seminar in Kearney 6/10/26

Ralston Schools Foundation Update

Mrs. Carrie Hough and Ms. Mary Roarty gave an update on our most recent Ralston Schools Foundation meeting.

District Human Resources Update

Dr. Ryan Pivonka provided the Board of Education with the status of recruitment and retention across all employee groups.

School Board Sub-Committee Meeting Agenda Reporting

Ms. Mary Roarty, Mrs. Elizabeth Kumru and Mrs. Carrie Hough gave a review of the following meetings:

- Buildings & Grounds
- Finance & Human Resource Meeting
- Teaching & Learning

Additional Board Action Items

Approval of Policy 3017 Official Communications with the Public

Ms. Mary Roarty motioned to approve adoption of policy 3017 Official Communications with the Public per recommendation of our policy service. The motion was seconded by Mrs. Elizabeht Kumru.

Ms. Roarty:	Yes
Mrs. Richards:	Yes
Mrs. Kumru:	Yes
Mrs. Hough:	Yes

Removal of Policy 5047 Press Releases

Mrs. Elizabeth Kumru motioned to approve the removal of policy 5047, Press Releases as it is included in Policy 3017. The motion was seconded by Mrs. Robin Richards.

Mrs. Kumru: Yes
Ms. Roarty: Yes
Mrs. Hough: Yes
Mrs. Richards: Yes

Removal of Policy 3064 Temporary School Facilities

Mrs. Elizabeth Kumru motioned to approve the removal of policy 3064, Temporary School Facilities per our policy service. The motion was seconded by Mrs. Robin Richards.

Mrs. Kumru: Yes
Mrs. Hough: Yes
Ms. Richards: Yes
Ms. Roarty: Yes

Motion to amend Policy 4019, Safety Committee to the new title Policy 4019, Workplace injury Prevention and Safety Committee

Mrs. Elizabeth Kumru motioned to amend policy 4019 to the Workplace Injury Prevention and Safety Committee. The motion was seconded by Ms. Mary Roarty.

Mrs. Hough: Yes
Mrs. Richards: Yes
Ms. Roarty: Yes
Mrs. Kumru: Yes

Policy Review

4060 School Vehicle Use
4061 Workplace or Non-Workplace Injuries or Illness and Return to Work
5002.1 Admission of Students Who Reside Out of the State of Nebraska
5011 Physical Examination of Students

Adjournment

The Board voted to adjourn the meeting at 7:57 pm with a motion made by Mrs. Robin Richards and a second by Ms. Mary Roarty.

Ms. Roarty: Yes
Mrs. Hough: Yes
Mrs. Kumru: Yes
Mrs. Richards: Yes

The next regular meeting is scheduled for March 9, 2026, at 6:00 pm.

Mrs. Carrie Hough, President

Mrs. Elizabeth Kumru, Secretary

EFINANCE - POWERSCHOOL
 DATE: 03/06/2026
 TIME: 07:46:51

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1
 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20260309'
 ACCOUNTING PERIOD: 7/26

FUND - 01 - GENERAL FUND

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9001	135487	03/09/26	7687	360 COMMUNITY SERVI	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,830.40	
TOTAL CHECK									0.00	13,043.34
9001	135488	03/09/26	43	ACTION BATTERIES UN	0180020262000	20610	RPS MAINTENANCE ADM	0.00	299.95	
9001	135490	03/09/26	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	146.85	
9001	135490	03/09/26	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	792.99	
9001	135490	03/09/26	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	822.36	
9001	135490	03/09/26	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	866.42	
TOTAL CHECK									0.00	2,628.62
9001	135491	03/09/26	8113	ATHLETICO PHYSICAL	0180020257000	20340	RPS PUBLIC RELATION	0.00	250.00	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS BLUMFIELD	0.00	102.07	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS SEYMOUR	0.00	108.66	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS WILDEWOOD	0.00	114.32	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS MOCKINGBIRD	0.00	130.00	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS MEADOWS	0.00	131.77	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS SUPPLY DELIVERY	0.00	9.95	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS KAREN WESTERN	0.00	74.37	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS HIGH SCHOOL	0.00	921.28	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	367.35	
9001	135492	03/09/26	6650	BISHOP BUSINESS	0180020253000	20442	RPS ADMIN/VMAC/CO	0.00	1,241.94	
TOTAL CHECK									0.00	3,201.71
9001	135493	03/09/26	7630	CHILDREN'S HOME HEA	0116920129100	20320	RPS STUDENT SERVICE	0.00	5,474.00	
9001	135493	03/09/26	7630	CHILDREN'S HOME HEA	0116720129100	20320	RPS STUDENT SERVICE	0.00	8,119.00	
TOTAL CHECK									0.00	13,593.00
9001	135494	03/09/26	7766	CITY WIDE FACILITY	0126020261000	20340	RPS CUSTODIAL RMS	0.00	7,580.00	
9001	135495	03/09/26	7870	CORNERSTONES OF CAR	0116720110000	20330	MOCKINGBIRD MB26005	0.00	6,500.00	
9001	135496	03/09/26	4037	COX BUSINESS	0180020258000	20382	RPS FEBRUARY 1, 202	0.00	3,981.93	
9001	135496	03/09/26	4037	COX BUSINESS	0180020258000	20382	RPS FEBRUARY 1, 202	0.00	4,906.12	
9001	135496	03/09/26	4037	COX BUSINESS	0180020258000	20382	RPS ADMIN/VMAC/CO	0.00	351.12	
TOTAL CHECK									0.00	9,239.17
9001	135497	03/09/26	34	DEMCO, INC.	0126020222000	20610	RALSTONMIDDLEMS2602	0.00	283.18	
9001	135497	03/09/26	34	DEMCO, INC.	0126020222000	20610	RALSTONMIDDLEMS2602	0.00	312.14	
TOTAL CHECK									0.00	595.32
9001	135498	03/09/26	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2601	0.00	610.40	
9001	135499	03/09/26	3128	DIGITAL DOT SYSTEMS	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	80.00	
9001	135502	03/09/26	127	EASTERN NEBRASKA HU	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,484.00	
9001	135503	03/09/26	3829	FATHER FLANAGAN'S B	0136020120000	20569	RPS STUDENT SERVICE	0.00	5,700.00	
9001	135503	03/09/26	3829	FATHER FLANAGAN'S B	0116720120000	20569	RPS STUDENT SERVICE	0.00	11,400.00	

EFINANCE - POWERSCHOOL
 DATE: 03/06/2026
 TIME: 07:46:51

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 2
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SELECTION CRITERIA: transact.ck_date='20260309'
 ACCOUNTING PERIOD: 7/26

FUND - 01 - GENERAL FUND

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9001	135504	03/09/26	4272	FIRST STUDENT	0136020340000	20610	RALSTON HIGH HS2602	0.00	714.47
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	487.62
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	489.08
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	502.75
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	781.80
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	440.05
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	611.29
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	628.12
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	629.35
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	629.59
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	541.77
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	554.70
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	562.26
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	602.51
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9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	385.16
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	391.75
9001	135504	03/09/26	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	448.83
TOTAL CHECK								0.00	68,686.92
9001	135505	03/09/26	6584	FIRST WIRELESS, INC	0136020110000	20610	RALSTON HIGH HS2602	0.00	450.00
9001	135506	03/09/26	8073	FUZZY FEET, LLC	0180020262000	20610	RPS MAINTENANCE ADM	0.00	7,160.00
9001	135507	03/09/26	1622	GOODWILL INDUSTRIES	0136020120000	20569	RPS STUDENT SERVICE	0.00	1,125.00
9001	135508	03/09/26	344	GOODWIN TUCKER GROU	0136020262000	20610	RPS MAINTENANCE RHS	0.00	1,566.19
9001	135508	03/09/26	344	GOODWIN TUCKER GROU	0126020262000	20430	RPS MAINTENANCE RMS	0.00	4,299.60
9001	135508	03/09/26	344	GOODWIN TUCKER GROU	0126020262000	20430	RPS MAINTENANCE RMS	0.00	222.58
TOTAL CHECK								0.00	6,088.37
9001	135509	03/09/26	367	GRAYBAR	0180020262000	20430	RPS MAINTENANCE ADM	0.00	128.05
9001	135509	03/09/26	367	GRAYBAR	0180020262000	20430	RPS MAINTENANCE ADM	0.00	-8.38
TOTAL CHECK								0.00	119.67
9001	135510	03/09/26	1474	HEARTLAND FOUNDATIO	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,465.00
9001	135510	03/09/26	1474	HEARTLAND FOUNDATIO	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,465.00
TOTAL CHECK								0.00	8,930.00
9001	135511	03/09/26	8096	HIREQUEST, INC.	0116420213000	20340	RPS SS/NURSE KW PAG	0.00	754.92
9001	135511	03/09/26	8096	HIREQUEST, INC.	0116420213000	20340	RPS SS/KW NURSE PAG	0.00	1,034.52
9001	135511	03/09/26	8096	HIREQUEST, INC.	0116420213000	20340	RPS SS/KW NURSE PAG	0.00	1,048.50
TOTAL CHECK								0.00	2,837.94
9001	135512	03/09/26	2781	HOPE MEDICAL OUTREA	0126020115000	20320	RPS SS/ELL RMS	0.00	52.50
9001	135512	03/09/26	2781	HOPE MEDICAL OUTREA	0116420115000	20320	RPS SS/ELL KW	0.00	61.25
9001	135512	03/09/26	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS SS/ELL MDCK	0.00	166.25
9001	135512	03/09/26	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS SS/ELL MDCK	0.00	175.00

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RALSTON PUBLIC SCHOOLS
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FUND - 01 - GENERAL FUND

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9001	135513	03/09/26	2715	HY-VEE GAS	0126020110060	20630	RPS MIDDLE SCHOOL	0.00	376.40
9001	135513	03/09/26	2715	HY-VEE GAS	0136020340000	20610	RPS HIGH SCHOOL	0.00	85.74
9001	135513	03/09/26	2715	HY-VEE GAS	0126020120000	20610	RPS STUDENT SERVICE	0.00	86.71
9001	135513	03/09/26	2715	HY-VEE GAS	0116320110000	20610	RPS BLUMFIELD	0.00	5.79
9001	135513	03/09/26	2715	HY-VEE GAS	0136020110084	20610	RPS HIGH SCHOOL	0.00	16.00
9001	135513	03/09/26	2715	HY-VEE GAS	0136020110050	20610	RPS HIGH SCHOOL	0.00	18.93
9001	135513	03/09/26	2715	HY-VEE GAS	0180020271000	20510	RPS TRANSPORTATION	0.00	1,110.53
9001	135513	03/09/26	2715	HY-VEE GAS	0180020271200	20626	RPS TRANSPORTATION	0.00	2,648.66
9001	135513	03/09/26	2715	HY-VEE GAS	0180020262000	20626	RPS MAINTENANCE	0.00	1,326.92
9001	135513	03/09/26	2715	HY-VEE GAS	0136020110060	20610	RPS HIGH SCHOOL	0.00	504.23
TOTAL CHECK								0.00	6,580.08
9001	135514	03/09/26	8026	CONNECTED ROOTS CAR	0116720129100	20320	RPS STUDENT SERVICE	0.00	8,218.35
9001	135514	03/09/26	8026	CONNECTED ROOTS CAR	0116720129100	20320	RPS STUDENT SERVICE	0.00	9,314.13
9001	135514	03/09/26	8026	CONNECTED ROOTS CAR	0116720129100	20320	RPS STUDENT SERVICE	0.00	9,862.02
9001	135514	03/09/26	8026	CONNECTED ROOTS CAR	0116720129100	20320	RPS STUDENT SERVICE	0.00	10,957.80
9001	135514	03/09/26	8026	CONNECTED ROOTS CAR	0116720129100	20320	RPS STUDENT SERVICE	0.00	10,957.80
TOTAL CHECK								0.00	49,310.10
9001	135515	03/09/26	7658	FLOCELIA KINNEY	0180020271200	20332	REIMBURSED 2/2-27/2	0.00	187.34
9001	135515	03/09/26	7658	FLOCELIA KINNEY	0180020271200	20332	REIMBURSED1/5-29/20	0.00	198.36
TOTAL CHECK								0.00	385.70
9001	135516	03/09/26	7519	IDENTITY MARKETING	0180020256000	20610	RPS PUBLIC RELATION	0.00	814.39
9001	135517	03/09/26	2286	INFOSAFE SHREDDING	0180020232000	20320	RPS ADMIN/VMAC/CO	0.00	39.00
9001	135518	03/09/26	515	J & J SMALL ENGINE	0180020262000	20610	RPS MAINTENANCE ADM	0.00	59.03
9001	135519	03/09/26	1011	J W PEPPER & SON, I	0126020110094	20610	RALSTONMIDDLEMS2601	0.00	90.00
9001	135520	03/09/26	7735	JIFFY LEVENSON'S SU	0116320261000	20610	RPS MAINTENANCE BLU	0.00	301.00
9001	135520	03/09/26	7735	JIFFY LEVENSON'S SU	0116720261000	20610	RPS MAINTENANCE MOC	0.00	301.00
TOTAL CHECK								0.00	602.00
9001	135521	03/09/26	565	JOHNSTONE SUPPLY CO	0126020262000	20430	RPS MAINTENANCE RMS	0.00	157.36
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	166.50
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	223.50
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116820129100	20320	RPS STUDENT SERVICE	0.00	74.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	74.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	55.50
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	846.50
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	906.50
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	996.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	1,073.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	1,097.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	407.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	439.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	444.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	481.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	481.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	593.50
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	666.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	1,589.50
TOTAL CHECK									10,613.50
9001	135523	03/09/26	7410	KANSAS CITY AUDIO -	0180020120000	20610	RPS STUDENT SERVICE	0.00	2,312.41
9001	135523	03/09/26	7410	KANSAS CITY AUDIO -	0180020258000	20734	RPS TECHNOLOGY ADM	0.00	2,312.42
TOTAL CHECK									4,624.83
9001	135524	03/09/26	4452	KISSEL, KOHOUT, ES AS	0180020231000	20810	RPS LEGISLATIVE SER	0.00	4,065.30
9001	135525	03/09/26	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS GENERAL MATTERS	0.00	1,249.50
9001	135525	03/09/26	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS PERSONNEL MATTE	0.00	1,485.00
9001	135525	03/09/26	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS OPPD PILOT MATT	0.00	295.50
TOTAL CHECK									3,030.00
9001	135526	03/09/26	6993	LANGUAGE LINE SERVI	0116320115000	20320	RPS SS/ELL BLUMFIEL	0.00	1.87
9001	135526	03/09/26	6993	LANGUAGE LINE SERVI	0136020115000	20320	RPS SS/ELL RHS	0.00	14.36
9001	135526	03/09/26	6993	LANGUAGE LINE SERVI	0126020115000	20320	RPS SS/ELL RMS	0.00	33.73
TOTAL CHECK									49.96
9001	135528	03/09/26	5314	MADISON NATIONAL LI	01	9409	RPS MARCH 2026 PREM	0.00	13,992.00
9001	135529	03/09/26	8170	MATTHEW BENDER & CO	0180020232000	20610	RPS ADMIN BUCKINGHA	0.00	329.86
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	359.92
9001	135531	03/09/26	5926	MENARDS	0116920261000	20610	RPS MAINTENANCE WW	0.00	120.82
9001	135531	03/09/26	5926	MENARDS	0116620261000	20610	RPS MAINTENANCE MEA	0.00	110.97
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	116.44
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	7.48
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	10.13
9001	135531	03/09/26	5926	MENARDS	0116920262000	20610	RPS MAINTENANCE WW	0.00	10.46
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	10.99
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	11.11
9001	135531	03/09/26	5926	MENARDS	0180020261000	20610	RPS MAINTENANCE ADM	0.00	11.98
9001	135531	03/09/26	5926	MENARDS	0180020261000	20610	RPS MAINTENANCE ADM	0.00	14.97
9001	135531	03/09/26	5926	MENARDS	0116620262000	20610	RPS MAINTENANCE MEA	0.00	15.10
9001	135531	03/09/26	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	17.37
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	18.32
9001	135531	03/09/26	5926	MENARDS	0180020261000	20610	RPS MAINTENANCE ADM	0.00	16.44
9001	135531	03/09/26	5926	MENARDS	0116920261000	20610	RPS MAINTENANCE WW	0.00	23.89
9001	135531	03/09/26	5926	MENARDS	0116620261000	20610	RPS MAINTENANCE MEA	0.00	23.89
9001	135531	03/09/26	5926	MENARDS	0136020110084	20610	RPS MAINTENANCE RHS	0.00	26.46
9001	135531	03/09/26	5926	MENARDS	0116920262000	20430	RPS MAINTENANCE WW	0.00	28.71
9001	135531	03/09/26	5926	MENARDS	0136020261000	20610	RPS MAINTENANCE RHS	0.00	29.30
9001	135531	03/09/26	5926	MENARDS	0116820262000	20430	RPS MAINTENANCE SEY	0.00	31.95

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9001	135531	03/09/26	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	34.99
9001	135531	03/09/26	5926	MENARDS	0136020261000	20610	RPS MAINTENANCE RHS	0.00	57.95
9001	135531	03/09/26	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	67.05
9001	135531	03/09/26	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	69.98
9001	135531	03/09/26	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	75.70
9001	135531	03/09/26	5926	MENARDS	0116920262000	20610	RPS MAINTENANCE WW	0.00	79.99
9001	135531	03/09/26	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	420.82
9001	135531	03/09/26	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	432.99
TOTAL CHECK									2,256.17
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116820261000	20621	RPS 7900 SEYMOUR ST	0.00	444.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	544.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	662.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	49.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	47.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8801 PARK DRIVE	0.00	53.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	34.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8521 PARK DRIVE	0.00	37.27
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	849.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	365.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116320261000	20621	RPS 10310 MOCKINGBI	0.00	904.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116620261000	20621	RPS 9205 BERRY STRE	0.00	910.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116720261000	20629	RPS 5100 SOUTH 93RD	0.00	968.81
9001	135533	03/09/26	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	1,117.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	1,399.20
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116720261000	20621	RPS 5100 SOUTH 93RD	0.00	3,875.23
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	25.80
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	9.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	2.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	103.20
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	136.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	138.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8521 PARK DRIVE	0.00	149.08
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116820261000	20629	RPS 7900 SEYMOUR ST	0.00	111.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116920261000	20629	RPS 8023 RALSTON AV	0.00	90.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	84.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	91.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	165.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	190.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	198.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	212.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8801 PARK DRIVE	0.00	214.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116320261000	20629	RPS 10310 MOCKINGBI	0.00	226.00
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116620261000	20629	RPS 9205 BERRY STRE	0.00	227.60
9001	135533	03/09/26	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	338.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	279.40
9001	135533	03/09/26	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	349.80
9001	135533	03/09/26	834	METRO UTILITIES DIS	0116920261000	20621	RPS 8023 RALSTON AV	0.00	360.00
TOTAL CHECK									15,967.39
9001	135534	03/09/26	3959	MH EQUIPMENT COMPAN	0116920262000	20430	RPS MAINTENANCE WW	0.00	385.00

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9001	135534	03/09/26	3959	MH EQUIPMENT COMPAN	0116920262000	20430	RPS MAINTENANCE WW	0.00	778.79
TOTAL CHECK									1,163.79
9001	135535	03/09/26	6407	MIDLAND UNIVERSITY	0126020115000	20330	RPS SS/ELL RMS	0.00	4,260.00
9001	135535	03/09/26	6407	MIDLAND UNIVERSITY	0136020115000	20330	RPS SS/ELL RHS	0.00	4,260.00
TOTAL CHECK									8,520.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE ONLINE SURV	0.00	400.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE KUMRU, ELIZ	0.00	220.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE RICHARDS, RO	0.00	220.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE ROARTY, MAR	0.00	200.00
9001	135536	03/09/26	2634	NASB	0180020232000	20810	RPS BUCKINGHAM, JAS	0.00	150.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE HOUGH, CARR	0.00	120.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE WILLEY, SAMA	0.00	120.00
9001	135536	03/09/26	2634	NASB	0180020231000	20810	RPS BOE KRAUSE, KAT	0.00	120.00
9001	135536	03/09/26	2634	NASB	0180020251000	20810	RPS BREDEKAMP, AAR	0.00	120.00
TOTAL CHECK									1,670.00
9001	135537	03/09/26	6458	NASSP/NHS	0136020110000	20610	RALSTON HIGH HS2602	0.00	385.00
9001	135538	03/09/26	797	NCSA	0180020249000	20330	RPS POLLOCK, JENNIF	0.00	150.00
9001	135539	03/09/26	7253	NEBRASKA SAFETY CEN	0180020271200	20810	RPS TRANSP. FLATT,C	0.00	100.00
9001	135540	03/09/26	4949	NEBRASKA STATE FIRE	0116720262000	20352	RPS MAINTENANCE MOC	0.00	72.00
9001	135541	03/09/26	6056	NWEA	0116820110001	20610	RPS CUR/SEY CU26004	0.00	301.66
9001	135541	03/09/26	6056	NWEA	0116420110001	20610	RPS CUR/KW CU260041	0.00	301.66
9001	135541	03/09/26	6056	NWEA	0116620110001	20610	RPS CUR/MEAD CU2600	0.00	301.67
9001	135541	03/09/26	6056	NWEA	0116720110001	20610	RPS CUR/MOCK CU2600	0.00	301.67
9001	135541	03/09/26	6056	NWEA	0116320110001	20610	RPS CUR/BLUM CU2600	0.00	301.67
9001	135541	03/09/26	6056	NWEA	0116920110001	20610	RPS CUR/WW CUR26004	0.00	301.67
TOTAL CHECK									1,810.00
9001	135542	03/09/26	7674	OAK HILLS PRINTING	0180020221000	20610	RPS SS/ADMIN CU2600	0.00	78.38
9001	135543	03/09/26	6412	OCCUPATIONAL HEALTH	0180020271000	20340	RPS TRANSP. CAMMARA	0.00	116.00
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116920110000	20610	WILDEWOOD WW260012	0.00	105.38
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26006	0.00	100.16
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE260016	0.00	91.29
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0126020222000	20610	RALSTONMIDDLEMS2601	0.00	111.98
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110040	20340	RALSTON HIGH HS2602	0.00	93.78
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116420110000	20610	KARENWESTERN KW2600	0.00	94.25
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116920110000	20610	WILDEWOOD WW260011	0.00	84.94
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110000	20610	RALSTON HIGH HS2602	0.00	206.99
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0126020110000	20610	RALSTONMIDDLEMS2601	0.00	195.62
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE260015	0.00	176.04
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26005	0.00	123.02
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020222000	20610	RALSTON HIGH HS2602	0.00	222.83
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110040	20610	RALSTON HIGH HS2602	0.00	236.84

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9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2601	0.00	245.92
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO260013	0.00	159.49
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020251000	20610	RPS BUSINESS BQ2600	0.00	3.69
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116920110000	20610	WILDEWOOD MW260011	0.00	15.65
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116420110000	20610	KARENWESTERN KW2600	0.00	24.60
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26005	0.00	16.79
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020251000	20610	RPS BUSINESS BQ2600	0.00	19.31
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26005	0.00	20.87
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW260061	0.00	26.25
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO260014	0.00	31.28
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26005	0.00	64.46
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2601	0.00	56.60
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020251000	20610	RPS BUSINESS BQ2600	0.00	48.15
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW260061	0.00	50.07
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26005	0.00	52.58
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO260015	0.00	53.49
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO260013	0.00	38.30
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE260015	0.00	39.20
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26006	0.00	39.58
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110000	20610	RALSTON HIGH HS2602	0.00	40.63
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO260014	0.00	35.92
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2601	0.00	676.20
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB26005	0.00	81.58
9001	135545	03/09/26	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO260014	0.00	78.79
TOTAL CHECK									3,762.52
9001	135546	03/09/26	934	OPC DIRECT	0116320110000	20610	RPS BLUMFIELD	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0116420110000	20610	RPS KAREN WESTERN	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0116620110000	20610	RPS MEADOWS	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0116720110000	20610	RPS MOCKINGBIRD	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0116820110000	20610	RPS SEYMOUR	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0116920110000	20610	RPS WILDEWOOD	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0126020110000	20610	RPS MIDDLE SCHOOL	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0136020110000	20610	RPS HIGH SCHOOL	0.00	776.00
9001	135546	03/09/26	934	OPC DIRECT	0180020256000	20550	RPS PUBLIC RELATION	0.00	61.44
TOTAL CHECK									6,269.44
9001	135547	03/09/26	4438	OMAHA SYMPHONY	0180020221200	20320	RPS CUR CU260044	0.00	2,500.00
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020271000	20430	RPS TRANSPORTATION	0.00	66.54
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	68.60
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020265000	20610	RPS TRANSPORTATION	0.00	23.99
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020265000	20610	RPS TRANSPORTATION	0.00	25.99
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	340.38
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020265000	20610	RPS TRANSPORTATION	0.00	268.52
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	95.94
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	113.02
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATIONA	0.00	81.95
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	142.99
9001	135548	03/09/26	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	143.23
TOTAL CHECK									1,371.15

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9001	135549	03/09/26	6145	PITNEY BOWES, INC.	0180020253000	20442	RPS ADMN/VMAC/CO	0.00	865.23
9001	135550	03/09/26	3989	PRIME COMMUNICATION	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	75.00
9001	135550	03/09/26	3989	PRIME COMMUNICATION	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	150.00
TOTAL CHECK								0.00	225.00
9001	135552	03/09/26	5630	ARBOR FAMILY COUNSE	0136020212000	20320	RPS STUDENT SERVICE	0.00	1,200.00
9001	135552	03/09/26	5630	ARBOR FAMILY COUNSE	0136020212000	20320	RPS STUDENT SERVICE	0.00	1,350.00
TOTAL CHECK								0.00	2,550.00
9001	135553	03/09/26	7598	CECILIA SANCHEZ HER	0116620115000	20320	MEADOWS 8.75 HOURS	0.00	236.25
9001	135554	03/09/26	6362	RENSENHOUSE	0136020262000	20430	RPS MAINTENANCE RHS	0.00	12.45
9001	135556	03/09/26	7171	PICK A TIME	0116820110000	20610	SEYMOUR SE260020	0.00	70.00
9001	135557	03/09/26	3860	RALSTON HIGH SCHOOL	0136020340000	20610	RALSTON HIGH TRANSF	0.00	53.30
9001	135558	03/09/26	3545	ROCHESTER MIDLAND C	0116420262000	20352	RPS MAINTENANCE KW	0.00	232.07
9001	135558	03/09/26	3545	ROCHESTER MIDLAND C	0116820262000	20352	RPS MAINTENANCE SEY	0.00	232.07
9001	135558	03/09/26	3545	ROCHESTER MIDLAND C	0126020262000	20352	RPS MAINTENANCE RMS	0.00	232.07
9001	135558	03/09/26	3545	ROCHESTER MIDLAND C	0136020262000	20352	RPS MAINTENANCE RHS	0.00	232.08
TOTAL CHECK								0.00	928.29
9001	135559	03/09/26	7358	SCHOOL SPECIALTY, L	0116820110000	20610	SEYMOUR SE260019	0.00	74.30
9001	135560	03/09/26	6860	SHELLY ROBINSON	0180020271200	20332	REIMBURSED2/3-27/20	0.00	82.58
9001	135561	03/09/26	1365	SIGNIT	0180020256000	20320	RPS PUBLIC RELATION	0.00	432.00
9001	135562	03/09/26	6359	SKILLSUSA NEBRASKA	0136020355100	20320	RALSTON HIGH AF1858	0.00	2,000.00
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0116320129100	20610	RPS SS/PS JAN2026	0.00	34.00
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0116720129100	20610	RPS SS/PS JAN2026	0.00	11.40
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0116920129100	20610	RPS SS/PS JAN2026	0.00	57.30
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0116620129100	20610	RPS SS/PS JAN2026	0.00	58.95
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0116620129100	20610	RPS SS/PS JAN2026	0.00	58.95
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0116420129100	20610	RPS SS/PS JAN2026	0.00	43.75
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0136020213000	20610	RPS SS/RHS NURSING	0.00	47.50
TOTAL CHECK								0.00	311.85
9001	135567	03/09/26	4195	SSWAN	0180020120000	20330	RPS HERNANDEZ, MARI	0.00	50.00
9001	135568	03/09/26	7790	TRACY TONEY	0136020110000	20330	RPS SS/RHS NURSING	0.00	319.80
9001	135570	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	677.24
9001	135570	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	1,331.27
TOTAL CHECK								0.00	2,008.51
9001	135572	03/09/26	7952	EMILY M. WALKER	0136020115000	20320	RPS HIGH SCHOOL 2HR	0.00	54.00

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9001	135572	03/09/26	7952	EMILY M. WALKER	0116420115000	20320	RPS KARENWESTERN 9H	0.00	243.00
9001	135572	03/09/26	7952	EMILY M. WALKER	0116720115000	20320	RPS MOCKINGBIRD 8.2	0.00	222.75
TOTAL CHECK									519.75
9001	135573	03/09/26	7953	UNIVERSITY OF NEB.	0136020120000	20569	RPS STUDENT SERVICE	0.00	818.31
9001	135574	03/09/26	6446	UNIVERSITY OF NEBRA	0180020271000	20340	RPS FT/MEADOWS MAER	0.00	189.00
9001	135575	03/09/26	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTMANAGEME	0.00	25.33
9001	135575	03/09/26	4832	VERIZON WIRELESS	0180020271200	20530	RPS TRANSPORTATION	0.00	67.00
9001	135575	03/09/26	4832	VERIZON WIRELESS	0180020251000	20610	RPS TWO PHONES	0.00	80.02
9001	135575	03/09/26	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTS JOYCE	0.00	680.17
TOTAL CHECK									852.52
9001	135576	03/09/26	6317	VISION SERVICE PLAN 01		9409	RPS MARCH 2026 PREM	0.00	3,850.66
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS HIGH SCHOOL	0.00	729.45
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN/VMAC/CO	0.00	552.98
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	233.64
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS BLUMFIELD	0.00	59.83
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS KAREN WESTERN	0.00	59.83
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MEADOWS	0.00	59.83
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MOCKINGBIRD	0.00	59.83
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS SEYMOUR	0.00	59.83
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN/VMAC/CO	0.00	123.61
9001	135577	03/09/26	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS WILDEWOOD	0.00	59.78
TOTAL CHECK									1,998.61
9001	135578	03/09/26	1286	WEST MUSIC COMPANY,	0116720110093	20610	MOCKINGBIRD MB26005	0.00	69.76
9001	135578	03/09/26	1286	WEST MUSIC COMPANY,	0116820110093	20610	SEYMOUR SE260017	0.00	64.55
TOTAL CHECK									134.31
9001	135579	03/09/26	3127	WESTSIDE COMMUNITY	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,750.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116320262000	20352	RPS MAINTENANCE BLU	0.00	60.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116420262000	20352	RPS MAINTENANCE KW	0.00	60.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116620262000	20352	RPS MAINTENANCE MEA	0.00	60.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116720262000	20352	RPS MAINTENANCE MOC	0.00	60.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116820262000	20352	RPS MAINTENANCE SEY	0.00	60.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116920262000	20352	RPS MAINTENANCE WW	0.00	60.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0126020262000	20352	RPS MAINTENANCE RMS	0.00	70.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0136020262000	20352	RPS MAINTENANCE RHS	0.00	70.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0180020262000	20352	RPS MAINTENANCE ADM	0.00	80.00
9001	135580	03/09/26	6491	WHAT'S BUGGIN' YA	0116820262000	20352	RPS MAINTENANCE SEY	0.00	125.00
TOTAL CHECK									705.00
9001	135581	03/09/26	742	WILLIAM V MACGILL &	0116720213000	20610	MOCKINGBIRD MB26005	0.00	64.15
9001	135582	03/09/26	8020	WINSUPPLY OF OMAHA	0116920262000	20430	RPS MAINTENANCE WW	0.00	1,435.03
9001	135582	03/09/26	8020	WINSUPPLY OF OMAHA	0116720262000	20430	RPS MAINTENANCE MOC	0.00	119.23
TOTAL CHECK									1,554.26

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	135583	03/09/26	7050	WOMEN ON A MISSION	0136020115000	20330	RALSTON HIGH HS2602	0.00	265.00
9001	135584	03/09/26	7538	WOODRIVER ENERGY, L	0116920261000	20621	RPS WILDEWOOD	0.00	2,040.48
9001	135584	03/09/26	7538	WOODRIVER ENERGY, L	0126020261000	20621	RPS MIDDLE SCHOOL	0.00	3,107.50
9001	135584	03/09/26	7538	WOODRIVER ENERGY, L	0116820261000	20621	RPS SEYMOUR	0.00	3,974.01
9001	135584	03/09/26	7538	WOODRIVER ENERGY, L	0136020261000	20621	RPS HIGH SCHOOL	0.00	16,806.70
TOTAL CHECK									25,928.69
9001	135585	03/09/26	6866	ZTRIP (WHC NE, LLC)	0180020271200	20510	RPS SS/TRANSPORTATI	0.00	4,271.42
9001	135586	03/09/26	8163	AIDAN FLAIRTY	0136020110000	20320	RPS/RHS STUDENT/TEA	0.00	2,000.00
9001	135587	03/09/26	7778	KALI D ALLEN	0116820353500	20333	REIMBURSE1/27-2/24/	0.00	3.07
9001	135587	03/09/26	7778	KALI D ALLEN	0116720353500	20333	REIMBURSE1/27-2/24/	0.00	3.08
TOTAL CHECK									6.15
9001	135588	03/09/26	8165	ALYSSA MOORE	0136020110000	20320	RPS/RHS STUDENT/TEA	0.00	2,000.00
9001	135589	03/09/26	4561	ANDREA HARTMAN	0126020110000	20333	REIMBURSE1/26-2/25/	0.00	45.68
9001	135589	03/09/26	4561	ANDREA HARTMAN	0136020110000	20333	REIMBURSE1/26-2/25/	0.00	45.68
TOTAL CHECK									91.36
9001	135590	03/09/26	8167	ANTHONY GALLARDO	0136020110000	20320	RPS/RHS STUDENT/TEA	0.00	2,000.00
9001	135591	03/09/26	8169	PHOENIX C BAUER-FLE	0180020258000	20333	REIMBURSED2/17-27/2	0.00	23.32
9001	135592	03/09/26	6422	ALLISON L BEAMAN	0116420110000	20211	REIMBURSED 11/22/20	0.00	50.00
9001	135593	03/09/26	5059	BRIAN FERGUSON	0116720241000	20333	REIMBU12/5/25-1/30/	0.00	286.28
9001	135594	03/09/26	8166	HANNA HERIAN	0116720110000	20320	RPS/MOCK STUDENT/TE	0.00	2,000.00
9001	135595	03/09/26	2672	JASON M BUCKINGHAM	0180020232000	20333	REIMBURSED2/18&24/2	0.00	145.00
9001	135596	03/09/26	8164	JORDAN ALVES	0116920110000	20320	RPS WILDEWOOD STU/T	0.00	2,000.00
9001	135598	03/09/26	7826	MARCIA MARESCALCO	0180020271000	20430	RPS TRANSP.HEADLIGH	0.00	60.58
9001	135599	03/09/26	7427	LAUREN M CROSS	0116420110000	20251	REIMBURSED 3 HOURS	0.00	1,149.00
9001	135602	03/09/26	2039	RYAN PIVONKA	0180020257000	20580	REIMBURSED2/6-25/20	0.00	237.80
9001	135603	03/09/26	3150	CHRISTINE REDEMSKE	0116920353500	20333	REIMBURSE1/26-2/13/	0.00	16.24
9001	135605	03/09/26	2572	SANDY HARRAL	0116720115000	20610	REIMBURSED SS/ELLPU	0.00	255.92
9001	135605	03/09/26	2572	SANDY HARRAL	0116720120000	20610	REIMBURSED SPED PUR	0.00	111.51
9001	135605	03/09/26	2572	SANDY HARRAL	0116820120000	20610	REIMBURSED SPED PUR	0.00	111.51
TOTAL CHECK									478.94
9001	135607	03/09/26	7872	GARY WESTBROOK	0180020258000	20333	REIMBURSE1/26-2/25/	0.00	60.17

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9001	135608	03/09/26	7798	SARA E ZABROWSKI-GA	0180020221200	20333	REIMBURSED 2/27/202	0.00	78.30
9001	135609	03/09/26	170	APPLE INC.	0180020258000	20734	RPS TECHNOLOGY	0.00	969.00
9001	135610	03/09/26	1476	D & D LASER, INC	0126020110000	20610	RALSTONMIDDLEMS2601	0.00	871.80
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116620120000	20320	RPS STUDENT SERVICE	0.00	3,244.55
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116720120000	20320	RPS STUDENT SERVICE	0.00	3,244.85
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0126020353500	20610	RPS HAL REDEMSKE	0.00	50.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0136020120000	20320	RPS STUDENT SERVICE	0.00	1,336.93
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116320120000	20320	RPS STUDENT SERVICE	0.00	668.46
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116820120000	20569	RPS STUDENT SERVICE	0.00	6,574.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0136020120000	20569	RPS STUDENT SERVICE	0.00	16,454.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0126020120000	20569	RPS STUDENT SERVICE	0.00	16,454.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116320129100	20320	RPS STUDENT SERVICE	0.00	40.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116720129100	20320	RPS STUDENT SERVICE	0.00	40.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116320129200	20320	RPS STUDENT SERVICE	0.00	40.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116320129200	20330	RPS STUDENT SERVICE	0.00	40.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116620120000	20330	RPS STUDENT SERVICE	0.00	80.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116920120000	20330	RPS STUDENT SERVICE	0.00	80.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116920120000	20320	RPS STUDENT SERVICE	0.00	80.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116720120000	20320	RPS STUDENT SERVICE	0.00	333.33
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116320120000	20320	RPS STUDENT SERVICE	0.00	333.34
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116320120000	20320	RPS STUDENT SERVICE	0.00	333.04
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116420120000	20320	RPS STUDENT SERVICE	0.00	333.33
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116620120000	20320	RPS STUDENT SERVICE	0.00	333.33
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0116420120000	20330	RPS STUDENT SERVICE	0.00	120.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0126020353500	20610	RPS HAL REDEMSKE	0.00	180.00
9001	135612	03/09/26	5993	ESU #3/METRO REGION	0126020353500	20610	RPS HAL REDEMSKE	0.00	200.00
TOTAL CHECK									50,593.16
9001	135613	03/09/26	6679	HAUFF SPORTS	0126020110099	20610	RALSTONMIDDLEMS2601	0.00	1,251.90
9001	135614	03/09/26	8096	HIREQUEST, INC.	0116420213000	20340	RPS SS/KW NURSING J	0.00	403.18
9001	135616	03/09/26	6993	LANGUAGE LINE SERVI	0116720115000	20320	RPS SS/ELL MOCK	0.00	66.32
9001	135616	03/09/26	6993	LANGUAGE LINE SERVI	0136020115000	20320	RPS SS/ELL RHS	0.00	29.50
9001	135616	03/09/26	6993	LANGUAGE LINE SERVI	0126020115000	20320	RPS SS/ELL RMS	0.00	10.03
9001	135616	03/09/26	6993	LANGUAGE LINE SERVI	0116320115000	20320	RPS SS/ELL BLUMFIEL	0.00	12.39
9001	135616	03/09/26	6993	LANGUAGE LINE SERVI	0116420115000	20320	RPS SS/ELL KW	0.00	13.57
9001	135616	03/09/26	6993	LANGUAGE LINE SERVI	0116820115000	20320	RPS SS/ELL SEY	0.00	19.47
TOTAL CHECK									151.28
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	21.00
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TOWEL ROLL BROWN 8"	0.00	126.43
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116320261000	20610	TOWEL ROLL BROWN 8"	0.00	337.21
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116320261000	20610	LINER 43X48 16 MIC	0.00	166.80
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	SOAP HAND FOAM FOAM	0.00	62.85
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	DEGREASER MARS HEAV	0.00	49.52
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TISSUE 2 PLY 4.5X3.	0.00	100.86

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9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TOWEL ROLL BROWN 8"	0.00	80.00
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	LINER 43X48 16 MIC	0.00	118.71
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	LINER 24X33 8 MIC C	0.00	71.05
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	LAUNDRY DETERGENT 4	0.00	36.03
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TISSUE 2 PLY 4.5X3.	0.00	159.22
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TOWEL ROLL BROWN 8"	0.00	252.60
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116420261000	20610	LINER 43X48 16 MIC	0.00	166.59
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116420261000	20610	LINER 24X33 8 MIC C	0.00	37.39
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116420261000	20610	SAFETY ZONE BLACK N	0.00	231.30
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116320261000	20610	DEGREASER MARS HEAV	0.00	52.19
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	DEGREASER MARS HEAV	0.00	52.17
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	LINER 24X33 8 MIC C	0.00	74.86
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	LINER 43X48 16 MIC	0.00	125.08
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TISSUE 2 PLY 4.5X3.	0.00	159.40
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0126020261000	20610	SAFETY ZONE BLACK N	0.00	46.31
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116720261000	20610	LINER 43X48 16 MIC	0.00	166.99
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TOWEL ROLL BROWN 8"	0.00	253.21
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TOWEL ROLL BROWN 8"	0.00	199.68
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116620261000	20610	LINER 43X48 16 MIC	0.00	158.03
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116620261000	20610	SPONGE MEDIUM DUTY	0.00	20.73
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116620261000	20610	PAD SCOURING MED DU	0.00	27.81
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116320261000	20610	TOWEL ROLL BROWN 8"	0.00	337.10
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116320261000	20610	TISSUE 2 PLY 4.5X3.	0.00	106.25
9001	135617	03/09/26	7541	LARSEN SUPPLY COMPA	0116320261000	20610	LINER 43X48 16 MIC	0.00	166.75
TOTAL CHECK									3,964.12
9001	135618	03/09/26	7171	PICK A TIME	0116320110000	20610	BLUMFIELD BL260075	0.00	95.00
9001	135619	03/09/26	3545	ROCHESTER MIDLAND C	0116420262000	20352	RPS MAINTENANCE KW	0.00	232.07
9001	135619	03/09/26	3545	ROCHESTER MIDLAND C	0116820262000	20352	RPS MAINTENANCE SEY	0.00	232.07
9001	135619	03/09/26	3545	ROCHESTER MIDLAND C	0126020262000	20352	RPS MAINTENANCE RMS	0.00	232.07
9001	135619	03/09/26	3545	ROCHESTER MIDLAND C	0136020262000	20352	RPS MAINTENANCE RHS	0.00	232.08
TOTAL CHECK									928.29
9001	135620	03/09/26	6191	SAPP BROS., INC - O	0180020271000	20626	RPS TRANSPORTATION	0.00	382.28
9001	135621	03/09/26	7067	SHELL FLEET PLUS	0180020271000	20626	RPS TRANSPORTATION	0.00	-1.55
9001	135621	03/09/26	7067	SHELL FLEET PLUS	0180020271000	20626	RPS TRANSPORTATION	0.00	227.36
TOTAL CHECK									225.81
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	-631.30
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	631.30
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	2,299.44
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	2,851.92
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	678.18
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	872.63
9001	135622	03/09/26	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	938.96
TOTAL CHECK									7,641.13
9001	135623	03/09/26	8135	UNANIMOUS, INC.	0180020257000	20540	RPS HUMAN RESOURCES	0.00	4,978.65

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9001	135624	03/09/26	7406	SEGRA (UNITE)	0180020258000	20382	RPS TECHNOLOGY ADMI	0.00	589.61
9001	135625	03/09/26	2823	UNIV OF NEBRASKA AT	0116320110001	20330	RPS CUR/BLUM CU2600	0.00	100.00
9001	135626	03/09/26	7944	WATERLINK, INC.	0126020262000	20352	RPS MAINTENANCE RMS	0.00	330.75
9001	135627	03/09/26	6719	WESTLAKE ACE HARDWA	0180020262000	20610	RPS MAINTENANCE ADM	0.00	41.99
9001	135627	03/09/26	6719	WESTLAKE ACE HARDWA	0180020262000	20430	RPS MAINTENANCE ADM	0.00	36.10
9001	135627	03/09/26	6719	WESTLAKE ACE HARDWA	0180020262000	20610	RPS MAINTENANCE ADM	0.00	-41.99
TOTAL CHECK									36.10
9001	135630	03/09/26	6429	AE SUPPLY	0136020262000	20610	RPS MAINTENANCE RHS	0.00	6,725.00
9001	135631	03/09/26	4037	COX BUSINESS	0180020258000	20382	RPS MARCH 2026	0.00	7,963.86
9001	135631	03/09/26	4037	COX BUSINESS	0180020258000	20382	RPS MARCH 2026	0.00	13,048.95
TOTAL CHECK									21,012.81
9001	135632	03/09/26	7137	DATAVIZION, LLC	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	385.00
9001	135633	03/09/26	3112	EGAN SUPPLY COMPANY	0116720262000	20610	RPS MAINTENANCE MOC	0.00	242.35
9001	135633	03/09/26	3112	EGAN SUPPLY COMPANY	0180020262000	20610	RPS MAINTENANCE ADM	0.00	519.50
9001	135633	03/09/26	3112	EGAN SUPPLY COMPANY	0116620262000	20610	RPS MAINTENANCE MEA	0.00	123.18
TOTAL CHECK									885.03
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116320222000	20640	BLUMFIELD BL260066	0.00	309.37
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB26005	0.00	336.28
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116820222000	20640	SEYMOUR SE260013	0.00	148.67
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116320222000	20640	BLUMFIELD BL260067	0.00	406.78
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB26005	0.00	497.74
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB26004	0.00	53.32
9001	135634	03/09/26	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2600	0.00	82.76
TOTAL CHECK									1,834.92
9001	135635	03/09/26	344	GOODWIN TUCKER GROU	0136020262000	20430	RPS MAINTENANCE RHS	0.00	43.87
9001	135636	03/09/26	4528	HEARTLAND ROOFING C	0116320262000	20430	RPS MAINTENANCE BLU	0.00	840.00
9001	135636	03/09/26	4528	HEARTLAND ROOFING C	0116620262000	20430	RPS MAINTENANCE MEA	0.00	995.00
TOTAL CHECK									1,835.00
9001	135637	03/09/26	6960	HD SUPPLY	0116720261000	20610	RPS CUSTODIAL MOCK	0.00	216.56
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	RPS CUSTODIAL BLUM	0.00	195.34
9001	135637	03/09/26	6960	HD SUPPLY	0116420261000	20610	RPS CUSTODIAL KW	0.00	33.28
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	RPS CUSTODIAL RMS	0.00	40.32
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610		0.00	118.18
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 354415	0.00	130.93
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 335011	0.00	24.21
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 184819	0.00	107.89
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 280621	0.00	15.89
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610		0.00	176.32
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610		0.00	140.40
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	PART 184889	0.00	99.84

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9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	PART 336248	0.00	117.60
9001	135637	03/09/26	6960	HD SUPPLY	0116720261000	20610	PART 184819	0.00	40.24
9001	135637	03/09/26	6960	HD SUPPLY	0116720261000	20610	PART 184297	0.00	176.32
9001	135637	03/09/26	6960	HD SUPPLY	0116620261000	20610	PART 184297	0.00	176.32
9001	135637	03/09/26	6960	HD SUPPLY	0116620261000	20610	PART 184819	0.00	160.96
9001	135637	03/09/26	6960	HD SUPPLY	0116620261000	20610	PART 335838	0.00	27.00
9001	135637	03/09/26	6960	HD SUPPLY	0116620261000	20610	PART 275197	0.00	36.90
9001	135637	03/09/26	6960	HD SUPPLY	0116620261000	20610		0.00	18.45
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 335011	0.00	36.12
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 184889	0.00	33.28
9001	135637	03/09/26	6960	HD SUPPLY	0116320261000	20610	PART 184819	0.00	40.24
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	PART 340766	0.00	124.86
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	PART 373406	0.00	35.86
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	PART 184889	0.00	118.38
9001	135637	03/09/26	6960	HD SUPPLY	0126020261000	20610	PART 282725	0.00	44.82
9001	135637	03/09/26	6960	HD SUPPLY	0116420261000	20610	PART 373406	0.00	22.09
9001	135637	03/09/26	6960	HD SUPPLY	0116420261000	20610	PART 184889	0.00	18.23
9001	135637	03/09/26	6960	HD SUPPLY	0116420261000	20610	PART 117308	0.00	66.50
TOTAL CHECK									2,593.33
9001	135638	03/09/26	7192	HOODMASTERS, INC.	0116920262000	20430	RPS MAINTENANCE WW	0.00	804.85
9001	135639	03/09/26	5037	JUNIOR LIBRARY GUIL	0126020222000	20640	RALSTONMIDDLEMS2601	0.00	355.59
9001	135640	03/09/26	4884	MATHESON TRI-GAS, I	0180020262000	20610	RPS MAINTENANCE ADM	0.00	163.82
9001	135641	03/09/26	827	METAL DOORS & HARDW	0126020262000	20610	RPS MAINTENANCE RMS	0.00	350.00
9001	135641	03/09/26	827	METAL DOORS & HARDW	0116320262000	20610	RPS MAINTENANCE BLU	0.00	350.00
TOTAL CHECK									700.00
9001	135642	03/09/26	830	NEBRASKA AIR FILTER	0136020262000	20610	RPS MAINTENANCE RHS	0.00	735.54
9001	135642	03/09/26	830	NEBRASKA AIR FILTER	0136020262000	20610	RPS MAINTENANCE RHS	0.00	130.16
TOTAL CHECK									865.70
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0116820261000	20622	RPS SEYMOUR	0.00	2,486.13
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0180020261000	20622	RPS ADMIN/VMAC/CO	0.00	2,633.50
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0116720261000	20622	RPS MOCKINGBIRD	0.00	2,871.79
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0116420261000	20622	RPS KAREN WESTERN	0.00	4,087.73
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0116620261000	20622	RPS MEADOWS	0.00	5,176.88
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0116920261000	20622	RPS WILDEWOOD	0.00	6,590.51
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0126020261000	20622	RPS MIDDLE SCHOOL	0.00	10,775.82
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	94.62
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	26,834.50
9001	135643	03/09/26	936	OMAHA PUBLIC POWER	0116320261000	20622	RPS BLUMFIELD	0.00	11,931.65
TOTAL CHECK									73,483.13
9001	135644	03/09/26	2808	ONE SOURCE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	704.00
9001	135645	03/09/26	7677	SCHUMACHER ELEVATOR	0136020262000	20352	RPS MAINTENANCE RHS	0.00	830.92
9001	135645	03/09/26	7677	SCHUMACHER ELEVATOR	0116420262000	20352	RPS MAINTENANCE KW	0.00	207.73
9001	135645	03/09/26	7677	SCHUMACHER ELEVATOR	0126020262000	20352	RPS MAINTENANCE RMS	0.00	207.73

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9001	135645	03/09/26	7677	SCHUMACHER ELEVATOR	0116420262000	20430	RPS MAINTENANCE KW	0.00	357.74
TOTAL CHECK									1,604.12
9001	135647	03/09/26	5589	SPECTRUM PAINT	0136020262000	20610	RPS MAINTENANCE RHS	0.00	10.69
9001	135648	03/09/26	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	22.67
9001	135648	03/09/26	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	22.67
TOTAL CHECK									68.01
9001	135649	03/09/26	2051	TRANE	0116820262000	20430	RPS MAINTENANCE SEY	0.00	442.50
9001	135650	03/09/26	5617	TUXEDO WHOLESALER	0116420110001	20610	RPS CUR/KW CU260038	0.00	105.33
9001	135650	03/09/26	5617	TUXEDO WHOLESALER	0116620110001	20610	RPS CUR/MEAD CU2600	0.00	105.33
9001	135650	03/09/26	5617	TUXEDO WHOLESALER	0116720110001	20610	RPS CUR/MOCK CU2600	0.00	105.33
9001	135650	03/09/26	5617	TUXEDO WHOLESALER	0116820110001	20610	RPS CUR/SEY CU26003	0.00	105.33
9001	135650	03/09/26	5617	TUXEDO WHOLESALER	0116920110001	20610	RPS CUR/WW CU260038	0.00	105.33
9001	135650	03/09/26	5617	TUXEDO WHOLESALER	0116320110001	20610	RPS CUR/BLUM CU2600	0.00	105.35
TOTAL CHECK									632.00
9001	135651	03/09/26	1172	VAL LIMITED	0180020221200	20610	RPS CURRICULUM TRAI	0.00	137.00
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/VMAC/CO	0.00	95.92
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	449.18
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	469.79
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	495.39
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	327.00
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	556.99
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	613.77
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	686.70
9001	135653	03/09/26	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	2,786.13
TOTAL CHECK									6,480.87
9001	135654	03/09/26	8172	DWEE SWIMMING POOLS	0136020262000	20352	RPS MAINTENANCE RHS	0.00	40.00
9001	135655	03/09/26	4130	EYMAN PLUMBING INC	0180020262000	20430	RPS MAINTENANCE ADM	0.00	422.30
9001	135656	03/09/26	7450	GREAT PLAINS PIANO	0136020110093	20610	RALSTON HIGH HS2602	0.00	175.00
9001	135657	03/09/26	7053	O'FLAHERTY SERVICES	0116820262000	20430	RPS MAINTENANCE SEY	0.00	389.00
TOTAL CASH ACCOUNT									580,103.34
TOTAL FUND									580,103.34

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RALSTON PUBLIC SCHOOLS
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 ACCOUNTING PERIOD: 7/26

FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	135555	03/09/26	8171	MARI SOTO	0616320310000	20610	REFUNDED BALANCE (2	0.00	40.00
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	9,563.68
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	13,186.30
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	13,910.81
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	15,794.57
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	16,663.99
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	20,431.51
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	46,659.18
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	1,426.08
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	1,504.58
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	1,844.75
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICES	0.00	785.00
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	863.50
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	1,190.58
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	8,694.26
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	4,212.82
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS ADMIN SQUARE	0.00	5,524.15
9001	135564	03/09/26	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	1,256.00
TOTAL CHECK								0.00	163,511.76
9001	135575	03/09/26	4832	VERIZON WIRELESS	0680020310000	20530	RPS FOOD SERVICES	0.00	65.90
9001	135611	03/09/26	7186	DEIDRE RIVERA	0616920310000	20610	REFUNDED BALANCES (0.00	295.40
9001	135615	03/09/26	7164	IDENTIMETRICS, INC.	0616620310000	20340	RPS FOOD SERVICES M	0.00	925.00
TOTAL CASH ACCOUNT								0.00	164,838.06
TOTAL FUND								0.00	164,838.06

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FUND - 08 - SPECIAL BUILDING

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	135527	03/09/26	3989	PRIME COMMUNICATION	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	18,884.21
9001	135551	03/09/26	4936	THIELE GEOTECH, INC	0836020430000	20350	RPS HIGH SCHOOL	0.00	1,286.00
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	279,479.00
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0836020470000	20450	RPS HIGH SCHOOL	0.00	356,618.00
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	191.45
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	102.09
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	5,642.12
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	5,724.15
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	6,959.33
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	8,397.90
9001	135571	03/09/26	7562	THE WEITZ COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	10,595.76
TOTAL CHECK								0.00	673,709.76
9001	135628	03/09/26	3989	PRIME COMMUNICATION	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	11,410.00
9001	135629	03/09/26	5086	RAY MARTIN COMPANY	0880020470000	20450	RPS ADMIN/VMAC/CO	0.00	2,071.00
TOTAL CASH ACCOUNT								0.00	707,360.97
TOTAL FUND								0.00	707,360.97

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 ACCOUNTING PERIOD: 7/26

FUND - 10 - COOPERATIVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	135489	03/09/26	7842	AMY BECKER	1080020215100	20320	RPS SS/SUBURBAN	0.00	1,139.85
9001	135500	03/09/26	6024	NICOLE CHRISTY	1080020215100	20320	RPS SS/SUBURBAN	0.00	412.50
9001	135501	03/09/26	7656	SUMMER DYKSTRA	1080020215100	20320	RPS SS/SUBURBAN	0.00	125.00
9001	135522	03/09/26	7131	JUST FOR KIDS, INC.	1080020215100	20320	RPS SS/SUBURBAN	0.00	407.00
9001	135565	03/09/26	8139	SOLIANT HEALTH, LLC	1080020215100	20320	RPS SS/SUB HENDRICK	0.00	1,900.00
9001	135565	03/09/26	8139	SOLIANT HEALTH, LLC	1080020215100	20320	RPS SS/SUB HENDRICK	0.00	1,900.00
9001	135565	03/09/26	8139	SOLIANT HEALTH, LLC	1080020215100	20320	RPS SS/SUB HENDRICK	0.00	1,900.00
9001	135565	03/09/26	8139	SOLIANT HEALTH, LLC	1080020215100	20320	RPS SS/SUB HENDRICK	0.00	1,963.65
TOTAL CHECK								0.00	7,663.65
9001	135566	03/09/26	7070	SONOVA USA INC.	1080020215100	20610	RPS SS/SUB SS260036	0.00	626.99
9001	135569	03/09/26	7782	TREASURED WORDS, LL	1080020215100	20320	RPS SS/SUBURBAN	0.00	7,002.00
9001	135569	03/09/26	7782	TREASURED WORDS, LL	1080020215100	20320	RPS SS/SUBURBAN	0.00	7,398.00
TOTAL CHECK								0.00	14,400.00
9001	135597	03/09/26	4022	TRACY LOUCKS	1080020215100	20333	REIMBURSE1/26-2/25/	0.00	942.40
9001	135600	03/09/26	6643	JODY L. MENEAR	1080020215100	20333	REIMBURSE1/26-2/25/	0.00	311.14
9001	135601	03/09/26	4455	SUSAN I PETERSEN	1080020215100	20333	REIMBURSED1/6-28/20	0.00	150.09
9001	135601	03/09/26	4455	SUSAN I PETERSEN	1080020215100	20333	REIMBURSED2/3-25/20	0.00	164.22
TOTAL CHECK								0.00	314.31
9001	135604	03/09/26	8137	RAMONA ROBERTUS	1080020215100	20333	REIMBURSED1/6-2/18/	0.00	125.35
9001	135606	03/09/26	7606	JERA L STERNER	1080020215100	20333	REIMBURSE1/26-2/24/	0.00	925.24
9001	135646	03/09/26	8139	SOLIANT HEALTH, LLC	1080020215100	20320	RPS SS/SUB HENDRICK	0.00	665.00
9001	135652	03/09/26	7957	VICTORIA DEUEL	1080020215100	20320	RPS SS/SUBURBAN	0.00	300.00
TOTAL CASH ACCOUNT								0.00	28,358.43
TOTAL FUND								0.00	28,358.43
TOTAL REPORT								0.00	1,480,660.80

Mr. Cano and Dr. Pivonka,

Please accept this letter as my formal letter of resignation from my position as French teacher at Ralston High School effective the conclusion of the 2025-2026 school year.

I am very grateful to Ralston Public Schools for offering me this position 8 years ago. I am extremely proud of the work I have done in growing the French program. The transition to a more comprehensible input based curriculum in conjunction with the emphasis on global citizenship and the francophone world has set our students up for success beyond the classroom whether they continue with the language or not. I appreciate the opportunities the district has provided to me such as permitting me to take students abroad, to be department chair, and work with the curriculum adoption cycle. I graciously take with me the knowledge of the positive impact I have had with our students and the relationships I have built.

I remain firmly committed to providing a smooth transition, finishing the year strong, and providing my successor and the Ralston School district the best possible resources I can.

Sincerely,
Alex Plambeck

 3/5/26

Mr. Cano and Dr. Pivonka,

Please accept this letter as my formal letter of resignation from my position as English Language (ESL Newcomers) teacher at Ralston High School effective at the conclusion of the 2025-2026 school year.

I am very grateful to Papillion-La Vista Community Schools and Ralston Public Schools for offering me this position 9 years ago. I am extremely proud of the work I have done in growing the ESL program. The transition to a more vertically aligned, rigorous, and comprehensible curriculum in conjunction with the emphasis on global citizenship and real-world skills has set our students up for success beyond the classroom. I appreciate the opportunities the district has provided to me such as permitting me to continue my education through professional development, to be interim department chair, and to work through the curriculum adoption cycle this school year and last.

I graciously take with me the knowledge of the positive impact I have had with our students and the relationships I have built. I remain firmly committed to providing a smooth transition, finishing the year strong, and providing my successor, Papillon La-Vista Community Schools, and Ralston Public Schools the best possible resources to the best of my ability.

Sincerely,

 (3/5/2026)
Tana Starman

Mockingbird Elementary

March 9, 2026

School Improvement Goals:

- Mockingbird's reading goal is to improve our reading proficiency levels by 5%.
- Our average daily attendance will maintain 95% throughout the school year.
- Our percentage of students who are chronically absent will be under 20%



Reading Goal

Our Goal is to improve our reading proficiency levels in order to meet or exceed state averages. We will utilize Fastbridge and NSCAS data to track our progress.



Data Points BOY to MOY

- 1) Beginning of the Year
 - K-1 Fastbridge early reading
 - BOY Fastbridge 49% of students were proficient.
 - 2-6 Fastbridge aReading
 - BOY Fastbridge 39% of students were proficient.
- 2) Middle of the Year
 - K-1 Fastbridge early reading
 - MOY Fastbridge 51% of students were proficient (+2%).
 - 62% of students made Typical to Aggressive growth from fall to winter.
 - Based on this growth, KG students are expected to exceed their EOY benchmark score (64) by 15 points.
 - 2-6 Fastbridge aReading
 - MOY Fastbridge 37% of students were proficient (-2%).
 - 56% of students made Typical to Aggressive growth from fall to winter.
 - Based on this growth, 2nd grade students are expected to exceed their EOY benchmark score (490) by 12 points.
 - Based on this growth, 6th grade students are expected to meet their EOY benchmark score (524).



Action Steps

Reading

- WIN Time for intervention support.
- Data Team and Intervention Team support.
- Teach CKLA/Amplify reading curriculum with fidelity.
- Utilize FastBridge, CKLA/Amplify unit assessments, & NSCAS data in our PLT meetings to guide our instruction.



What we learned.

- Intervention will be directed based on FastBridge data by the intervention team instead of by individual teachers.
- PLT Collaboration is consistent, data driven, and standards focused.
- Continue to build relationships with students and continue to build in the belief that all of our students can do hard things with success.



Attendance

Goals:

- Our average daily attendance will maintain 95% throughout the school year.
- Our percentage of students who are chronically absent will be under 20%.



Attendance Data Points

Trend Data

1) Average Daily Attendance in the last 5 years

- 2021-22 - 90.6%
- 2022-23 - 92.44%
- 2023-24 - 93.71%
- 2024-25 - 93.13%
- 2025-26 - First Semester was 94.72%

2) Chronic Absentees

- 2021-22 - 138 students 36.3% Enrollment 405
- 2022-23 - 103 students 27.3% Enrollment 399
- 2023-24 - 93 students 20.3% Enrollment 448
- 2024-25 - 99 students 22% Enrollment 460
- 2025-26 - 60 students 14% Enrollment 440 End of 1st Semester Data

3) Attendance incentive data measured every 10 days of our building cycle. Data includes teacher absences.

- Cycle 1 8/11-8/22 11 of 21 classrooms were at or above 95%. Building Avg. 94.5%
- Cycle 2 8/26-9/10 13 of 21 classrooms were at or above 95%. Building Avg. 95.3%
- Cycle 3 9/11-9/24 9 of 21 classrooms were at or above 95%. Building Avg. 94.2%
- Cycle 4 9/25-10/8 12 of 21 classrooms were at or above 95% Building Avg. 94.75%
- Cycle 5 10/9-10/24 9 of 21 classrooms were at or above 95% Building Avg. 94.47%
- Cycle 6 10/27-11/10 12 of 21 classrooms were at or above 95% Building Avg. 94.74%
- Cycle 7 11/1-11/24 9 of 21 classrooms were at or above 95% Building Avg. 94.28%
- Cycle 8 11/25-12/9 7 of 21 classrooms were at or above 95% Building Avg. 94.1%



Action Steps

Attendance

- Continue to educate our parents on how attendance affects learning. Mandatory meetings with goal setting if students miss 3 or more days by the end of 1st quarter, 6 days by the end of 2nd quarter, and 9 days by the end of 3rd quarter.
- Plan to tie all rewards to attendance and behavior.
- Continue 5 day, 10 day, 15 day, and 20 day letters & contacts by teacher, counselor, and principal.
- Continue daily phone calls from the secretary.
- Recognize good attendance with extra privileges (extra recess, classroom gifts, best day ever, newsletter etc...)



Questions?



NEBRASKA SOCIAL STUDIES STANDARDS



Nebraska Social Studies Standards

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Content Area Standards

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

Organization and Structure of Nebraska's Social Studies Standards

The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels 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 and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example..." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



Kindergarten

Grade Level Summary and Theme

Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Civics

Forms and Functions of Government

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

Civic Participation

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

Economics

Economic Decision Making

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

Financial Literacy

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

Exchange and Markets

SS K.2.3 Not addressed at this level

National Economy

SS K.2.4 Not addressed at this level

Global Economy

SS K.2.5 Not addressed at this level

Geography

Location and Place

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

Regions

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

Human-Environment Interaction

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classrooms, families

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

History

Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

Multiple Perspectives

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.
For example: events that occurred on the playground

Historical Analysis and Interpretation

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

Historical Inquiry and Research

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.
For example: pictures, posters, and oral narratives

Grade 1

Grade Level Summary and Theme

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Civics

Forms and Functions of Government

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

Civic Participation

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

Economics

Economic Decision Making

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.
For example: tradeoff, opportunity cost

Financial Literacy

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

Exchange and Markets

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.
For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

National Economy

SS 1.2.4 Not addressed at this level

Global Economy

SS 1.2.5 Not addressed at this level

Geography

Location and Place

SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

Regions

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

Human-Environment Interaction

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

Movement

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

For example: languages, religions, foods, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.

For example: foods, languages, celebrations

Geospatial Skills and Geo-literacy

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

History

Change, Continuity, and Context

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

Multiple Perspectives

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

Historical Analysis and Interpretation

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

Historical Inquiry and Research

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

Grade 2

Grade Level Summary and Theme

Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

Civics

Forms and Functions of Government

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

Civic Participation

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

Economics

Economic Decision Making

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

Financial Literacy

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

Exchange and Markets

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

National Economy

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

Global Economy

SS 2.2.5 Not addressed at this level

Geography

Location and Place

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.

For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

Regions

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

Human-Environment Interaction

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

Movement

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: foods, languages, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

Geospatial Skills and Geo-literacy

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

History

Change, Continuity, and Context

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

Multiple Perspectives

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

Historical Analysis and Interpretation

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

Historical Inquiry and Research

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

Grade 3

Grade Level Summary and Theme

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Civics

Forms and Functions of Government

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

Civic Participation

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

Economics

Economic Decision Making

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

Financial Literacy

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

Exchange and Markets

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

National Economy

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish

Global Economy

SS 3.2.5 Not addressed at this level

Geography

Location and Place

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

Regions

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

Human-Environment Interaction

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

Movement

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

Geospatial Skills and Geo-literacy

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

History

Change, Continuity, and Context

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

Multiple Perspectives

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

Historical Analysis and Interpretation

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

Historical Inquiry and Research

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: Interview a community member, find community resources

Grade 4

Grade Level Summary and Theme

Nebraska Studies: In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Civics

Forms and Functions of Government

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

Civic Participation

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

Economics

Economic Decision Making

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

Financial Literacy

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

Exchange and Markets

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

National Economy

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

Global Economy

SS 4.2.5 Not addressed at this level

Geography

Location and Place

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations

Nebraska Social Studies Standards

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

Regions

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

Human-Environment Interaction

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

Movement

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

Geospatial Skills and Geo-literacy

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

History

Change, Continuity, and Context

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

Multiple Perspectives

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

Historical Analysis and Interpretation

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

Historical Inquiry and Research

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

Grade 5

Grade Level Summary and Theme

U.S. Studies: In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Civics

Forms and Functions of Government

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

Civic Participation

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influenced government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments,

Economics

Economic Decision Making

SS 5.2.1 Not addressed at this level

Financial Literacy

SS 5.2.2 Not addressed at this level

Exchange and Markets

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

National Economy

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

Global Economy

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

Geography

Location and Place

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

Regions

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

Human-Environment Interaction

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

Movement

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: languages, religions, foods, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

Geospatial Skills and Geo-literacy

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

History

Change, Continuity, and Context

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

Multiple Perspectives

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

Historical Analysis and Interpretation

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

Historical Inquiry and Research

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Nebraska Social Studies Standards

Middle School Standards Introduction: The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
Civics		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
Economics		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 Not addressed at this level	SS 8.2.1 Not addressed at this level
SS 6.2.2 Not addressed at this level	SS 7.2.2 Not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 Not addressed at this level	SS 8.2.3 Not addressed at this level
SS 6.2.4 Not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 6.2.5 Not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 Not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	

Nebraska Social Studies Standards

6th Grade	7th Grade	8th Grade
Geography		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 Not addressed at this level	SS 8.3.1 Not addressed at this level
SS 6.3.2 Not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 Not addressed at this level
SS 6.3.5 Not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 Not addressed at this level
History		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Grade Level Summary and Theme

World Studies I: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Civics

Forms and Functions of Government

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

SS 6.1.1.b Identify the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Asumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

Economics

Economic Decision Making

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

Financial Literacy

SS 6.2.2 Not addressed at this level

Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

National Economy

SS 6.2.4 Not addressed at this level

Global Economy

SS 6.2.5 Not addressed at this level

Geography

Location and Place

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

Nebraska Social Studies Standards

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

Regions

SS 6.3.2 Not addressed at this level

Human Environment Interaction

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

Movement

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

Geospatial Skills and Geo-literacy

SS 6.3.5 Not addressed at this level

History

Change, Continuity, and Context

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, symbols of world religions

Multiple Perspectives

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: inclusion of non-Eurasian civilizations

Historical Analysis and Interpretation

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

Historical Inquiry and Research

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: What defines an empire?

SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Grade 7

Grade Level Summary and Theme

World Studies II: In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.

The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Civics

Forms and Functions of Government

SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism

SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control

SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

Civic Participation

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

Economics

Economic Decision Making

SS 7.2.1 Not addressed at this level

Financial Literacy

SS 7.2.2 Not addressed at this level

Exchange and Markets

SS 7.2.3 Not addressed at this level

National Economy

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5.a Define the government's role in various economic systems.

For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba

SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.

Nebraska Social Studies Standards

SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.

Global Economy

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.

Geography

Location and Place

SS 7.3.1 Not addressed at this level

Regions

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, languages, religions

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

Human Environment Interaction

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

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SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

Movement

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering, trade

Geospatial Skills and Geo-literacy

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development

History

Continuity, Change, and Context

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes

Multiple Perspectives

SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

Historical Inquiry and Research Skills

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.

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SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Grade 8

Grade Level Summary and Theme

United States History: In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.

Civics

Forms and Functions of Government

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.1.a Identify and describe the different systems of government.
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.
For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War

SS 8.1.1.e Describe how important government principles are shown in American government.
For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

SS 8.1.1.f Analyze the development and significance of political parties in the United States.
For example: Federalists and Antifederalists

Civic Participation

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse

SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche

Economics

Economic Decision Making

SS 8.2.1 Not addressed at this level

Financial Literacy

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.

Exchange and Markets

SS 8.2.3 Not addressed at this level

National Economy

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.b Explain how tax revenues are collected and distributed.

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

SS 8.2.4.c Describe the progression of money and its role in early United States history.

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

Global Economy

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.

Geography

Location and Place

SS 8.3.1 Not addressed at this level

Regions

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, religious groups, ethnic groups

SS 8.3.2.b Determine the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

Human Environment Interaction

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

Movement

SS 8.3.4 Not addressed at this level

Geospatial Skills and Geo-literacy

SS 8.3.5 Not addressed at this level

History

Continuity, Change, and Context

SS 8.4.1 Analyze patterns of continuity and change over time in United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: founders and founding documents, national symbols

Multiple Perspectives

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

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SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.

Historical Analysis and Interpretation

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

Historical Inquiry and Research Skills

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

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SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

High School Civics

Summary

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

Forms and Functions of Government

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation

SS HS.1.1.b Evaluate the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.c Analyze the functions of United States government and its outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations

SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system

SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

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SS HS.1.1.g Analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship

SS HS.1.1.h Analyze United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

Civic Participation

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting

SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs

SS HS.1.2.c Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2.f Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards
High School Economics

Summary

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics.

Economic Decision Making

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

Financial Literacy

SS HS.2.2 Develop a plan to support short- and long-term goals.

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.b Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax, etc.

SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

Exchange and Markets

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

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SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

National Economy

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

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SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

Global Economy

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Nebraska Social Studies Standards
High School Geography

Summary

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

Location and Place

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

Regions

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

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SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

Human-Environment Interactions

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

Movement

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

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SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

Geospatial Skills and Geo-literacy

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Nebraska Social Studies Standards
High School History

Summary

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

United States History (Progressive Era – Present)

Change, Continuity and Context

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, *Brown v. Board of Education of Topeka*, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

Multiple Perspectives

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

Historical Analysis and Interpretation

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

Historical Inquiry and Research

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

World History (1500 CE – Present)

Change, Continuity, and Context

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

Multiple Perspectives

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

Historical Analysis and Interpretation

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

Historical Inquiry and Research

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

Americanism

An informed, loyal, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that all members thereof be fully acquainted with the nation's history, that they be in full accord with our form of government, and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence people throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the heart and mind of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall: (a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups:

(a) to the development and growth of America into a great nation,

(b) to art, music, education, medicine, literature, science, politics, and government, and

(c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose: (a) The recital of stories having to do with American history or the deeds and exploits of American heroes;

(b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and

(c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

(a) The United States Constitution and the Constitution of Nebraska;

(b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

(c) The duties of citizenship, including active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 10, 2023



Americanism

Ralston Public Schools
Board of Education Presentation
March 9, 2026





Board Policy 6039

[RPS Board Policy](#)

In compliance with [State Law 79-724](#)





Requirements

- **Americanism Committee** – BOE, Mrs. Megan Harding
- **Curriculum & Instruction** – Show how American history and civics courses emphasize the contributions of different ethnic groups, key historical figures, and events in a way that fosters pride and respect for American institutions.
- **Elementary School Requirements** – Explain how students below sixth grade receive weekly lessons on American history through stories, patriotic songs (including memorizing the Star-Spangled Banner and America), and flag etiquette.
- **Middle School Requirements** – Demonstrate that at least two grades between 5th and 8th spend three periods per week on American history, making it engaging and encouraging love of country.
- **High School Civics** – Provide evidence that at least two grades in high school have civics courses three times per week, covering the U.S. and Nebraska Constitutions, the benefits of democracy, the dangers of extremist ideologies, and active citizenship.
- **Patriotic Observances** – Confirm that schools hold appropriate patriotic exercises for Lincoln’s Birthday, Washington’s Birthday, Flag Day, Memorial Day, and Veterans Day.
- **Accountability** – Clarify who in the district is responsible for ensuring these requirements are met.

In Nebraska, "Americanism" refers to a legislative focus on promoting patriotism and civic competence within schools, emphasizing knowledge of American history, government, and the values of democracy.



- **Promoting Patriotism and Civic Competence:**

Foster a love of country and prepare young people to be responsible, informed, and active citizens.

- **Civics Education:**

Devote time to civics education topics like the U.S. and Nebraska Constitutions, benefits of government.

- **Patriotic Exercises:**

Patriotic exercises on holidays like Lincoln's/Washington's birthdays, Flag Day, Memorial Day, Veterans Day.

- **Americanism Programs:**

Organizations like the VFW and Elks promote Americanism through various activities like [essay contests](#)

- **Social Studies Curriculum:**

Who played a role in the achievement of US independence and the establishment of the constitutional govt.

- **Display of Flags:**

United States and Nebraska flags prominently displayed on the grounds of every public school.



K-12 RPS Curriculum

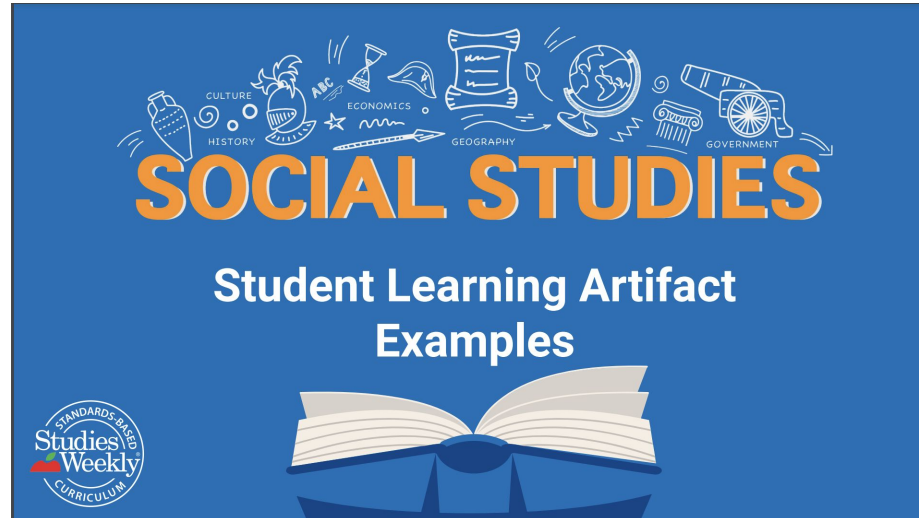
[K-12 Americanism](#)





Studies Weekly

Americanism Artifacts





Active Classroom Anne Harley

Search by keyword(s). Use "quotation marks" to find an exact term.

Search Standards My Content Quiz Builder Activity Sets

Correlate Your Search to Standards

10

Find Standards

Standard code	Description
<input type="checkbox"/> SS HS.1.1.a	Examine the historical foundation that influenced the creation of the United States Constitution.
<input type="checkbox"/> SS HS.1.1.b	Evaluate the structure of American constitutional government.















Results

Type	Activity Title
	Acting History Plays: The Alamo!
	Acting History Plays: And the Berlin Wall Came Crumbling Down—The Cold War Extravaganza!
	Acting History Plays: Fearless Flier—Amelia Earhart
	Acting History Plays: The Ghost Dance Craze—Wounded Knee
	Acting History Plays: The Great Depression!
	Acting History Plays: I Always Feel Like Somebody's Watching Me—Government Protection vs. The Bill of Rights



RHS Social Studies Shared Drive



- | | | |
|---|---|---|
|  American Government |  Economics |  Sheltered American Govt |
|  AP Psychology |  General Resources |  Sheltered USH |
|  COVID Packets |  Modern Concepts |  Sheltered World Civ |
|  Criminal Justice |  Nebraska Studies |  US History |
|  Diversity in America | |  World Civilizations |



Nebraska Social Studies Standards



Nebraska Social Studies Standards (2019)



High School Unicameral Connections

- Unicameral Youth Legislative Camp - June 2025
- 3 students: John Gilmore, Anthony Alvarado, Ethan Kruger
- Foundation helped cover the cost
- 4 day camp - experience what it's like to be a state senator
 - Sponsor and debate bills
 - Hold committee hearings
 - Work with senators, staff and lobbyists
- John and Anthony hoping to attend again this summer!

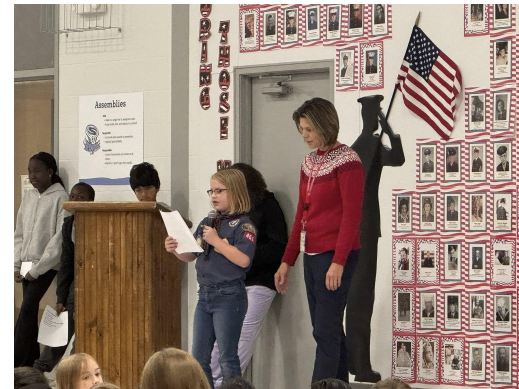
More information at their website: [Unicameral Youth Legislative Camp](#)

We are incredibly grateful for our veterans who have dedicated their lives to serving our country. All of our schools had activities or discussions about Veterans Day to educate students about the importance of service and sacrifice.

At [Seymour Elementary](#), they hosted a special Veterans Day Assembly, where students and staff were joined by several veterans.

The event featured a student-led Pledge of Allegiance and a presentation of the school's Veterans Day wall showcasing those connected to Seymour.

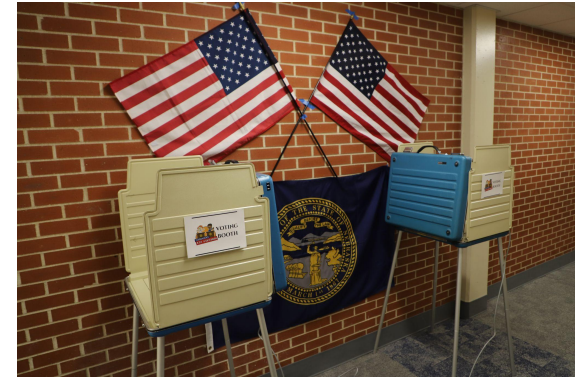
Thank you to all who have served—your courage and sacrifice are deeply appreciated!





Kid Governor

- In addition to nominating and winning Nebraska's first Kid Governor, 5th graders across the district learned about our Nebraska government
- Everyone voted
- Click [HERE](#) for more information



Public Testimony





Questions



Amplify CKLA/ELA

Kdg

Unit 6: Native Americans

Students will:

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that although there are many diverse tribes of Native Americans, they all need food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux culture
- Describe the environment in which the Lakota Sioux lived
- Describe the food, clothing, and shelter of the Wampanoag
- Describe the environment in which the Wampanoag lived
- Describe the food, clothing, and shelter of the Lenape
- Describe the environment in which the Lenape lived
- Describe aspects of the Lenape culture
- Explain that Native Americans still live in the United States today
- Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Unit 9: Columbus and the Pilgrims

Students will:

- Identify the continents of Europe, Africa, and Asia on a world map
- Explain why Europeans wanted to travel to Asia
- Identify King Ferdinand and Queen Isabella of Spain
- Identify Christopher Columbus
- Identify key facts about Christopher Columbus's first voyage to America
- Identify the Indies as the place where Christopher Columbus thought he landed
- Identify the Americas as the place where Christopher Columbus actually landed
- Recall details about Christopher Columbus's first voyage to America
- Describe what happened when Christopher Columbus made subsequent trips westward
- Explain why Americans remember Christopher Columbus on Columbus Day
- Explain why people wanted to leave England for North America

- Identify key facts about Separatists/Pilgrims
- Describe the Pilgrims' voyage on the *Mayflower*
- Recall key facts about what happened after the Pilgrims reached America
- Describe the Pilgrims' first interactions with the Wampanoag
- Describe the Pilgrims' first year in America
- Describe the first Thanksgiving Day celebration

Unit 10: Colonial Towns and Townspeople

Students will:

- Identify the key differences between “towns” and “the country” during the colonial period
- Explain that during the colonial period, families who lived on farms in the country were largely self-sufficient, and that all family members had many daily responsibilities and chores
- List similarities and differences between modern family life and colonial family life
- Identify reasons why people who lived in the country traveled to town
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Explain that tradespeople had an occupation and expertise in a particular job
- Name the different kinds of tradespeople found in a colonial town
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Describe the miller and baker in a colonial town
- Identify corn and wheat as the original plant products needed to make flour
- Describe spinners and weavers in a colonial town
- Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- Describe the process of making cloth from cotton, flax, or wool
- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person
- Describe the bricklayer, mason, and carpenter in a colonial town
- Describe a blacksmith in a colonial town
- Explain the essential role of the blacksmith in making tools for other tradespeople

Unit 12: Presidents and American Symbols

Students will:

- Describe the White House and Washington, D.C., as the place where the president lives
- Identify the American flag
- Explain the differences between a president and a king
- Name George Washington as someone admired for his honesty
- Identify the cherry tree story as a legend
- Describe how General Washington and Colonel Knox worked together during the American Revolution
- Explain that General Washington led his army to victory even though his army was smaller than the British army
- Identify George Washington as the first president of the United States
- Explain the sacrifices George Washington made for the country
- Identify Thomas Jefferson as the primary author of the Declaration of Independence and as the third president of the United States
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty
- Explain why Abraham Lincoln was an important president of the United States
- Explain Abraham Lincoln's role during the U.S. Civil War
- Explain why Theodore Roosevelt was an important president of the United States
- Explain that Theodore Roosevelt worked for nature conservation
- Identify Barack Obama as the forty-fourth president of the United States
- Identify Barack Obama as the first African-American to be elected president of the United States
- Identify the Mount Rushmore presidents
- Identify Mount Rushmore as a monument
- Explain that Mount Rushmore was carved on sacred Native American land

1st Grade

Unit 10: A New Nation

Core Content Objectives

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "one if by land, two if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Describe the contributions of George Washington as Patriot and military commander
- Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States
- Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer
- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal. . ." as part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the legend of Betsy Ross and the flag
- Identify Martha Washington as Patriot and the wife of George Washington
- Identify Washington, D.C., as the nation's capital
- Explain that the nation's capital, Washington, D.C., was named after George Washington
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation
- Identify and become familiar with the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Unit 11: Frontier Explorers

Core Content Objectives Addressed in This Domain

Students will:

- Locate the Appalachian Mountains on a map
- Describe Daniel Boone and his experiences
- Identify what the Wilderness Road refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to buy the city of New Orleans
- Identify and locate the Louisiana Territory on a map

- Explain the significance of the Louisiana Territory and the Louisiana Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Describe Lewis and Clark's encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

2nd Grade

Unit 5: The War of 1812

Core Content Objectives

- Explain that Great Britain became involved in a series of wars against France
- Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- Explain that some members of the U.S. government began to call for war
- Identify James Madison as the fourth president and as the one in office during the War of 1812
- Identify Dolley Payne Todd as James Madison's wife, and explain that she was the first to be called the First Lady
- Explain that the USS *Constitution* became known as "Old Ironsides" because British cannonballs could not damage it
- Explain that in 1814 the British attacked the capital, Washington, D.C.
- Explain that, prior to the British arriving at the President's House, Dolley Madison and others escaped, saving important papers and letters
- Explain that a famous portrait of George Washington that was hanging at the President's House was saved before the British set fire to the President's House
- Describe how the British attacked, but were unable to capture, the city of Baltimore and Fort McHenry
- Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry
- Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem
- Explain that the Battle of New Orleans actually took place after the War of 1812 was over
- Describe how the War of 1812 was considered a second war for independence

Unit 7: Westward Expansion

Core Content Objectives

- Describe a pioneer family's journey westward
- Describe family life on the frontier
- Explain the significance of the steamboat
- Identify Robert Fulton as the developer of the steamboat
- Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- Describe the importance of canals
- Identify the Erie Canal as the most famous canal built during the Canal Era
- Explain the significance of Sequoyah's invention of the Cherokee writing system
- Explain that the U.S. government forced Native Americans from their land as the country expanded westward
- Identify the Trail of Tears as a forced march of the Cherokee
- Identify the Oregon Trail as a difficult trail traveled by wagon trains
- Identify the Pony Express as a horseback mail delivery system
- Identify the transcontinental railroad as a link between the East and the West
- Identify "iron horse" as the nickname given to the first trains in America
- Explain the advantages of rail travel
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe the effect of diminishing buffalo on the life of Plains Native Americans

Unit 9: The US Civil War

Core Content Objectives

- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- Describe the adult life and contributions of Abraham Lincoln
- Differentiate between the Union and the Confederacy
- Describe why the southern states seceded from the United States
- Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- Identify the people of the North as "Yankees" and those of the South as "Rebels"

- Explain Abraham Lincoln’s role in keeping the Union together during the U.S. Civil War
- Identify Robert E. Lee as the commander of the Confederate Army
- Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross
- Identify Abraham Lincoln as the author of the Emancipation Proclamation
- Explain the significance of the Emancipation Proclamation
- Identify Ulysses S. Grant as the commander of the Union Army
- Explain that the North’s victory reunited the North and the South as one country and ended slavery

Unit 12: Fighting for a Cause

Core Content Objectives

- Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights
- Explain why fighting for important causes has helped to change laws and improve the lives of many people
- Explain the terms *inequality*, *discrimination*, and *suffrage*
- Explain the concepts of nonviolence, civil rights, and human rights
- Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
- Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez fought during their lifetimes
- Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
- Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez

3rd Grade

Unit 8: Native Americans: Regions and Cultures

Reading

The Reader for Unit 7, *Native American Stories*, consists of selections describing the historical events and culture of Native Americans. These selections are realistic fictional accounts with the purpose of conveying nonfiction information about several Native American cultures. Students will read how Native Americans spread through the continents, changing their ways of life as they did so. They will read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic.

Knowledge

This unit reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. Students will also learn the idiom “cold shoulder,” and that this custom of some Native Americans was used as a form of punishment.

The content students learn in Grade 3 will serve as the basis for more in-depth study in the later grades of other groups of Native Americans who have lived, and continue to live, in various parts of North America.

Unit 9: Early Exploration of North America

Reading

The Reader for Unit 9, entitled *The Age of Exploration*, consists of selections that will further students’ understanding of the reasons for European exploration, what exploration was like, and who went exploring. Aspects of navigation and life on a ship are described as well as the journeys of and locations reached by specific explorers. In addition, interactions with native people and lasting contributions as a result of European exploration are described. Later chapters include information about the history of people in North America and the origin of some English words.

Knowledge: Why Early Explorations of North America Is Important

This unit reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers

interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms “last straw” and “touch and go.” The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.

Unit 10: Colonial America

Reading

The Reader for Unit 10, *Living in Colonial America*, is a collection of stories and informational texts about different colonies in early America. The story selections are historical fiction and each is told from a child’s point of view, just as the selections were in *Native American Stories*. How each colony was started and what life was like when people first arrived are described in the chapters, as well as progress made in the few years after the land was initially settled. Students will notice the similarities and differences among the colonies. Colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania are described. Students will be given opportunities throughout the unit to demonstrate read-aloud fluency.

Knowledge: Why Colonial America Is Important

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of colonial America, the French and Indian War, and the Revolutionary War.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

4th Grade

Unit 7: American Revolution

The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the 13 colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.

Reader

The Reader for this unit, *The Road to Independence*, includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. *The Road to Independence* focuses on important events and people that led to the colonists' decision to declare independence from the British government. Students will examine the sequence of events leading to the American Revolution and what happened during the war itself. Students will also read two literary selections about the time period.

5th Grade

Unit 8: Native Americans

The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land.

Reader

The Reader for this unit, *A Changing Landscape*, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. *A Changing Landscape* explores how the policies of the American government in the 1800s and contact between Native Americans and settlers, missionaries, traders, and explorers affected Native American traditions, culture, way of life, and relationship with the land. The Reader introduces students to diverse Native American tribes to dispel misperceptions that the indigenous people encountered by Europeans were a single, unified group. While there were similarities among tribes, each tribe was fiercely proud of its own unique identity and culture. Students will also read Native American myths and tales from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members.

The Reader also includes two selections that may be used for enrichment. “The Navajo Code Talkers” explores the unique role Native Americans played during World War II, and “Ancestors’ Words” discusses the struggle to transmit and preserve the diverse languages spoken by Native Americans. Although this unit does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students’ needs and the time available in your school day.

7th grade

Unit 7F: The Gold Rush Collection

When Sam Brannan, savvy shopkeeper and the first gold rush millionaire, proclaimed “Gold! Gold! Gold from the American River!” he sparked a migration of some 300,000 people. The promise of instant fortune drew people from all over the world and from all walks of life. San Francisco grew from a tiny community of about 200 in 1846 to a bustling town of nearly 36,000 in 1852. Roads were laid, railroads were built, and the California legislature was formed. The state was thriving but most of the miners were not. They struggled with harsh living conditions, disease, and crime. Most of the fortune seekers did not strike it rich; instead, they left the gold fields poorer than when they arrived. And for Native Americans, the gold rush was a disaster. Their populations dropped from an estimated 150,000 in 1845 to approximately 30,000 in 1870. In this unit, students explore primary and secondary source documents and conduct independent research to better understand the complex story of the California gold rush.

In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons in which they construct their own research questions and explore the Internet for answers.

In subsequent lessons, students will conduct research to learn about the wide diversity of people who took part in the California gold rush. They will use the information they gather to write narrative accounts from the point of view of a specific person living through this complex and dynamic era. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the gold rush story.

As students reach the end of the unit, they synthesize all of the skills they’ve developed to tackle a culminating research assignment—part-essay, part-media project.

StudySync

8th Grade

Unit 2: Past and Present

The Outsiders by S.E. Hinton The text is infused with the class conflict and cultural divides of the United States in the 1950s and 1960s. The characters label themselves based on their affiliations, and their differences are expressed in their lifestyles.

High School American Government

Unit of Study #1	Foundations of Government
Topics Covered & Content Vocabulary	Founding Docs (Articles of Confederation, Declaration of Independence, Social Contract, Constitution) 6 principles-How do these apply today?, Bill of Rights, Compromises, Types of Government, Political Ideologies, Global comparative politics, Conservative vs. Liberal, Political Parties, Two-Party System, and Minor Parties, Checks and Balances, Separation of Powers, Amendments, Two-Party System, and Minor Parties

Unit of Study # 2	Executive Branch
Topics Covered & Content Vocabulary	Expansion of Federal Government Powers <ul style="list-style-type: none">○ Ex: Civil War, New Deal, etc. Foreign Policy Election Process <ul style="list-style-type: none">○ Mass Media #The4thBranch○ Voter Behavior○ Electoral College○ Primaries○ Interest Groups

Unit 3 - Legislative Branch

Topics Covered & Content Vocabulary	Major Topics: Requirements of Rep./Senator, Process of Bill Becoming Law, Filibuster, Bicameral vs. Unicameral systems, "Power of the Purse", Congress Inefficiency: Pros and Cons
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Unit of Study #4	Judicial Branch
Topics Covered & Content Vocabulary	<ul style="list-style-type: none">● Important Supreme Court Cases<ul style="list-style-type: none">○ Miranda v. Arizona○ Roe v. Wade○ Citizens United○ Tinker v. Des Moines● Structure of the Supreme Court● Levels of Scrutiny● Criminal Trial Procedure<ul style="list-style-type: none">○ Freedom of Speech

Unit of Study #6	Domestic Issues
Topics Covered & Content Vocabulary	Healthcare and the Government, Environmental Policy, Poverty/Welfare Policy, Economic Policy/Federal Reserve, Taxes, Public Debt, Government "Tom Foolery", Immigration

Unit of Study # 7	Local Government
Topics Covered & Content Vocabulary	Nebraska's Court System State/Local Politics <ul style="list-style-type: none"> ○ Who are your representatives? ○ State laws ○ Local laws ○ Unicameral system in Nebraska

Unit of Study #8	Foreign Policy
Topics Covered & Content Vocabulary	<ul style="list-style-type: none"> ● Treaties (ex: NAFTA) ● Purpose of Embassies ● NATO/WTO ● Military Bases ● Secretary of State

Active Classroom

African American Heroes of the Civil War

Activity Type: Reading

The courage of African American heroes is explored through six biographical readings of six heroic figures on the battlefields and behind the lines: André Cailloux, William Carney, Robert Smalls, Frederick Douglass, Harriet Tubman, and Charlotte Forten. The simple, easy-to-read biographies include a glossary, vocabulary activity, reading comprehension questions, creative projects, and dozens of additional thumbnail biographies of similar heroes.

American History Activators

Activity Type: Simulation

Through role playing, students re-create turning points in twentieth-century U.S. history. Each simulation includes a background essay on the topic, a script for narration, and activity plans for short and long debriefings (one-half to two class periods each).

American Social Issues

Activity Type: Reading

This series attempts to develop student awareness and understanding of controversial issues in American life, analyzing them from a balanced perspective. Activities cover current social issues in the areas of family life, sports, violence, minorities, and the impact of religion and technology on American life. Topics include "Home Life in Colonial America," "The Impact of Television," "The Danger of Sports as a Metaphor of Life," and "Victims of Violent Crime."

Cases and Controversies in U.S. History

Activity Type: Reading

Designed to familiarize classes with primary source material and to stimulate lively discussion, the fifty case studies in this series encourage students to get the facts, form opinions, and then compare their decisions with

what really happened. From eleventh-century Viking settlements to the Clarence Thomas hearings, each case comes with teaching notes, background information, a source document excerpt, and questions to guide reading and thinking. Issues include women's rights, treatment of Native Americans, segregation, McCarthyism, Watergate, women in combat, and many others.

Colonial Williamsburg Electronic Field Trips

Activity Type: Video Analysis

Activities from the Emmy® Award-winning program feature dramatic videos in combination with important vocabulary words and rich historical background information to provide compelling learning experiences for students. These interactive activities include the Bill of Rights, the War of 1812, mathematics in the eighteenth century, and more.

Activity Type: Study Skills

Designed to measure and promote students' command of the skills described in the Common Core History/Social Studies Reading Standards, these U.S. & World History assessments also develop students' key literacy and historical thinking skills. Crafted to correspond to one of the nine standards, each assessment presents a written primary source—at times accompanied by additional visual and written primary sources or brief excerpts from secondary sources—with explanatory text to put sources in context. After examining the documents, students respond to assessment questions which require students to support their answers using specific textual evidence. Each activity comes in two versions—one that addresses Common Core State Standards for grades 5–8 and one for grades 9–12—as well as providing two writing assignments based on College and Career Readiness Anchor Standards for Writing.

Conquering Close Reading

Using brief excerpts from Joy Hakim's much-praised *Freedom: A History of US*, these close-reading activities develop students' analytical skills while deepening their understanding of U.S. history. Each activity offers two to five selected readings and activities, each of which can function as a standalone exercise or as a supplement to the main text. Activities involve close-reading strategies such as "wrecking the text," analyzing word pictures, and annotating passages.

Current Events

Activity Type: Reading

This series makes connections between history/social studies and the world today. These activities engage students with events, issues, and debates that are relevant to the world around them.

Activity Type: Study Skills

These units in U.S. and World History teach students how to analyze primary and secondary sources and how to write, using evidence from sources, to prove a point. The programs use a wealth of visual and textual sources in combination with well-crafted worksheets and discussion questions to help students gain a better overall understanding of history and learn to ask questions like a historian. Students practice analyzing historical evidence, answering DBQs, comparing and contrasting opposing viewpoints, and developing their own takes on historical questions.

Debating the Documents

Activity Type: Image Analysis

Students apply their primary source interpretation skills to think like historians as they analyze sources, debate points of view, and write short essays for document-based questions (one visual pair, one text pair with differing views, along with analysis questions and background information in U.S. and world history).

Decision Making in History

Activity Type: Decision Making

These thought-provoking activities involve students in real historical problems that convey powerful lessons about U.S. and world history while combining core content with valuable practice in decision making, critical thinking, and understanding multiple perspectives. Students tackle fascinating historical questions that put them in the shoes of a range of people from the past, from the rich and famous to ordinary citizens. Detailed teaching instructions give step-by-step procedures, list key vocabulary terms, offer troubleshooting tips, present ideas for post-activity discussions, and furnish lists of related sources.

.Document-Based Assessments

Activity Type: Reading

To prepare students to write essay answers to document-based questions (DBQs), this U.S. and World History series guides students step by step through the analysis of primary and secondary source quotations. Topics range from ancient Greece to the spread of Islam, European colonization, the Industrial Revolution, imperialism in India and Africa, and the decolonization and independence movements of 1945–1975. For each topic, students are helped in the interpretation of half a dozen quotes, while teachers are provided with specific answer keys, a scoring rubric for the essays, and (sometimes) sample essays with suggested grades.

Ellis Island and Beyond

Activity Type: Reading

Highly involving cross-curricular activities survey immigration from Native Americans to recent immigrants from Asia, South America, and former Soviet bloc countries. Students are asked to create an archaeological dig site, interview an immigrant, research their town's history, compare and contrast European and Native American points of view, examine "push" and "pull" factors for several immigrant groups, and write a family history. The final activity, a complete simulation, lets students experience Ellis Island firsthand.

Equal and Civil Rights Videos

Activity Type: Video Analysis

These videos about the civil rights issues in U.S. history examine the history of racial oppression and equality of rights. Each video is followed by insightful questions that urge students to think critically about these events.

Everyday Life

Activity Type: Reading

Fascinating historical articles summarize main points and deliver colorful, memorable details about major aspects of U.S. and world history. Following each illustrated article, three or four activities test comprehension and spark deeper engagement through creative writing, arts and crafts projects, research starters, critical thinking questions, what-if scenarios, and other activities.

Framework for Democracy Videos

Activity Type: Video Analysis

These twenty-six half-hour videos, combined, become the spine of a complete course that examines contemporary American government and politics against the backdrop of the nation's heritage. Built around the insights of some of the nation's most influential leaders—legislators, appointed officials, academics, journalists, commentators, and political insiders—the series sets a foundation for understanding how government works or fails to work. Though the programs are designed for viewing as a course, the activities also stand alone and can be used selectively.

Freedom: A History of US

Activity Type: Reading

How has the idea of freedom grown and evolved throughout U.S. history? Joy Hakim's profound unifying theme,

and her simple but dynamic writing style that is full of lively anecdotes about extraordinary personalities, turns American history into an irresistibly high-interest narrative. Rich in primary source quotations, this unique work breathes passion into ideas and life into the personalities of famous movers and shakers as well as lesser-known multicultural contributors.

Government Activators *Activity Type: Simulation*

These simulations take students deep into the workings of American government and its relationship to citizens, exploring topics such as the roots and principles of democracy, the three branches of government, checks and balances, federalism, constitutional rights, foreign policy, bureaucracy, civic involvement, and politics.

Great Documents in U.S. History *Activity Type: Reading*

Students become acquainted with the process of primary source analysis by examining significant slices of American history. Obvious choices such as the Declaration of Independence, the Gettysburg Address, and Wilson's Fourteen Points are joined by less-covered selections, including Dix's speech on conditions for the mentally ill, Chinese exclusion policy, and the censure of Joe McCarthy. Each activity provides a short essay on a specific document's historical context; its importance; the full or excerpted text; necessary vocabulary; comprehension, critical thinking, and essay questions; and writing prompts for making connections and relating the past to students' lives.

The Historian's Apprentice *Activity Type: Study Skills*

Students learn how to do what historians do as they weigh both primary and secondary sources and tackle key historical questions in U.S. and world history. Each activity first sets the historical context with a background essay, warm-up activity, and a PowerPoint® presentation. Students then are presented with ten primary sources (a mix of visual and textual). Next, students compare and contrast two secondary sources that offer differing opinions about the topic.

History's Mysteries *Activity Type: Simulation*

In these hands-on investigative activities, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. U.S. and World History students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts.

History Tunes *Activity Type: Audio*

Original, catchy songs about important events and developments in American history offer highly engaging and catchy melodies that are entertaining to listen to, fun to sing, and easy for students to commit to memory. Written by classroom teachers, the songs can be used as an introduction to a topic, as reinforcement, or as the main activity itself. They can also provide models for students to write their own songs or create their own music videos. The complete set has fifty songs in total, collected in MP3 format. Accompanying digitized booklets include a brief introduction putting each song in historical context, lyrics with highlighted vocabulary words and key terms, a glossary, and worksheets with tiered questions.

History Unfolding: The Way We Saw It in Illustration and Art *Activity Type: Image Analysis*

Introduce topics in U.S. and world history by having students analyze visual primary sources (photographs,

documents, editorial cartoons, works of art, prints). Students are scaffolded through increasingly more sophisticated levels of analysis in order to develop background knowledge and then speculate on the wider meanings that these sources reveal about the period under review. The images can also be used to promote class-wide discussion.

Activity Type: Study Skills
Inclusive Social Studies

Activity Type: PowerPoint®

Eleven brief but enlightening PowerPoint® presentations introduce students to twentieth-century people and events in order to highlight the struggles, achievements, and historical significance of African Americans, women, those with disabilities, and gay people. Topics: the AIDS epidemic, Allen Ginsberg and the Beat Movement, Billie Jean King and the fight for equality in women's sports, Bayard Rustin and the civil rights movement, Cole Porter and Aaron Copland, famous people with disabilities (Helen Keller, FDR, Stephen Hawking, Temple Grandin), Harvey Milk and the gay liberation movement, Larry Kramer, the Stonewall Uprising, Nazi persecution of the "pink triangles," and the Harlem Renaissance.

Interact Simulations
Activity Type: Simulation

"Live it to learn it" is the philosophy behind Interact simulations, a panoply of role-play simulations and Project Based Learning activities that enable students to recreate historical moments such as the prosperity of the 1920s and the depression of the 1930s, form travel teams competing to explore the United States, or act out the archaeological reconstruction of a vanished civilization. Written by teachers for teachers, these simulations and project-based activities are easy to use and modify to fit the needs of students and your curriculum.

Key Decisions in U.S. History
Activity Type: Decision Making

Imbued with "you are there" excitement, this provocative series challenges students to read short articles on situations or events, answer focused questions, pick courses of action from options given (or devise others), then explain their decisions. Sample topics: Iroquois Confederation, Britain's tax on tea, Madison and the Bill of Rights, slave revolts, heading West on the Oregon Trail, secession, punishing the South, going to war in 1917, the Cuba question, dropping the atomic bomb, legalizing abortion, and gun control.

Latino Heroes of the Civil War
Activity Type: Reading

Focusing on six Latinos prominent in the war, this series combines lively biographical sketches—written at a fourth grade reading level—with fun-to-do student activities designed to build vocabulary, reading, and critical thinking skills. People profiled: David Glasgow Farragut, Loretta Velázquez, Federico Cavada, Santos Benavides, Rafael Chacón, and Manuel Chaves.

Milestones in Diversity Videos
Activity Type: Video Analysis

These videos explore the roles of underrepresented Americans—such as Jewish Americans, African Americans, Asian Americans, and women—in the history of the nation.

National Center for History in the Schools
Activity Type: Reading

Using primary sources that focus on "dramatic moments" in U.S. and world history, these activity plans for document-based activities help students see that history is made when real human beings make difficult choices.

The activities were created by the National Center for History in the Schools, a joint research project of the University of California, Los Angeles, and the National Endowment for the Humanities. They conducted intense summer sessions at UCLA where classroom teachers, curriculum leaders, and historians collaborated under the leadership of Charlotte Crabtree, Gary Nash, and Linda Symcox to produce study units that reproduce primary sources and ask students to think carefully about their implications.

Native Americans: Converging Cultures

Activity Type: Reading

A series of readings and activities help students develop social studies, writing, research, and critical thinking skills while observing Native American cultures from a nontraditional point of view. Topics include the myth of primitiveness; the earliest European contact; the meeting of Indian cultures with the Spanish Conquistadors, French Voyageurs, and British colonists; the lands at the end of the Oregon Trail; the twentieth century; and more.

Activity Type: Reading

This reading program is designed to meet the needs of students who are daunted by the length and complexity of traditional U.S. History, World History, Government, and Geography textbooks.

PowerPoint® Presentations in U.S. Government

Activity Type: PowerPoint®

Offering an accessible tool for introducing students to the first ten amendments to the U.S. Constitution, this standards-based series delivers information using concise, informative text and a variety of visuals.

Primary Source Activities

Activity Type: Reading and Image Analysis

Document-based activities show students how to interpret primary sources, and help students improve their abilities to analyze, create, discuss, hypothesize, and evaluate. Short-answer questions expose students to a wide range of historical sources, including letters, documents, diaries, photos, art, poetry, maps, posters, ads, and material artifacts.

Project-Based Government

Activity Type: Simulation

Immerse students in Project Based Learning simulations by presenting engaging, real-world problems that have more than one reasonable solution. As they begin each project, collaborative groups of students each formulate a single, open-ended question that drives activities and research, ultimately arriving at a justifiable solution using civics concepts. Each classroom-tested, standards-based activity includes a description of PBL methodology, teaching strategies and directions, concepts lists, and rubrics for formative assessment.

Regional Government and Economics

Activity Type: Reading

Students explore government and economic systems and issues throughout regions of the world.

Role-Playing Simulations

Activity Type: Simulation

What would it be like if history had turned out differently? Now your students can find out for themselves by reenacting world-changing events with these open-ended activities. These simulations involve students in historical situations such as trying Martin Luther for heresy, scrambling for control of the French Revolution, grabbing colonies after the 1878 Congress of Berlin, jockeying for power before the outbreak of WWI, debating

fifteen WWII controversies, or renegotiating the alliances of the Cold War.

The September 11th Education Program

Activity Type: Video Analysis

Seven curriculum units help students reflect on the impact and legacy of September 11, 2001. Units include activities for understanding 9/11 as history, debating the government's role during disasters, discussing the nature of heroism, evaluating foreign policy vis-à-vis national security, and clarifying how informed citizens can take beneficial action. Relying on open-ended inquiry, activities also prompt students to interpret photographs, video footage, and oral histories, and to document their findings by means such as a timeline. Content includes interviews with survivors, rescuers, victims' relatives, and political leaders (including Rudy Giuliani and Hillary Clinton), plus photographs, interview transcripts, and a video timeline of the day.

Short Texts in History

Activity Type: Reading

Students develop a solid skill-set for analyzing texts through reading comprehension strategies, each taught through a targeted activity. Covering eras and issues from exploration to the present, the texts are accompanied by teacher instructions containing Lexile level, recommended activities, suggestions for how to conduct the activity, lists of related primary sources, post-reading discussion questions, and references. A professional development section discusses the benefits of this reading-oriented approach to history and describes how to implement each of the ten activities.

Smart Songs Videos

Activity Type: Video Analysis

With catchy beats and rhymes interwoven between skits and stories, these songs memorably explore themes in Civics and Economics.

Strategic Reading in History

To Tell the Truth Plays: Biographies in U.S. History

Activity Type: Simulation

Adopting the format of the classic game show, these plays help students learn about famous people. Panelists ask questions of three people pretending to be a famous historical figure; one plays the actual figure, the others play impostors. The object of the play is to follow the questioning to determine just which guest is telling the truth. In the process, students develop oral, reading, listening, comprehension, and critical-thinking skills. Each play shows students that famous people were once kids themselves and had to deal with many issues that young people face today. "Guests" include Ben Franklin, Abe Lincoln, Rosa Parks, Thomas Edison, and more. Each play can be completed in one class period.

The Unfinished Nation Videos

Activity Type: Video Analysis

Offering a full course in American history from 1865 and beyond, these videos combine commentary by leading historians with location filming, skillfully staged reenactments, historic artwork, documents, and artifacts.

U.S. History Readers: Conflicts and Resolutions

We the People Leveled Texts

Activity Type: Reading

The We the People curriculum was developed with parallel content presented at three reading levels to bring all students to a closer understanding of the U.S. Government and Constitution, and supplements the readings with interesting activities, discussions, and primary source analysis

Elementary

- Meadows: on 9/11, Veterans Day, Constitution Day, Election Day, MLK day etc. students watch videos and participate in classroom discussions and activities. Our secretary creates a Veterans Day display made up of pictures of teachers and students' family members who have served in the military. Classes make Veterans Day cards for the Veteran's Day Luncheon at HyVee.
- Mockingbird: Constitution Day - watched and discussed videos off the district list, MLK - we watched a less famous speech by MLK about your life blueprint and then discussed our own blueprints (goals). We also watch the "I have dream" speech and created a class poster, 9/11 - we discussed the event
- Seymour: Veteran's Day: Veterans wall with photos of service family members. Veterans Day Assembly with an invitation to community veterans. Students make Veterans Day cards for our guests and for veterans eating breakfast at HyVee. Constitution Day watched and discussed videos off district list. MLK: Videos/ discussions.
- Karen Western: 9/11, Veteran's Day, MLK Day - videos and slides, discussion. Kids Governor Election
- Wildewood: Constitution Day - watched some videos and discussed
- Blumfield: Classroom videos and discussion on 9/11, MLK day, Election Day. Mock voting opportunities for classrooms on election day.
- Veterans Day - Make cards to send the veterans
- Constitution Day
 - Watched the video
 - Quick history lesson
 - CNN 10
- 9/11
 - 9/11 Memorial website - webquest that walks them through the website
 - CNN 10 and World A to Z
 - Talk about what we are grateful for
 - Documentary from firefighter's perspective
 - Talk about how life was before and after 9/11
- MLK
 - Talk about his speech and make a collaborative poster
- Election
 - Class vote on lunch
 - Talk about the election process.
 - Branches of Government discussion
 - WW was a polling place so they talk about that process
 - CNN 10 and World A to Z

- Read books for President's Day, MLK day, Veteran's Day, Patriot's Day
- Use morning meetings to talk about why we celebrate MLK, President's Day, Veteran's Day, Patriot's Day
- [Reading Rainbow for Patriot's Day](#)
- Brain pop videos
 - Discussion during the message portion of the Morning Meeting
- Quick videos during Morning Meeting/Social Studies
- Epic collections for each holiday

Music: The Star-Spangled Banner and America are taught in sixth grade elementary music, as we use those pieces as audition songs for Sixth Dimension.

**RALSTON PUBLIC SCHOOLS
FINANCIAL REPORT TO THE BOARD OF EDUCATION
POOLED CASH - BANK RECONCILIATION
02/28/2026**

	01/31/2026 Thru 02/28/2026	01/31/2025 Thru 02/28/2025
Book Balance - Beginning of month	\$6,943,562.09	\$5,326,587.41
Total Receipts	\$2,941,708.98	\$4,229,525.26
Monthly Disbursements	<u>(3,662,030.61)</u>	<u>(3,533,643.09)</u>
Reconciled Book Balance - End of Month	\$6,223,240.46	\$6,022,469.58
Building fund loan	\$0.00	\$0.00
Depreciation fund loan	\$0.00	\$0.00
Transfer to Depreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	\$6,223,240.46	\$6,022,469.58
Bank Balance -Beginning of month	\$6,626,986.85	\$6,192,752.10
Deposits	\$3,885,966.57	\$3,890,519.37
Interest	<u>1,551.64</u>	<u>1,441.02</u>
Total Receipts	3,887,518.21	3,891,960.37
Total Warrants	<u>(4,182,254.90)</u>	<u>(4,142,845.09)</u>
Bank Balance - End of month	6,332,250.16	5,941,867.38
Outstanding deposits	(33,000.00)	338,376.78
Bank clearing error	(48.01)	(48.04)
Less Outstanding Checks/Wires	<u>(75,961.69)</u>	<u>(257,726.54)</u>
Reconciled Bank Balance - End of month	\$6,223,240.46	\$6,022,469.58

February 2026

Percent of Year Completed

50.0%

RECEIPTS

ACCOUNT	ANTICIPATED	M-T-D	Y-T-D	Y-T-D	Year To Date	
		RECEIVED 2025-26	RECEIVED 2025-26	RECEIVED 2024-25	%Received	
					2025-26	2024-25
Local District Taxes	\$23,723,814	\$741,523.67	\$3,175,850.95	\$3,946,128	13.4%	17.9%
Pro-Rata Motor Vehicle Tax	\$45,000	\$0.00	\$13,101.27	\$14,507	29.1%	32.2%
Motor Vehicle Tax	\$3,500,000	\$297,656.74	\$1,888,556.25	\$2,133,675	54.0%	61.0%
Homestead Exemption Tax	\$450,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition from Individuals	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition (Other Dist)	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Interest on Investments	\$20,000	\$1,551.64	\$12,744.39	\$10,961	63.7%	54.8%
Local License/Police Court	\$30,000	\$910.79	\$22,360.46	\$20,189	74.5%	67.3%
Other Local Revenue	\$1,000	\$0.00	\$0.00	\$0	0.0%	0.0%
County Fines & Licenses	\$70,000	\$7,412.02	\$47,329.05	\$41,956	67.6%	59.9%
State Aid	\$9,481,955	\$948,196.00	\$4,740,980.00	\$5,348,595	50.0%	50.0%
Spec Ed Programs	\$4,540,618	\$723,089.38	\$2,053,032.00	\$2,002,630	45.2%	47.8%
Special Ed Transportation	\$500,000	\$0.00	\$0.00	\$0	0.0%	0.0%
State Apportionment	\$885,000	\$0.00	\$876,841.73	\$1,224,103	99.1%	317.9%
Public Power Dist Sales Tax	\$3,950,000	\$0.00	\$359.61	\$360	0.0%	0.0%
Cash Reserve	\$263,555	\$0.00	\$0.00	\$0	0.0%	0.0%
TOTAL	\$47,460,942	\$2,720,340.24	\$12,831,155.71	\$14,743,104.06	27.0%	32.3%

DISBURSEMENTS

CATEGORY	BUDGET	M-T-D	Y-T-D	Y-T-D	Year To Date	
		DISBURSED 2025-26	DISBURSED 2025-26	DISBURSED 2024-25	% Disbursed	
					2025-26	2024-25
Instructional Services	\$24,475,614	\$1,704,413.34	\$10,767,241.59	\$10,765,781	44.0%	45.3%
Support Services						
Special Education	\$7,148,214	\$848,523.78	\$3,848,324.06	\$3,592,999	53.8%	54.3%
Pupil Services	\$1,607,927	\$116,097.65	\$807,613.14	\$810,824	50.2%	51.0%
Staff Services	\$2,776,715	\$166,681.87	\$1,148,445.96	\$1,237,729	41.4%	45.7%
General Administration	\$977,482	\$65,967.22	\$440,799.61	\$448,107	45.1%	42.6%
School Administration	\$2,688,076	\$201,927.44	\$1,288,839.51	\$1,295,080	47.9%	49.4%
Business	\$710,764	\$44,834.12	\$299,060.62	\$298,152	42.1%	35.3%
Operation of Plant	\$4,453,086	\$297,516.70	\$1,828,755.32	\$1,736,153	41.1%	46.7%
Maintenance of Plant	\$986,875	\$62,574.68	\$419,473.75	\$501,651	42.5%	43.1%
Pupil Transportation	\$1,636,189	\$67,449.45	\$825,809.61	\$680,634	50.5%	45.6%
TOTAL	\$47,460,942	\$3,575,986.25	\$21,674,363.17	\$21,367,109.89	45.7%	46.9%
REVENUE OVER EXPENSE	\$0	(\$855,646)	(\$8,843,207)	(\$6,624,006)	-18.6%	-14.5%

Ralston Schools Building Fund
Feb-26

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
BUILDING FUND	\$513,962.23	\$8,300.78	(335,514.71)	\$186,748.30
NSDLAF	\$14,703,763.00	\$38,731.29	-	\$14,742,494.29
TOTAL	\$15,217,725.23	\$47,032.07	(335,514.71)	\$14,929,242.59

RALSTON SCHOOLS BOND FUND
Feb-26

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
BOND FUND	\$3,853,903.48	239,123.47	-	\$4,093,026.95
INVESTED -US Treas Bills	-	-	-	\$0.00
TOTAL	\$3,853,903.48	\$239,123.47	-	\$4,093,026.95

LUNCH PROGRAM INCOME STATEMENT

	Feb-26	2025-26 YTD
Revenues:		
Lunch program	\$66,144.03	\$532,052.49
Federal funding	\$237,291.51	\$488,099.66
Catering income	\$0.00	\$4,056.50
Interest	\$1,997.20	\$11,320.12
Grants/Donations	\$0.00	\$0.00
Total Revenues	\$305,432.74	\$1,035,528.77
Expenses:		
Salaries	\$73,589.17	\$558,080.97
Supplies	\$165,844.87	\$801,077.56
Repairs/Equip	\$1,719.99	\$1,719.99
Miscellaneous	\$124.40	\$2,744.63
Total Expenses	\$241,278.43	\$1,363,623.15
Net Income (Loss)	\$64,154.31	(\$328,094.38)

Ralston Schools Quality Capital Purpose Undertaking Fund
Feb-26

FUND NAME	BALANCE		RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb	Feb
QCPU FUND	\$ 23.67	\$ -	\$ -	\$ (14.99)	\$ 8.68
QCPUF BOND FUND	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 23.67	\$ -	\$ -	\$ (14.99)	\$ 8.68

Ralston Schools Depreciation Fund
Feb-26

FUND NAME	BALANCE		RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb	Feb
Depreciation Fund	\$ 2,845,471.10	\$ 544.16	\$ (25,100.80)	\$ 2,820,914.46	
TOTAL	\$2,845,471.10	\$544.16	(\$25,100.80)	\$2,820,914.46	

RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS

28-Feb-26

FUND NAMES	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
ACTIVITY FUND/BLUMFIELD	5,055.01	1,438.96	2,046.18	\$4,447.79
ACTIVITY FUND/KAREN WESTERN	418.36	1,139.60	0.00	\$1,557.96
ACTIVITY FUND/MEADOWS	13,445.99	616.50	569.79	\$13,492.70
ACTIVITY FUND/MOCKINGBIRD	1,327.50	638.00	0.00	\$1,965.50
ACTIVIITY FUND/SEYMOUR	11,983.51	1,202.18	121.00	\$13,064.69
ACTIVITY FUND/WILDEWOOD	1,937.81	0.00	0.00	\$1,937.81
ACTIVITY FUND/OFFICE	16,760.24	3.77	0.00	\$16,764.01
ACTIVITYFUND/DEPRECIATION	8,017.37	0.00	0.00	\$8,017.37
INSTRUMENT RENTAL	20.70	0.00	0.00	\$20.70
ACTIVITY FUND/HILLCREST	326.85	0.00	0.00	\$326.85
ACTIVITY FUND/Middle School	32,102.08	5,120.58	1,133.73	\$36,088.93
ACTIVITY FUND/PARKING LOT	6,660.00	0.00	0.00	\$6,660.00
HIGH SCHOOL STUDENT FEES	(15,430.16)	10,000.00	10,000.00	(\$15,430.16)
MS STUDENT FEES	50.00	0.00	0.00	\$50.00
TOTAL	\$82,675.26	\$20,159.59	\$13,870.70	\$88,964.15
BANK BALANCE	\$87,255.65			
PLUS OUTSTANDING DEPOSITS	\$10,000.00			
LESS OUTSTANDING CHECKS	(\$8,291.50)			
TOTAL	\$88,964.15			

RALSTON HIGH SCHOOL ACTIVITY FUND

28-Feb-26

FUND NAME'S	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
HIGH SCHOOL	242,701.55	48,229.56	(27,369.98)	263,561.13
TOTAL	\$242,701.55	48,229.56	(27,369.98)	\$263,561.13
Dayspring Bank Balance	\$ 294,230.61			
Outstanding Checks	\$ (30,669.48)			
Outstanding deposits	\$ -			
TOTAL	\$ 263,561.13			

Ralston High School Activity Fund Balance Sheet Standard

As of February 28, 2026

03/04/26,

Feb 28, '26

ASSETS

Current Assets

Checking/Savings

1000 - Athletic Admin	191.83
1001 - Athletics	56,174.15
1050 - Baseball	4,177.48
1140 - Wrestling	12,163.67
1500 - Cheer	2,546.80
1520 - Homecoming	1,275.16
1530 - F.C. Athletes	158.34
1535 - Bratfest	0.00
1540 - Dance Team	5,735.30
1560 - Activity Tickets	3,915.51
1571 - Boys Basketball	-2,626.30
1572 - Cross Country	1,477.44
1575 - Football	532.77
1576 - Girls Basketball	3,037.83
1577 - Golf	92.56
1578 - Volleyball	970.50
1579 - Girls Softball	2,987.29
1580 - Swim	6,442.68
1582 - Boys Soccer	5,382.79
1583 - Girls Soccer	2,598.16
1584 - Circle of Friends	160.00
1586 - Boys Track	1,976.72
1587 - Girls Track	1,445.34
1588 - Tennis	5,992.90
2005 - Computer Lab	74.16
2010 - Debate	2,267.76
2015 - Drama	1,140.92
2016 - Drama Travel Club	0.00
2018 - Class of 2018	0.00
2020 - All School Musical	-1,302.96
2027 - Guidance	9,189.97
2028 - Ralston Readers	537.70
2029 - Educators Rising	3,201.07
2030 - Humanities	0.00
2031 - FFA	2,176.44
2035 - Latino Leaders	181.63
2040 - Instr Music	0.00
2040 - Instrumental Music	-783.10
2042 - Color Guard	205.63
2060 - Swim School	408.90
2065 - Social Studies Trip	0.00
2075 - Vocal Music	16,866.22
2076 - Dist. Music	0.00
2080 - Work Experience	0.00
2085 - Yearbook	23,973.27
2090 - Material Replacement	0.00
210 - Class of 2010	0.00
211 - Class of 2011	0.00
212 - Class of 2012	0.00
213 - Class of 2013	0.00
214 - Class of 2014	0.00
215	100.00
215 Spirit Squad	392.16
223 - Class of 2023	500.81
225 - Class of 2025	94.59
220 - Class of 2020	0.00
226 - Class of 2026	349.59
2500 - HOSA	1,145.00
2509 - Ram Apparel	29.00
2510 - Ram Supply - DO NOT ...	0.00
2511 - Concessions	54,591.81
2515 - FCCLA	413.16
2520 - Industrial Tech	1,793.20
2521 - Skills USA	4,682.00
2525 - Automotive	1,458.66
2530 - Food Pantry	967.01
3000 - Scholarships	0.00
3200 - Summer School	0.00
3300 - Boston Trip	0.00
3580 - Vending	0.00
4015 - Green Club	0.00

**Ralston High School Activity Fund
Balance Sheet Standard**

03/04/26,

As of February 28, 2026

	Feb 28, '26
4059 - Parking Lot	0.00
4085 - HS Office	7,917.48
4086 - Homeroom	0.00
4087 - PBIS	0.00
5000 - Baseball Field	0.00
5010 - Football Stadium	0.00
5020 - Soccer Stadium	0.00
5030 - Gym	0.00
5040 - Fitness Center	0.00
505 - Art Club	672.28
5050 - Cafeteria	0.00
5060 - Classroom	0.00
5070 - Swim Pool	0.00
5080 - Facility Usage	7,679.34
5089	0.00
510 - Bowling Team	0.00
525 - Autism Grant	0.00
530 - DECA	147.57
540 - Quiz Bowl	311.36
550 - French Club	50.53
560 - GSA	134.86
565 - History Day	-1,239.78
570 - NHS	251.50
580 - Prom	4,231.73
585 - Science Club	0.00
595 - Spanish Club	284.12
600 - Student Council	936.26
605 - Poetry Festival	0.00
610 - Esports Gaming Club	527.30
224-Class of 2024	61.55
1589 - BSU	67.50
Class 2021	0.00
222-Class of 2022	64.01
221-Class of 2021	0.00
Total Checking/Savings	263,561.13
Accounts Receivable	
Accounts Receivable	0.00
Total Accounts Receivable	0.00
Other Current Assets	
Undeposited Funds	0.00
Total Other Current Assets	0.00
Total Current Assets	263,561.13
Fixed Assets	0.00
Other Assets	0.00
TOTAL ASSETS	263,561.13
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	0.00
Total Accounts Payable	0.00
Credit Cards	0.00
Other Current Liabilities	
Sales Tax Payable	0.00
Total Other Current Liabilities	0.00
Total Current Liabilities	0.00
Long Term Liabilities	0.00
Total Liabilities	0.00
Equity	
Opening Bal Equity	-0.73
Retained Earnings	211,986.24
Net Income	51,575.62
Total Equity	263,561.13

**Ralston High School Activity Fund
Balance Sheet Standard**

03/04/26

As of February 28, 2026

	<u>Feb 28, '26</u>
TOTAL LIABILITIES & EQUITY	263,561.13

2026 Legislative Session*

January						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	
18	19	20	21	22	23	24
	HOLIDAY	DAY 9	DAY 10	DAY 11	DAY 12	
25	26	27	28	29	30	31
	DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	

February						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
	DAY 18	DAY 19	DAY 20	DAY 21	DAY 22	
8	9	10	11	12	13	14
	DAY 23	DAY 24	DAY 25	DAY 26	RECESS	
15	16	17	18	19	20	21
	HOLIDAY	DAY 27	DAY 28	DAY 29	DAY 30	
22	23	24	25	26	27	28
	DAY 31	DAY 32	DAY 33	DAY 34	DAY 35	

March						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
	RECESS	DAY 36	DAY 37	DAY 38	DAY 39	
8	9	10	11	12	13	14
	DAY 40	DAY 41	DAY 42	DAY 43	RECESS	
15	16	17	18	19	20	21
	RECESS	DAY 44	DAY 45	DAY 46	DAY 47	
22	23	24	25	26	27	28
	DAY 48	DAY 49	DAY 50	DAY 51	RECESS	
29	30	31				
	DAY 52	DAY 53				

April						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
			DAY 54	DAY 55	RECESS	
5	6	7	8	9	10	11
	RECESS	DAY 56	DAY 57	DAY 58	DAY 59	
12	13	14	15	16	17	18
	RECESS	RECESS	RECESS	RECESS	DAY 60	
19	20	21	22	23	24	25
26	27	28	29	30		

Federal & State Holidays

January 19 – Martin Luther King Jr. Day
 February 16 – Presidents' Day

Legislative Recess Days

February 13
 March 2, 13, 16, 27
 April 3, 6, 13, 14, 15, 16

*The Speaker reserves the right to revise the session calendar.



Board of Education Legislative Goals 2025/2026

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well-rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, Equity and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Support legislation that fairly and equitably funds each public school district based on need.
- Support legislation at the state and federal levels that protects the educational opportunities for all students, including our most vulnerable populations.
- Continue to support legislation protecting our sources of funding at the state and federal levels.
- Oppose legislation that infringes upon or restricts local control.
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, including but not limited to the repeal of sales tax exemptions.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency and/or students living in poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, reduces the tax base for



the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.

- **Support school choice through the protection of net option funding.**
- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**
- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**



2026

Advocacy Handbook

For the 2026 Legislative Session

**NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2026
AND A GUIDE FOR EFFECTIVE ADVOCACY**

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 21, 2025



**The Nebraska Association of School Boards provides programs, services and advocacy
to strengthen public education for all Nebraskans.**

Leadership

Innovation

Vision

Engagement

#liveNASB

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Your 2025-26 State Senators	Pages 12

WHAT NASB CAN DO FOR YOU?

We can assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK! Interested in becoming more engaged in the legislative process? Whether it is from home, or in Lincoln, scan here to let us help you share your story, and advocate for public education in Nebraska as bills, topics, and issues arise.



YOUR NASB LEGISLATIVE TEAM



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CALENDAR & RESOURCES

- January 7 - Legislative Session Begins (60-Day)
- January 20 - Public Hearings begin
- January 25-26 - Legislative Issues Conference ... JOIN US!
- March 3 - Full day floor debate begins
- April 17 - Final Day of the Session
- April 26-29 - Federal Advocacy Fly-In - Washington, DC
- May 12 - Statewide Primary Election
- July 1 - Legislative Proposals for the 2027 Session Due
- November 3 - Statewide General Election
- November 20 - Delegate Assembly - Omaha

Bookmark the NASB Government Relations and Bills pages
<https://members.nasbonline.org/government-relations>
<https://nasb.envisiams.com/legislative-bills>

NASB X/Twitter: www.x.com/NASBonline
 NASB Facebook: www.facebook.com/NASBonline
 NASB Videos: "NASB Home - News & Resources - Videos"

Nebraska Legislature:
www.nebraskalegislature.gov

Senators Web Pages:
www.nebraskalegislature.gov/senators

2026 YOUR ROLE IN ADVOCACY & ENGAGEMENT

Leadership

Innovation

Vision

Engagement

#liveNASB

109TH LEGISLATURE, 2ND SESSION

WHAT IS YOUR ROLE?

Engaging in advocacy happens all year long.

When the legislature inserts itself into the boardroom or the classroom, lawmakers need to hear from YOU.

Advocating for LOCAL CONTROL is critical.

Here's what you can do:



STAY INFORMED - KNOW THE PROCESS - ENGAGE

STAY INFORMED

- Track the legislation that impacts your district ... Have the data that tells your story
 - Spending - Student Demographics - School Needs - Community Feedback
- Attend the Legislative Issues Conference & State Education Conference
- Get updates from NASB's Advocacy Team

KNOW THE PROCESS

- The 60-Day Session starts Wednesday, January 7. Bill introduction is the first 10 days of the Session. Committee Hearings take place the first 30 days. Priority Bills are identified mid-February. 60-Day Session ends around mid-April.
- Legislative Issues Conference: January 25-26 - Lincoln

ENGAGE

- Facilitate regular meetings with your representative. Engage in the process; go on record!
 - Come testify - Write a letter - Send an email
- Come to Lincoln for a Day at the Capitol
- Consider becoming one of NASB's "expert, go-to members" in an area where you can engage!

NASB CAN ASSIST YOU ... JUST ASK!

DID YOU KNOW: We LIVE Here!

79% of Nebraska's 1,700 locally elected school board members serve at or within 100 miles of where they graduated ... with 51% serving IN the district they graduated from. As a school board member and community leader, you are in an excellent position to educate and influence the legislative process and are seen as a key resource on education policy for your district.



The narrative you read inside the pages of this book represents a set of belief statements which direct NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol and the State Board of Education, as well as with our representatives in Washington, D.C.

While this work characterizes an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Legislative bills are a blend of several ideas, or perhaps a promising idea and a substantial price tag. NASB formulates its stance on legislation in collaboration with the Legislation Committee, whose guidance reflects both the technical and political complexities of the amendment process.

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

109TH LEGISLATURE, 2ND SESSION

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association’s legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
- S-6 Parent Involvement
- S-7 Policy
- S-8 Use of Accountability Data for School Improvement

CONDITIONS OF CHILDREN

- S-9 Abuse of Alcohol, Tobacco, & Other Drugs
- S-10 At-Risk Students and the Achievement Gap
- S-11 Cooperation with HHS
- S-12 Early Childhood Education
- S-13 Option Enrollment; Homebound Students
- S-14 Option Enrollment Limitation
- S-15 Liability for Medication Administration
- S-16 Mental & Behavioral Health
- S-17 Nutrition Education/Student Wellness
- S-18 Safe School Environment
- S-19 Statewide Poverty/Trauma Funding
- S-20 Student Discipline

CURRICULUM & INSTRUCTION

- S-21 Access to Equal Education Opportunities
- S-22 Achievement Test Score Use
- S-23 Assessment of Student Learning
- S-24 Cultural Diversity
- S-25 Curriculum Adoption
- S-26 Library/Media Content
- S-27 Responding to Special Education Costs
- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology

FUNDING & FINANCE

- S-31 Accounting of Funds
- S-32 Budget Lid: Growth Factor
- S-33 Compensation for Statewide Assessments
- S-34 Elimination of Budget Reserve Limits
- S-35 Elimination of Expenditure Limitation
- S-36 ESU Core Services Funding
- S-37 Expand use of QCPUF
- S-38 Financing Capital Improvements
- S-39 Fiscal Policy
- S-40 For-Profit Entities Operating in Tax-Exempt Zones
- S-41 Funding of Mandated Programs
- S-42 Funding: Infrastructure, Site Purchases & Operating
- S-43 General Fund Reserve Limit Exception
- S-44 Gifts, Donations, or Foundation \$\$\$ as Receivables
- S-45 K-12 School Trust Land and Permanent Fund
- S-46 Legislation Implementation
- S-47 Legislative Review of Statutory Deadlines
- S-48 Lower Local Effort Rate
- S-49 Option Enrollment
- S-50 Property Tax Reform/Relief

- S-51 Reset the Revenue Lid
- S-52 Revenue Reductions from Valuation Losses
- S-53 Districts Dealing with Unanticipated Revenues
- S-54 Funding Must Be Predictable and Sustainable
- S-55 Special Building Fund Tax Levy Exclusion
- S-56 State Funding System
- S-57 Uniform Valuation Calculation for State Aid
- S-58 Vouchers and Tax Credits

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109TH LEGISLATURE, 2ND SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 8, 2025
 ... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 9, 2025
 ... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 21, 2025

Standing positions are statements of purpose and direction which are developed and maintained over time. They are considered annually by the Delegate Assembly and remain in effect until they are actively removed.

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development - NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — Board Recognition - NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — Business and Education Partnerships - NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation. (1995)

S-4 — Collaborative Services to Youth - NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — Leadership Team - NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — Parent Involvement - NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — Policy - NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — Use of Accountability Data for School Improvement - NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

CONDITIONS OF CHILDREN

S-9 — Abuse of Alcohol, Tobacco, & Other Drugs - NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of "drug free zones" near schools is also urged. (prior to 1995, amended 2015)

S-10 — At-Risk Students and the Achievement Gap - NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

S-11 — Cooperation with HHS - NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child's educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

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109TH LEGISLATURE, 2ND SESSION

S-12 — Early Childhood Education - NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — Option Enrollment; Homebound Students - NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016, 2025)

S-14 — Option Enrollment Limitation - NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016, 2025)

S-15 — Liability for Medication Administration - NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — Mental & Behavioral Health - NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. (2018)

S-17 — Nutrition Education/Student Wellness - NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-18 — Safe School Environment - NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-19 — Statewide Poverty/Trauma Funding - NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-20 — Student Discipline - NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-21 — Access to Equal Education Opportunities - NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-22 — Achievement Test Score Use - NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-23 — Assessment of Student Learning - NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single "high-stakes" testing procedure. (2001)

S-24 — Cultural Diversity - NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-25 — Curriculum Adoption - NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-26 — Library/Media Content - NASB supports that school district library/media content is a local decision. (2022)

S-27 — Responding to Special Education Costs - NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-28 — Student Expression - NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-29 — Support of Early Childhood Programs in the Community - NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans. (2018)

S-30 — Technology - NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

FUNDING & FINANCE

S-31 — Accounting of Funds - NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-32 — Budget Lid: Growth Factor - NASB supports legislation which would establish an education expenditures "growth factor" which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

109TH LEGISLATURE, 2ND SESSION

S-33 — Compensation for Statewide Standards & Assessments - NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-34 — Elimination of Budget Reserve Limits - NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-35 — Elimination of Expenditure Limitation - NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-36 — ESU Core Services Funding - NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-37 — Expand use of Qualified Capital Purpose Undertaking Fund - NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security. (2015)

S-38 — Financing Capital Improvements - NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-39 — Fiscal Policy - NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-40 — For-Profit Entities Operating in Tax-Exempt Zones - NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-41 — Funding of Mandated Programs - NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-42 — Funding: School District Infrastructure, Site Purchases and Building Operating Expenses - NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-43 — General Fund Reserve Limit Exception - NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-44 — Including Gifts, Donations, or Foundation Funds as Receivables - NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-45 — K-12 School Trust Land and Permanent School Fund - NASB opposes any action that would reduce the assets, or the value thereof, of the school land trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, 2024)

S-46 — Legislation Implementation - NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-47 — Legislative Review of Statutory Deadlines - NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-48 — Lower Local Effort Rate - NASB supports lowering the Local Effort Rate and valuations in TEEOSA which would increase equalization aid. (2024)

S-49 — Option Enrollment - NASB supports the ability of districts to manage their student population as it relates to option enrollment taking into consideration the capacity and workforce of the district (2025)

S-50 — Property Tax Reform/Relief - Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-51 — Reset the Revenue Lid - NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024)

S-52 — Revenue Reductions for School Districts Affected by Property Valuation Losses - NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

109TH LEGISLATURE, 2ND SESSION

S-53 — School District Options in Dealing with Large, Unanticipated Revenues - NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-54 — School and ESU Funding Must Be Predictable and Sustainable - Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024)

S-55 — Special Building Fund Tax Levy Exclusion - NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-56 — State Funding System - NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

S-57 — Use of a Uniform Valuation Calculation to Determine Local Resources and State Aid - NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-58 — Vouchers and Tax Credits - NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect,

of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits, vouchers, or funding for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020, 2025)

GOVERNANCE & STRUCTURE

S-59 — Accountability - NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-60 — Amend Open Meetings Act for Evaluations - NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-61 — Authority of School Boards - NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-62 — Charter Schools - NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-63 — Duties of Schools - NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-64 — E-meetings - Fully-Implemented or Partial Allowable Attendance - NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-65 — Educational Service Unit Governance - NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-66 — Educational Service Unit Reorganization - NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

109TH LEGISLATURE, 2ND SESSION

S-67 — Local Control and the Possession of Firearms on School Grounds - NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-68 — School Consolidation - NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019, 2025)

S-69 — Personal Liability - NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-70 — Publication of Minutes, Receipts, & Expenditures - NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-71 — Restriction of Resources and Board Responsibilities - NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-72 — School Activities - NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-73 — School Calendars - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

S-74 — Updating notice requirements - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-75 — Activity Assignments - NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-76 — Compensation - NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-77 — Criminal Background Checks - NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-78 — Employee Bonuses and Incentives - NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-79 — Employee Support - NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-80 — Medical Insurance - NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-81 — Recognition - NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-82 — Retirement - NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-83 — Scope of Bargaining - NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-84 — Staff Development and Evaluation - NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-85 — Advisory Groups - NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-86 — Choice and Affiliation - NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

109TH LEGISLATURE, 2ND SESSION

S-87 — Constitutional Rights & Responsibilities - NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-88 — Corporate Sponsorships in Schools - NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-89 — Educational Service Units - NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-90 — Guiding the P-16 Effort: 21st Century Skills - NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- Offers all students a rigorous developmentally-appropriate curriculum designed to opportunities and choice, regardless of the post-secondary path they choose;
- Engages the assets of the full community;
- Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- Closes the achievement gap by focusing on quality teaching and learning opportunities;
- Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options. (2009, amended 2016)

S-91 — Independent School Districts - NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

S-92 — Local Control for Public PK-12 Schools - NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-93 — Local District Advocacy - NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-94 — NDE Authority - NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-95 — Nonpublic Schools Standards - NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-96 — Policy Leadership & Vision on the Future of Nebraska's PK-12 Schools - NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

S-97 — Voting Higher Than a Simple Majority - The NASB firmly opposes any legislation that mandates a voting threshold higher than a simple majority for passing any issue presented to voters by a school district or ESU. We believe that requiring anything more than a majority vote undermines the democratic process and places undue barriers on the ability of school districts or ESUs to address critical needs and make decisions that reflect the will of the community. (2024)

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2026 YOUR 2026 NASB LEGISLATION COMMITTEE

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109TH LEGISLATURE, 2ND SESSION

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 Appointed Member Pam Holcomb Broken Bow	 Appointed Member Mike Palmer Sidney	 Appointed Member Jason Richters Centennial	 Appointed Member Dan Scheer St. Paul	 Appointed Member Jeremy Shuey Plattsmouth	 Appointed Member Brad Wilkins Ainsworth

Term Ends 2026 for Appointed Members

Term Ends 2026 For Odd # Members

Term Ends 2028 For Even # Members

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

Leadership Innovation Vision Engagement #liveNASB

109TH LEGISLATURE, 2ND SESSION



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District 1 - Syracuse



Sen. Robert Clements
District 2 - Elmwood



Sen. Victor Rountree
District 3 - Bellevue



Sen. Brad von Gillern
District 4 - Elkhorn



Sen. Margo Juarez
District 5 - Omaha



Sen. Machaela Cavanaugh
District 6 - Omaha



Sen. Dunixi Guereca
District 7 - Omaha



Sen. Megan Hunt
District 8 - Omaha



Sen. John Cavanaugh
District 9 - Omaha



Sen. Wendy DeBoer
District 10 - Omaha



Sen. Terrell McKinney
District 11 - Omaha



Sen. Merv Riepe
District 12 - Ralston



Sen. Ashlei Spivey
District 13 - Omaha



Sen. John Arch
District 14 - Papillion



Sen. Dave Wordekemper
District 15 - Fremont



Sen. Ben Hansen
District 16 - Blair



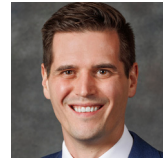
Sen. Glen Meyer
District 17 - Pender



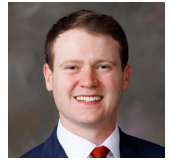
Sen. Christy Armendariz
District 18 - Omaha



Sen. Robert Dover
District 19 - Norfolk



Sen. John Fredrickson
District 20 - Omaha



Beau Ballard
District 21 - Lincoln



Sen. Mike Moser
District 22 - Columbus



Sen. Jared Storm
District 23 - David City



Sen. Jana Hughes
District 24 - Seward



Sen. Carolyn Bosh
District 25 - Lincoln



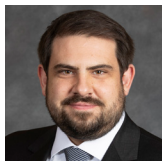
Sen. George Dungan
District 26 - Lincoln



Sen. Jason Prokop
District 27 - Lincoln



Sen. Jane Raybould
District 28 - Lincoln



Sen. Eliot Bostar
District 29 - Lincoln



Sen. Myron Dorn
District 30 - Adams



Sen. Kathleen Kauth
District 31 - Omaha



Sen. Tom Brandt
District 32 - Plymouth



Sen. Dan Lonowski
District 33 - Hastings



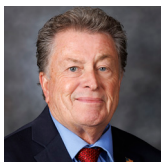
Sen. Loren Lippincott
District 34 - Central City



Sen. Dan Quick
District 35 - Grand Island



Sen. Rick Holdcroft
District 36 - Bellevue



Sen. Stan Clouse
District 37 - Kearney



Sen. Dave Murman
District 38 - Glenvil



Sen. Tony Sorrentino
District 39 - Elkhorn



Sen. Barry DeKay
District 40 - Niobrara



Sen. Dan McKeon
District 41 - Amherst



Sen. Mike Jacobson
District 42 - North Platte



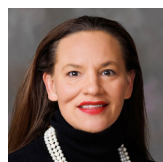
Sen. Tanya Storer
District 43 - Whitman



Sen. Teresa Ibach
District 44 - Sumner



Sen. Rita Sanders
District 45 - Bellevue



Sen. Danielle Conrad
District 46 - Lincoln



Sen. Paul Strommen
District 47 - Sidney



Sen. Brian Hardin
District 48 - Gering



Sen. Bob Andersen
District 49 - Omaha

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

2026 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 01/13/2026

Agriculture (8)

Rm. 1023 – Tuesday

DeKay (C), Ibach (VC), Hansen, Holdcroft, Kauth, Raybould, Storm, Vacant

Appropriations (9)

Rm. 1003 – Monday, Tuesday & Rm. 1003 – Wednesday, Thursday, & Friday

Clements (C), Armendariz, (VC), Cavanaugh, M., Dorn, Dover, Lippincott, Prokop, Spivey, Strommen

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Jacobson (C), Hallstrom (VC), Bostar, Dungan, Hardin, Riepe, von Gillern, Wordekemper

Business and Labor (7)

Rm. 1200 – Monday

Kauth (C), Sorrentino (VC), Hansen, Ibach, McKinney, Raybould, Vacant

Education (8)

Rm. 1525 – Monday & Tuesday

Murman (C), Hughes (VC), Conrad, Hunt, Juarez, Lonowski, Meyer, Sanders

General Affairs (8)

Rm. 1023 – Monday

Holdcroft (C), Cavanaugh, J. (VC), Andersen, Clouse, DeKay, Quick, Rountree, Storm

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Sanders (C), Andersen (VC), Cavanaugh, J., Guereca, Hunt, Lonowski, Vacant, Wordekemper

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Hardin (C), Fredrickson (VC), Ballard, Hansen, Meyer, Quick, Riepe

Judiciary (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bosn (C), DeBoer (VC), Hallstrom, Holdcroft, McKinney, Rountree, Storer, Storm

Natural Resources (8)

Rm. 1023 – Wednesday, Thursday, & Friday

Brandt (C), DeKay (VC), Clouse, Conrad, Hughes, Juarez, Moser, Raybould

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

Ballard (C), Sorrentino (VC), Clements, Conrad, Hardin, Juarez

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

von Gillern (C), Jacobson (VC), Bostar, Dungan, Ibach, Kauth, Murman, Sorrentino

Transportation and Telecommunications (8)

Rm. 1510 – Monday & Tuesday

Moser (C), Ballard (VC), Bosn, Brandt, DeBoer, Fredrickson, Guereca, Storer

Urban Affairs (7)

Rm. 1200 – Tuesday

McKinney (C), Clouse (VC), Andersen, Cavanaugh, J., Quick, Rountree, Sorrentino

Select Committees

Committee on Committees (13)

Armendariz (C)

District 1:

Bosn

Bostar

Moser

Sanders

District 2:

Cavanaugh, J.

Fredrickson

Hunt

Spivey

District 3:

Brandt

Ibach

Jacobson

Murman

Enrollment and Review (1)

Guereca (C)

Reference (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Rules (6)

Lippincott (C), DeBoer (VC), Bostar, Hansen, Ibach, Arch (ex officio)

Special Committees

Building Maintenance (6)

Hughes (C), Wordekemper (VC), Brandt, Clements, Dorn, Vacant

Education Commission of the States (3)

Hughes, Juarez, Lonowski

Executive Board of the Legislative Council (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Bosn (C), Cavanaugh, J., Holdcroft, Prokop, Rountree

Legislative Performance Audit (7)

Dorn (C), Jacobson (VC), Arch, Cavanaugh, M., Clements, Hansen, Riepe

Legislature's Planning Committee (9)

DeBoer (C), Strommen (VC), Arch, Bostar, Clements, Hansen, Holdcroft, Quick, Riepe,

Midwestern Higher Education Commission (2)

Cavanaugh, J., Hughes

State-Tribal Relations Committee (7)

Raybould (C), DeKay (VC), Guereca, Hunt, Meyer, Rountree, Spivey

Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)

Arch, Ballard, Bostar, Brandt, DeKay, Dover, Hansen, Holdcroft, Jacobson, Raybould, Strommen, von Gillern

Ralston Enrollment Report as of 03/02/2026

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	36	0	0	36	2
KG	2.00	37	3	0	40	0
01	2.00	36	5	0	41	0
02	2.00	41	5	0	46	0
03	2.00	39	7	0	46	0
04	2.00	30	12	0	42	0
05	2.00	41	10	0	51	0
06	2.00	31	10	1	42	0
Building Total:		291	52	1	344	2

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	14	0	0	14	0
KG	2.00	23	6	0	29	1
01	2.00	24	3	0	27	1
02	2.00	22	8	0	30	2
03	2.00	27	11	0	38	0
04	1.00	16	10	0	26	0
05	2.00	25	12	0	37	0
06	1.00	15	5	0	20	0
Building Total:		166	55	0	221	4

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	29	0	0	29	1
KG	2.00	45	3	1	49	1
01	2.00	33	9	0	42	0
02	2.00	38	9	0	47	0
03	2.00	32	16	1	49	0
04	2.00	30	14	0	44	0
05	2.00	28	10	0	38	0
06	2.00	27	13	1	41	0
Building Total:		262	74	3	339	2

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	20	0	2	22	0
KG	3.00	56	2	0	58	0
01	3.00	38	11	1	50	0
02	3.00	63	10	0	73	0
03	3.00	53	12	0	65	0
04	3.00	59	15	0	74	0
05	3.00	49	10	0	59	0
06	2.00	33	10	0	43	0
Building Total:		371	70	3	444	0

Ralston Enrollment Report as of 03/02/2026

SEYMOUR ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	0	0	0	1	1	1
KG	2.00	25	9	1	35	0
01	2.00	29	9	1	39	0
02	2.00	29	4	1	34	0
03	2.00	32	8	1	41	0
04	2.00	30	13	0	43	1
05	2.00	35	7	2	44	0
06	2.00	29	12	2	43	1
Building Total:		209	62	9	280	3

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	36	0	1	37	2
KG	2.00	28	7	0	35	1
01	2.00	28	11	0	39	0
02	2.00	27	13	0	40	0
03	2.00	31	14	0	45	0
04	2.00	30	13	0	43	0
05	2.00	24	11	0	35	0
06	2.00	27	14	1	42	0
Building Total:		231	83	2	316	3

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		183	82	4	269	0
08		172	70	2	244	0
Building Total:		355	152	6	513	0

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		189	78	0	267	0
10		164	97	0	261	0
11		163	85	0	248	0

Ralston Enrollment Report as of 03/02/2026

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		149	82	2	233	0
Building Total:		665	342	2	1009	0
<hr/>						
District Total:		2550	890	26	3466	14
KG:		214	30	2	246	3
01:		188	48	2	238	1
02:		220	49	1	270	2
03:		214	68	2	284	0
04:		195	77	0	272	1
05:		202	60	2	264	0
06:		162	64	5	231	1
07:		183	82	4	269	0
08:		172	70	2	244	0
09:		189	78	0	267	0
10:		164	97	0	261	0
11:		163	85	0	248	0
12:		149	82	2	233	0
Total PS:		135	0	4	139	6

Special Building Fund Expenditure Tracker

Building	FY 26	FY 25	FY 24	FY 23	FY 22	Total to Date	Budgeted	Variance to date	Anticipated final variance
163 BL	59843	539654	\$ 7,638,219	\$ 473,126	\$ 253,411	\$ 8,964,253	\$ 9,582,464	\$ 618,211	\$ 618,211
164 KW	40780	83740	\$ 846,065	\$ 1,556,682		\$ 2,527,267	\$ 2,836,267	\$ 309,000	\$ 300,000
166 ME	13000	0	\$ 750,526	\$ 5,738,202	\$ 89,636	\$ 6,591,364	\$ 6,899,195	\$ 307,831	\$ 320,000
167 MB	24794	2076837	\$ 12,122,937	\$ 10,397,409	\$ 1,078,804	\$ 25,700,781	\$ 24,916,803	\$ (783,978)	\$ (783,978)
168 SY	233732	1282910	\$ 3,064,655	\$ 43,443		\$ 4,624,740	\$ 3,569,961	\$ (1,054,779)	\$ (1,054,779)
169 WW	29196	23132	\$ 3,939,636	\$ 2,637,355	\$ 44,431	\$ 6,673,750	\$ 6,559,752	\$ (113,998)	\$ (113,998)
260 RMS	517961	1624660	\$ 3,865,964	\$ 73,217		\$ 6,081,802	\$ 6,706,296	\$ 624,494	\$ 750,000
360 RHS	3260867	15029976	\$ 3,253,844	\$ 3,391,996	\$ 12,029	\$ 24,948,712	\$ 24,783,063	\$ (165,649)	\$ -
800 DW	446925	283266	\$ 357,725	\$ 3,801,433	\$ 797,939	\$ 5,687,288	\$ 7,956,940	\$ 2,269,653	\$ -
						\$ -		\$ -	
Totals	\$ 4,627,098	\$ 20,944,175	\$ 35,839,571	\$ 28,112,863	\$ 2,276,250	\$ 91,799,957	\$ 93,810,741	\$ 2,010,785	\$ 35,456

Remaining Billed to date	Remaining	Total
360 \$ -	\$ 831,518	\$ 474,901
Phase II 376763	2717237	\$ 2,717,247
Total		\$ 3,192,148

SBF Balanc \$ 14,255,533
#####

Arbitrage E \$1,500,000

	Actual
Roofing and Internal Projects \$ 3,842,800	\$ 2,785,962

Total \$ 6,777,423

Bond Planning/Update Agenda

March 4, 2026

- Phase II timeline
 - CO Office remodel is nearly finished with the exception of some cabling and switch programming. This should be complete within the next few weeks.
 - Waiting on tile to finish the main restrooms
 - Network cabling is taking place throughout the building
 - Security system is installed and cameras are operable
 - Ordering tile for the elementary gym floors.
 - Pool Pack has been delivered, the concrete platform is in place and the wall next to the pool pack has been replaced. Brick work to be completed.
 - Excavation, compaction and temporary electrical work is taking place at the stadium. Lights are functional, concrete work to take place on the visitor's entrance.
 - New display monitor has been installed in the BOE room.

February 3, 2026

- Phase II timeline
 - Majority of office space has been renovated with lighting, carpet, paint and ceiling tile replacement completed
 - Bathroom remodel has begun. New tile and toilets in the bathrooms
 - Network cabling work has begun
 - Security system is installed and is operable
 - Fire system work is scheduled to begin
 - Next week's work will include the Board Room, requiring a change in venue to RHS for next week's BOE meeting
 - Stadium concrete and footings have been demolished, soil samples compaction is the next stage, along with grading.
 - Meeting scheduled for work on the RMS track resurfacing project this week
 - Roofing bids have been awarded for our 5 projects this summer. 4 different contractors were awarded bids.
 - Padding work has been completed in the remaining four elementary buildings
 -

January 2, 2026

- Phase II timeline
 - Beginning work on CO project after the return from Winter Break
 - Electrical, flooring, paint, tile work all scheduled
 - Stadium work to begin 2nd week of January

November 17, 2025

- Phase II timeline
 - 11/21 2pm Pre-Bid meeting
 - 12/4 Bids Due
 - 12/8 Bids presented to the BOE for approval
 - Work can begin immediately at Central Office and Speck Nelson Stadium
- RHS
 - All chillers have been changed out, chillers 1 and 2 are operational, chiller 3 startup this week
 - Chiller fine tuning to take place in April
 - Lighting programming to take place during Holiday Break
 - Pool Pack due to ship 12/30
 - Startup on auto shop exhaust system
- BL
 - Finishing up drywall damaged by underground leak
- RMS
 - Repainting handrails in stairwells
 - Reprogramming lights

October 20, 2025

- Phase II timeline
 - 11/12 Drawings ready
 - 11/18 2pm Pre-Bid meeting
 - 12/4 Bids Due
 - 12/8 Bids presented to the BOE for approval
 - Work can begin immediately at Central Office and Speck Nelson Stadium
- RHS
 - Punchlist list has started, target completion date December 2025
 - Chiller demolition and installation has started with A/B Wing chiller replacement, AC is down until start up 10/27-10/29
 - Lighting to be replaced, manufacturer's defect in lineal lights.
 - Pool Pak to be delivered end of January
 - Tile work in restrooms is continuing
- RMS
 - Punch list work ongoing, new gym pads and backboards installed in the Upper Gym
- BL
 - Water leakage under the slab in one of the north exits. Plumber is investigating
 - Balancing of HVAC system is ongoing

- MB
 - Gym floor has been temporarily fixed, awaiting a permanent solution

September 18, 2025

- RHS
 - Painting in the pool is finished,
 - New chillers are onsite, set for partial install 10/10-10/15
 - Dust collectors and auto exhaust fans set for startup week of 9/22
 - Lighting programmer is due out next week to RHS
 - Aux. Gym ready for waxing
 - Mother's Room and Family Restroom are complete
 - Gym sound system set for 1st week of October
 - Shower work to start this week
- RMS
 - Malfunctioning lights have been replaced
 - Gym floor repair set for 10/13
 -

September 4, 2025

- RHS
 - Painting in the pool to be finished this weekend, filling and heating of the pool to begin Monday.
 - New chillers set for delivery 9/8
 - Intruder alarms and card readers installations are nearly complete.
 - New intercom system is functioning
 - Punch list is beginning to be assembled
- RMS
 - Replacing 3 non-functional light fixtures
 - Very few, minor punch list items remain
- BL
 - Small drywall repair is scheduled for September
 - Punch list is complete,
 - Monitoring current HVAC performance

August 5, 2025

- RHS

- Gym ceiling and lighting is complete, sound system nearly finished
- Basketball hoops are being installed
- RTU's in place, start up of units for HVAC is complete
- Gym lockers are installed
- Old Daycare rooms are complete, inspections are passed
- Weight room is near complete, inspection 8/5
- Parking lot is complete, landscaping and striping is ongoing
- Hallway tile and stair tread is being installed
- All three Shops are painted and are being put back together
- RMS
 - Punch list items
- SY
 - Finishing roof work, plaster and paint for sawtooth section to finish in August
- WW
 - Concrete replacement and painting is finished,
- BL and MB
 - Wall pads installed for recovery rooms
- KW
 - Exterior painting is nearly complete

July 3, 2025

- RHS
 - Gym ceiling is 1/3 complete
 - Lifting RTU's on top of the wt. room this week
 - Basketball hoops by the end of July
 - 7/24, gym lockers
 - 7/16 for pool
 - Chillers on 8/27, install in October
 - Drywalling old daycare areas
 - Locker rooms are being painted
 - Lights in gym, install to start Monday
 - Parking lot needs a break in the weather, multiple pours are scheduled, doubled the size of the concrete crew.
 - Light poles for parking lot next week
- RMS
 - Testing for low voltage systems to be finished by 7/14
 - Concrete is finished, upper lot is tarred and striped
 - Sound systems being installed in the gym
- WW

- Concrete tear out and replace scheduled for 7/7 and 7/8

June 26, 2025

- RHS
 - Ceiling drywall work is complete in the gym, insulation and painting is to begin the week of June 30th and last two weeks.
 - Iron workers have completed the steel work for the basketball hoops and for the new RTU's installed above the gym and weight room.
 - Framing work in old daycare is almost complete, drywalling to begin as soon as inspections are complete
 - Select exterior doors are being replaced.
 - Parking lot project has shifted. Two crews and foremen are working onsite, looking to either prep or pour 6 days a week moving forward
 - Parking lot lights to begin installation week of July 7
- MB
 - Driveway work is being done
 - Painting of exterior to start Monday, two week estimate on time
- WW
 - Concrete replacement to take place week of July 10
- RMS
 - Finishing up painting in the upper gym
 - Hanging sound system next week
 - Parking lot striping is scheduled for the new upper lot
 - Testing low voltage system, camera installation to begin within the next two weeks.

June 9, 2025

- RHS
 - Ceiling demolition in main gym and weight room is complete
 - Demolition is finished in the Media Center
 - Student parking lot work in ongoing
 - Tennis court work/grant
 - Insulation and painting of the gym ceiling has started
 - Science rooms are now complete
 - Art rooms are being renovated
 - HVAC work is taking place in the F and G wings
 - Blinds to be installed building-wide starting June 19
- RMS
 - Upper parking lot is ongoing, possible completion by July 4.
 - Sound system is being installed in the upper gym

- New intercom, cameras, alarm systems and network wireless access points are being installed
- WW, KW, SY, BL
 - Work is ongoing on the painting of the exterior of the buildings
 - KW to have blinds and new window sills installed in the majority of the building by July 4.

May 12, 2025

- RHS
 - Work has been completed on the band and choir rooms
 - G 120 and PE Coach's offices are next
 - Most HVAC equipment is either onsite or in route, exception are the chillers, which are set to be delivered in August
 - Countertops and sinks are installed for Tiny Rams
 - Flooring is installed in daycare
 - Glazier due this week
 - Bathroom partitions are installed in the daycare restrooms
 - Work in the CTE rooms has begun. Health sciences and two other CTE rooms are now being remodeled. Next is G120, then the PE offices for next week.
- RMS
 - Lights installed upper gym
 - Concrete demo to start 5/23
 - Courtyard painting is done
 - Courtyard to be seeded and matted
 - Low voltage work to commence 5/23

April 24, 2025

- RHS
 - Stoop poured for new Tiny Rams Entry
 - Most HVAC equipment is either onsite or in route, exception are the chillers, which are set to be delivered in August
 - Countertops are set for Tiny Rams next Tuesday and Wednesday
 - Flooring is mostly installed in daycare
 - Glazier due 1.5 weeks
 - Bathroom partitions are being installed
 - Choir room is nearing completion, Band room is next, then CTE area
- RMS
 - Lights installed upper gym

- Concrete demo to start 5/23
- Courtyard painting is done
- Courtyard to be seeded and matted
- MB
 - New dampers ordered for storm shelter area

April 10, 2025

- RHS
 - North part of the parking lot is complete. Some issues with finishing work, which may require replacement at the cost of the subcontractor.
 - Demolition has moved to Lecture Room C, Office area
 - Flooring has been installed in all areas of A and B wing, hallways have been painted. D wing is nearly finished. Nearly 6 weeks ahead of planned schedule.
 - Back driveway to baseball field was removed and replaced
 - Start office area on Good Friday
 - Auxiliary Gym is up for paint and electrical next week.
 - Daycare is mostly taped and mudded. Overhead inspections are complete. Ready for paint and drop ceiling next week. Casework is two weeks out.
 - 2nd week of May is now the target date for inspections to occupy
 - Backfilling parking lot next week
 - Soliciting bids for tuck point repair inside of courtyard
- RMS
 - Upper gym ceiling has been insulated
 - Lower gym has been painted both ceiling and walls
 -

March 24, 2025

- RHS
 - North part of parking lot is demoed and forming work is beginning for new parking lot
 - Work has progressed in the classrooms, all B-wing classrooms are painted, have new lights, technology and flooring. Hallway lights are nearly complete
 - All upper A-wing classrooms and ¼ of lower A-wing classrooms are painted, have new lights, technology and flooring. Hallway lights are nearly complete
 - Drywall work has begun on the new daycare facility. Ceiling work to happen after HVAC work has been completed.
 - Coordinating plan for back driveway replacement, possibly over spring break.

- RMS
 - Work on fireproofing the corridors is ongoing
 - Scheduling this summer's concrete and low voltage work is beginning to ramp up.
- KW, SY, WW, BL
 - Contract has been secured and pre-construction meeting has been held. Work may begin on the outside of the buildings as early as mid-April, mostly paint preparation at each of the 4 sites. SY will be a priority as roofing will take place this summer.

February 13, 2025

- BL
 - Access hatch to be installed, touch up paint
- RHS
 - Parking lot (north 1/3 spring break 2025, mobilize March 10)
 - Basketball hoops \$85,000 bid
 - Current bond fund status \$32,142,602 as of 12/31/24
 - 12 classrooms have had paint and flooring work completed, technology is installed in six of the classrooms, whiteboards and bulletin boards to be completed this week in all 12 rooms
 - Lighting to be installed when it arrives onsite
 - Daycare has been demoed, underground plumbing in installed and backfilled, Faculty Lounge has been renovated. Framing is complete, VAV boxes are being installed for the different daycare rooms, temporary exterior door has been installed.
- KW, BL, WW and SY Phase II project awarded, dates TBD
 - Exterior Paint at KW, patching of cracked facade
 - Replacement of window seats/window shades KW
 - Painting roof and window boxes BL
 - Install wall padding in recovery rooms BL
 - Painting of window boxes WW
 - Painting and patching of sawtooth roof SY
- SY roofing project bids have been returned, renovation of roof summer 2025
- RMS Summer 2025
 - Low voltage work to include cameras, voice amplification, new alarms
 - Replacement of upper parking lot and sidewalks
 - Exterior paint courtyard
 - Lights and ceiling work upper gym (spring break 2025)

November 11, 2024

- BL, SY, WW, ME punch list items have been completed on non-school days, currently all buildings are functional, though some minor alterations are still being addressed.
- KW
 - Developing final project list for summer work, projects to include:
 - Blinds, some window seat replacement, exterior painting
- RMS
 - Work on finishing exterior painting is continuing, timeline to finish is by Thanksgiving
 - Cooling Tower lift is scheduled for the week of Thanksgiving, preparing for lighting change in the lower gym over the Holiday break
- RHS
 - GMP presented for project list #2
 - Coordinating with Admin. Staff at RHS for the sequencing of the remodel work at RHS
 - Some affected staff have been notified, staff wide presentation to be given once sequence has been confirmed.
 - Finalizing design work on the parking lot at RHS

September 19, 2024

- BL, WW, ME,
 - Oct 14-15 punch list items to be completed
 - Media window panes to be replaced Oct. 14
- KW
 - New heat exchanger tentatively to be installed Oct. 14-15
- RMS
 - Remainder of stair treads and paint touch ups to be completed
 - Exterior paint to finish mid-October
- SY
 - Moving 9/26-9/28, Pods to start first
 - Railings for front steps are nearly here, temporary railings in place by 10/1
 - Retaining wall for 79th St. landscaping and new switchback sidewalk
 - Testing fire and security alarms
 - Paint for the gym over holiday break
 - Window shades installed
 - Seeding and matting by Saturday
 - Waxing floors 9/23-24
- MB

- Kitchen equipment has been full of issues
- Display cases to be finished this week
- Paint issues on the exterior
- Punch list items Oct. 14-15

August 22, 2024

- BL
 - Sept 3, begin punch list items
 - Software update on RTU's to remedy alarm system
 - Signage and dedication plaque are enroute
- SY
 - Electrical work is mostly complete
 - Plumbing work is down to 5 sinks remaining
 - Painting is on pace to finish, with only touchups remaining by Sept. 10
 - Flooring to be installed in the hallways by 2nd week of Sept.
 - Most rooms are scheduled to be padded out once the fire sprinklers are installed
 - Exterior concrete work is being formed
- WW
 - Punch list items
 - Working on VAV boxes and controls in SW portion of the building
- RHS
 - Page turn meeting scheduled for 8/30
- RMS
 - Dirt removal
 - Electrician are installing fire alarm wiring
 - EFIS work is continuing
- MB
 - Range hood is back up and running, kitchen inspection has been passed
 - Screen walls are painted
 - Fence work is continuing
 - Gym pads and flooring issues to be addressed 8/27-9/5

July 17, 2024

- BL
 - Plumbing and electrical final inspections are passed
 - Panic buttons and card readers are finishing this week
 - July 24, install playground fencing for Pre-K, finish site work
- RHS
 - Parking lot is poured, sidewalk work to finish this week

- SY
 - Fire supply line is installed in the building
 - Overhead electrical and plumbing have their inspections this week
 - Drywall work is continuing throughout the building, mudding and taping work to continue
 - Some painting has started
- RMS
 - Driveway to parking lot is finished
 - FCS casework is up for installation is complete,
 - Most classrooms have flooring in place, hallway work is progressing
 - Waxing VCT 7/17-7/19
 - Paint is ongoing, Boxlights are mostly installed,
 - EFIS work is continuing on the west side of the building
 - Cafeteria flooring is installed
- MB
 - Dirt work is progressing, 65% of the driveway has been poured,
 - Focus is currently on the driveway and sidewalk paths
 - Playground equipment is onsite and has been installed
 - Flooring is nearly finished, painting touch ups continue
 - Generator is installed and will allow for final startup of the fire suppression and elevators
 - Attempting pre-inspection on 7/31
 - Safety fencing is installed

July 5, 2024

- BL
 - Switch gear test 7/11, Certificate of Occupancy to follow
 - Panic buttons and card readers are finishing next week
 - July 24, install playground fencing for Pre-K, finish site work
- RHS
 - Sidewalk pour 7/5, 2nd big pour 7/8
 - Hot water heaters are installed, looking to be operational this week
- SY
 - Drywall work is started on the south side of the building
 - Plumbing rough-in's and underground inspections are next week
 - EFIS done on north side, finish framing widows on east side next week
 - Several of the sections of sawtooth roof have been demoed and reinstalled, project nearly 1/3 complete
- RMS
 - Monday/Tuesday, pouring middle parking lot, ramp to be torn out and poured 3rd week of July

- Drywall work is continuing
- Most classrooms have new ceiling tile, lights and flooring
- Waxing of VCT taking place in science rooms and some hallways upstairs
- MB
 - Working on soil removal and compaction
 - Concrete footings are nearly removed
 - Generator to be installed, then inspections on elevator and fire sprinkler systems can take place
- KW
 - Flooring is installed in each upstairs classroom,
 - Demolition is 50% done on the main floor with tile and carpet installation taking place this week
 - Roofing has been installed, flashing work to be completed this week

May 30, 2024

- BL
 - Parking lot and sidewalk demo is complete
 - Countertops are being installed
 - Gym is nearly painted
 - Plumbing fixture installation is near complete
- MB
 - Exterior prep and paint is ongoing
 - Abatement to wrap up early next week
 - Utilities are shut off to the old building
 - Paving at new playground next week
 - Flooring company to return next week
- ME
 - 11 month walkthrough
- SY
 - Demo is progressing throughout the building
 - South side exterior windows are removed and framing is going up
- RMS
 - Demo of ceiling and carpet is taking place in the main office and corridors
 - Carpet is being removed in the upper hallways and some classrooms
 - Parking lot to start once installation of

May 9, 2024

- BL

- All RTU's are functioning
- Classroom flooring installed
- Classroom casework nearly complete
- Classroom technology is installed, majority of intercom speakers are in place
- Lighting is finished
- Fixtures and partitions are being installed throughout the building
- Most areas have ceiling pads
- Hallway and cafeteria work on flooring is progressing
- Driveway work to begin after the last day of school
- MB
 - Work continues on completing electrical and plumbing
 - All rooms now have flooring and casework
 - Demolition meeting was held May 1, work to begin as soon as the building is empty
 - Main entry exterior is nearly complete
 - Hallway protection work is ongoing
 - Technology work is beginning in each room
- SY and RMS
 - Meetings held in each school to prepare the staff for the move and boxing up of materials
- RHS
 - Initial bid is being worked for the staff parking lot

April 18, 2024

- BL
 - Diffusers and Registers are being installed
 - Low voltage work is continuing, call switches
 - Lights are being installed in the gym
 - Water heaters are in place
 - Drywall work is nearly complete
 - Corridor grid work has started, most classroom are done with grid
 - Plumbing fixtures are being installed
 - Dryfall paint in cafeteria media center
 - Casework installation is nearly complete, starting custom desks
 - Window sills are coming soon
- RMS/SY
 - May 13, trailer moves onsite to RMS
 - May 7th pull plans for both schools
- MB
 - Metal panel are being installed on the main entrance
 - Grading is nearly complete on the playground area

- Flooring installed in most classrooms on the 2nd floor.
- Reinstallation of vinyl hall protection is occurring
- Gym floor has been stained and is being painted
- Solid surfaces to begin installation next week
- Boilers are currently online and providing some heat
- Gym entrance doors are being installed.

April 4, 2024

- BL
 - Start up on RTU's 4 out of 7 are operational
 - Most rough in's are done for electrical
 - Area 1 nearly complete, flooring installed, area 2 is painted, area 3 is primed, area 4 and 5 are mudded, taped and are being sanded
 - Casework, dry erase and bulletin boards are installed in phases 1 and 2
- MB
 - Start up next week for HVAC units
 - Sidewalk to be poured around the building next week
 - Above ceiling inspections are near complete
 - Light fixtures and ceiling grid installation is ongoing
 - Elevator work is ongoing
 - Construction trailer moves out on Monday
 - Kitchen equipment is delivered
 - Wood floor is installed in the gym
 - Playground equipment delivered 4/29
 - Exterior asbestos panel removal is mostly complete

March 28, 2024

- BL
 - Doors and casework are onsite
 - Roof top units are connected to electrical, gas lines being installed
 - Start up of RTU's next week
 - Light fixtures in phase 2, lights in west half of the building
 - Phases 4 and 5 being taped and mudded
 - Ceiling grids are going in phases 2 and 3
 - Painting in phase 3
- MB
 - Permanent Power is up and running
 - HVAC start up next week
 - Gym floor installation has started

- Flooring to start on 1st floor, 2 rooms a day
- Elevators are onsite
- Lighting is continuing to be installed
- N. retaining wall complete, work started on E. retaining wall
- Kitchen equipment in next week
- Plumbing fixtures are beginning to be installed
- SY
 - Tree removal on NW corner of the building to make room for handicap access

March 14, 2024

- BL
 - Electrical rough ins ongoing for RTU's curbs are mostly installed with a couple remaining until after final removal of old RTU's. Start ups on two new units next Monday. Crane back on site to demo remaining original RTU's
 - Low voltage installation taking place phase 1
 - Phases 4 and 5 drywall is progressing, 80% of drywall is installed with various stages of finishing and taping to be completed
 - Ceiling grids to start phase 1 on Tuesday
 - Water heater installation to begin next week
 - Tile installation is ongoing in each of the restrooms
 - Casework to begin arriving next week
- MB
 - Retaining wall work beginning for the East and North sides of the building
 - Hard lids are nearly finished in hallways and restrooms
 - Cloud framing is done in the media center, music room and cafeteria are next
 - Sound panel are painted and are being installed in the gym
 - Fitter are working on HVAC system
 - Permanent electrical is installed, waiting on OPPD to make it active
 - RR upstairs to be tiled and gridded by next Wednesday
 - Sprinkler line is near completion

March 7, 2024

- MB
 - Hard lid inspections done, some bathrooms can begin adding partitions
 - Finish electrical work is taking place on the main floor, lights installed in the gym.
 - End of next week will mark the majority of completion for drywall installation
 - Water heaters and softeners are tied in
 - Tile work is nearly complete in restroom areas
 - Exterior asbestos removal to start March 29

- BL
 - Permanent power is back on, switch gear is installed
 - Roughing in electrical and gas for RTU's
 - Drywall work completed phase 2, phase 3 is ongoing, phase 5 is next
 - Priming and painting taking place Phase 1 and Phase 2
 - Ceiling going up next week phase 1
 - Tile work taking place in restrooms
 - More concrete work to take place next week on east side of building.
- SY
 - Asbestos inspection #2 Friday and Monday.

February 29, 2024

- MB
 - Finishing restroom ceilings on the Academic wing
 - Electrical rough in continuing upper academic wing
 - Casework installation to start Monday
 - Permanent water is on to the building
 - Ceiling grid work is ongoing, clouds to be installed in Cafeteria/Media/Music
 - Network cabling and data rack installation is ongoing
 - Quarry tile in the kitchen area
- BL
 - Electrical rough ins phases 4 and 5 ongoing
 - Trenching in the sprinkler line this week
 - Exterior lighting is taking place
 - Drywall in phase 3 is being installed, phases 1 and 2 are being finished
 - Tile work starting next week in primary bathrooms
 - Fire sprinkler work to be complete next week
 - Phase 1 ready for paint
- SY/RMS
 - More pre-construction work is taking place, site logistics and scheduling

February 22, 2024

- MB
 - Most installed plumbing and electrical has passed rough in inspection, once inspections are passed, drywall is installed
 - Continuing to work on the retention pond, civil engineer is redesigning the grading and the slope
 - Most casework is delivered

- Upper academic wing is being sheetrocked
- Lighting and grid work is taking place on the first floor
- Permanent power is installed
- Partial store front is being installed on the main entrance.
- BL
 - As plumbing and electrical rough ins are completed and passed inspection, drywall work is following behind them. Phase 1 is complete, phases 2 and 3 are in the process of drywall install,
 - Concrete work is taking place along the perimeter of the building
 - Roof curb installs and RTU's change outs to take place this week\
 - Sprinkler work is nearly finished phases 3 and 4.
- RMS/SY
 - Continuing to plan for summer work, phasing plan is being finalized for fall RMS work
- KW
 - Pre Construction meeting was held for flooring installation, work to take place in June and July of 2024

February 8, 2024

- MB
 - Lower Academic wing passed plumbing and electrical inspections, drywall work to follow
 - Power pole is set and in place to feed permanent power to the school
 - Fire alarm and sprinkler system work is continuing
 - Ceiling grid to follow in painted rooms next week
 - RR tile work is ongoing, kitchen tile work to begin next week
 - Main entry storefront install starts next week
- BL
 - Concrete work outside of the building is beginning
 - Demo of exterior doors next week, new doors and glazier is onsite
 - Wednesday, drywall work begins
 - Roof curbs are here, plan to install RTU's depending on weather and crane availability
- SY/RMS
 - Staging/mobilization work is ongoing.
 - RMS GMP presented to BOE 2/12
- WW
 - Fire Marshal to do final inspection 2/12

February 2, 2024

- MB
 - Stairwells are closing up, elevator install to begin after inspection
 - Permanent Power to be installed within the next two weeks, then permanent HVAC can be commissioned
 - Drywall is progressing in the academic wing
 - Painting is taking place in the office and main hall, ceiling grid to follow
 - Tile work taking place in restrooms
 - New utility pole to be set next week
- BL
 - Glazier on site next week for exterior doors, interior glass
 - Framing complete in phases 1 and 2, phases 3 and 4 nearly complete
 - Underground work is complete
 - Drywall delivery, installation to begin in old Primary wing
 - Structural steel mostly installed, a couple more areas to add for roof top units
 - Fire Sprinkler mains are installed
- WW & ME
 - Finished on repair of Media Center desk (ME)
 - Last of backordered exterior lights to be installed next week, programming to follow (WW)
 - Sliding doors on order for office (WW)
- SY
 - Site plan and phasing for construction beginning to take shape
- RMS
 - GMP provided
 - Phasing plan discussed, shared with RMS Admin.

January 15, 2024

- MB
 - Framing inspection for 2nd floor next week, drywalling to follow
 - Temporary heat is installed and building is at a workable temperature
 - Duct work, plumbing, electrical work all progressing on schedule
 - Gym is painted, ceiling and walls
 - Tile work is starting in some sections
- BL
 - All major demo has been completed, some minor areas remain
 - Curbs for RTU's on 2/05, installation to follow
 - Underground plumbing is complete
 - Framing phases 2 and 3 progressing
- ME
 - Media Center desk repair

- WW
 - Exterior lights to be completed in 2 weeks, followed by programming
- SY
 - Sub Contracts are nearly filled
 - GMP on tonight's agenda
- KW
 - Prebid walkthrough on flooring 1/15
- RMS
 - Walkthrough 1/15

December 28, 2023

- MB
 - MUD working on bringing gas line from the street to the new building
 - Gym ceiling is primed
 - VAVs mostly installed
 - Wall insulation is being installed
 - Framing nearly complete academic wing upper and lower
 - Asbestos removal on old building to begin over spring break
- BL
 - Demolition ongoing, complete in phases 1-3
 - Duct work is being installed in several areas
 - Front sidewalk has been replaced along MB drive
 - Floor grinding is ongoing
- WW
 - Parking lot tarring to continue
 - Tile work ongoing around drinking fountains
 - Punch list items ongoing
- SY
 - Subcontractors are being notified and mobilization to begin
 - Westside has agreed to extend our lease at WCC

November 27, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing nearing completion
 - Electrical inspections in the academic section
 - Boiler installation to begin
 - Storm sewer is connected and operational
 - HVAC main trunks are being run

- Exterior windows are mostly installed
- Roof top units may be up for initial startup within the month
- Retention pond and stormwater runoff is near completion
- Utility stub-ins have been extended to the building
- WW
 - Move in complete
 - Punch list work is ongoing
 - Flooring is nearing completion with waxing and some closets to be completed
- BL
 - Move is in progress
 - Job trailer is onsite
 - Asbestos work has started
- SY
 - Bid work is ongoing,
 - Mapping out timeline for project work this summer
- RHS
 - BA/SB field turf install is complete,
 - Punchlist work, including railing and electrical is ongoing

November 9, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing taking place
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion
- WW
 - Sidewalk pours are complete as of 11/8
 - Final inspection for ceiling work is complete, padding is ongoing
 - RTU's start up has been completed
 - Sink and toilet installs are started
 - Lights are in almost all areas
 - COX has strung fiber and is working on having network capabilities to our building shortly
 - Access points are being installed,
 - Prime is on site working on cameras, door controls and security alarms
- BL
 - Shop drawings being finalized
- SY

- Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

November 3, 2023

- MB
 - Insulation work continuing
 - Framing is taking place on main office area
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion
- WW
 - Sidewalk pours are ongoing, main entrance is complete
 - Ceiling padding to start next week
 - RTU's start up next week
 - Sink and toilet installs this week
 - Lights are in most hallways, a few classrooms and cafeteria to pick up yet
- BL
 - Shop drawings being finalized
- SY
 - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

October 16, 2023

- MB
 - Main Entry – Exterior: <https://api2.enscape3d.com/v3/view/4213c738-6de7-4d40-adf6-7734896feca0>
 - Main Office: <https://api2.enscape3d.com/v3/view/7cfc1821-771e-40f7-91f7-439704db035d>
 - Main Entry – Interior: <https://api2.enscape3d.com/v3/view/3ef4589b-24f5-4d25-ac9c-a76ad3cf0b59>
 - Cafeteria: <https://api2.enscape3d.com/v3/view/cba1063a-bc96-425b-a051-ed5d974049c4>
 - Gymnasium: <https://api2.enscape3d.com/v3/view/ab0b5eaa-88c0-4c66-a46f-3dee4362864a>
 - Media Center: <https://api2.enscape3d.com/v3/view/6e90d288-fc6c-46e3-b71d-ff3c74ef7838>
 - Classroom: <https://api2.enscape3d.com/v3/view/15b21acc-6a13-41f9-807b-1dd02454f4a5>

- Music Room: <https://api2.enscape3d.com/v3/view/81df8eb7-064c-45c1-8e2e-c3f3d4facc3f>
- Setting window frames, glass to follow
- Exterior paint is progressing and will be done prior to Nov. 10
- Framing is starting for the main floor
- Building the retention pond for roof drainage next week
- Air will be craned in next week
- BL
 - Precon ongoing,
 - Filling dumpsters
 - Construction trailer to move soon
- WW
 - Driveway is complete, sidewalks to be formed next week
 - Crane to set RTU's on Friday
 - Drywall is mostly hung, all classrooms complete,
 - Classroom technology is starting to be installed
 - Fire alarms and emergency lighting is being installed
 - Ceiling grid is complete in 75% of classrooms, hallways
 - Interior glass and door frames to be completed this week
 - 75% of casework is onsite, 2nd delivery in 2-3 weeks

October 9, 2023

- BL
 - Site logistics continuing, electrician onsite for switch gear placement
 - Asbestos report returned, along with abatement bid, favorable bid number
- WW
 - Pavement work is continuing, forming up a pour Wednesday
 - Ceiling grid and lighting install continues on
 - Roof top units are being installed, startups 10/20
 - Office area near completed for framing and drywall work
 - LVT being installed in the 4th-6th grade areas
- MB
 - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
 - 2nd floor is poured

- Receiving area walls are complete
- Roofing of academic wing is continuing
- Topping out ceremony 10/11
- SY
 - Design phase is nearing completion working on alternatives to opaque glass around the perimeter
 - Initial building permit has been approved
- RMS
 - Design phase ongoing
 - Heat Pump replacement is ongoing

September 21, 2023

- ME
 - Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
 - Asbestos report and bids due next week
- WW
 - Pavement tearout is continuing on the East half of the drive
 - Ceiling grid and lights and some flooring installed in old primary wing
 - Remaining roof top units are on track for end of September
 - New RR are being tiled both floor and walls
 - Framing is nearing completion in several areas
- MB
 - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
 - Topping out ceremony? Interest from the BOE
 - Asbestos bids are due next week

September 11, 2023

- ME

- Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
- WW
 - Patching in parking lot and main stair commencing
 - Curbs for the rooftop units are being set this week
 - Ceiling grid install is progressing, painting is complete in the former primary wing
 - Rough in's complete in almost all RR
 - Preparing to shift from old Electrical gear to new wiring next week
 - Window replacement is starting
- MB
 - Tie in's for the walls and decking is complete for $\frac{2}{3}$ of the building, work to finish above the tornado shelter.
 - Gym and music room roof is complete,
 - Beginning to form up the 2nd floor for pouring
 - Asbestos contractors on site last week, preparing a plan for safe demo of the building this summer.
 - Paint has been applied on a test panel.
- RHS
 - Softball field and main building is up and operational.
 - Lighting programming is nearing completion,
 - Work to pick upon the baseball side over the next month and a half.

August 31, 2023

- ME
 - Punch list items are being completed
- MB
 - Continued work on trusses, decking and roofing taking place, gym is nearly complete
 - Sample panels are painted to show color schemes
 - Asbestos testing of the old building is ongoing
 - Temp. Electrical is being installed in the lower section, along with some conduit in the gym
 - Retaining wall on West side of the building will start next two weeks
- WW

- Driveway demo phase II to begin next week
- Inspections for plumbing, electrical, insulation and framing are all ongoing and have been passed to date.
- Lighting installs and panel work ongoing
- Framing is nearly up to the gym/cafeteria area
- Ceiling grid install is starting in the old primary area
- Painting and some tile work is happening in the primary area
- BL
 - Beginning the plan for mobilization and site planning (trailer location)

August 17, 2023

- ME
 - Move in is complete, security, fire and alarm system are all functioning
- KW
 - Fire, intruder and camera systems are all functioning
 - A few heat pumps are left to replace
 - Parking lot work is complete
- MB
 - 2nd story work is taking place
 - Roof work commencing on parts of the building
 - Nearly all poured walls are complete
 - Roof decking work is progressing
 - Asbestos inspection is continuing
- WW
 - Inspections have all cleared so far for electrical, plumbing and framing
 - Two new roof top units have arrived for HVAC
 - Electrical work is progressing,
 - Drywall work is taking place in the East half of the building
 - Potential completion as early as 10/31
- BL
 - Contracts mostly returned, off hour inspections of the building are taking place
- RHS
 - Turf is installed on the softball side,
 - Building is complete
 - Lights, scoreboard are both operable
 - Opening ceremony Sept 5
- SY and RMS
 - Work continuing on design and Preconstruction work.
 - Some demo may take place on off hours prior to summer of 2024.

August 3, 2023

- ME
 - Move complete, buttoning up punch list
 - Gym to be painted,
 - Network uplink ongoing
 - Parking lot complete
 - Exterior lights finished
- KW
 - On to punch list items
 - Some minor network cabling to complete, network is being linked, AP's on Monday
 - Gym lights are complete
- MB
 - More walls are poured and erected, should be finished with walls in the next month.
 - Hollow core for tornado shelter to be delivered, floor poured in the next two weeks
 - Decking has been installed on a good part of the N. end of the building, roofers to begin two weeks
- WW
 - Pouring driveway on 8/3. Should be ready by 8/10
 - Duct work is nearly complete
 - Electrical and flooring demo nearly complete
 - Underground plumbing is almost done.
- BL
 - Contracts are ready for submission from subcontractors.
- RHS
 - Building work is near complete
 - Lighting should be ready to go very soon
 - Turf to be delivered once it stops raining
 - Ongoing sidewalk and grading work
- SY and RMS
 - Precon meeting on 8/10 to establish scope of projects
 - HVAC at RMS is concluding for the summer, work remaining will be completed at off times during the school year. Wrap up by Christmas

July 22, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway pour is complete, parking lot work continuing
 - Move in set for July 24-26
 - Onsite tour for Meadows staff on 7/21
- WW
 - Demolition near complete
 - West half of driveway to be demoed and repoured before August 10
- MB
 - More walls have been erected,
 - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
 - HVAC units are mostly up and running,
 - Custodians have been onsite this week working on cleaning classrooms
 - Fire sprinkler system nearly complete
 - Work continuing on repouring front drive and exit from the parking lot
- RMS
 - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tanners are on site working on installation,
 - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
 - Softball field turf is due to be installed in August.
 - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
 - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
 - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc

- CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
- 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

July 10, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway to be poured this week
 - Move dates set for July 24-26
 - Bay Meadows project is complete
- WW
 - Demolition is moving along well, some framing is to start this week
 - A good portion of new duct work is already in place.
 -
- MB
 - New walls have been poured and erected, next set of walls are being framed and should be ready for lifting in 2 weeks
- KW
 - Multiple meetings with contractors, more electricians on site,
 - HVAC to begin turning on units on July 14.
 - Fire line nearly complete
 - Painting to be completed by next week
 - Custodians to begin the process of cleaning the building starting July 19
- RMS
 - 20 new heat pumps are installed, another 23 console units are up and running.
 - Trying to have a total of 93 units installed at RMS prior to school opening.
 - Upstairs at RMS may run on the old units to start school.

June 19, 2023

- Meadows
 - Driveway work is progressing, demo and grading near complete

- Most drywall work is complete, most priming of walls is ongoing, some rooms have received first coat of paint
- Ceiling grids are in various stages of completion, some flooring has taken been installed
- After July 4, some Boxlights will begin to be installed
- Lighting complete in some rooms
- Additional concrete tear out and replace to be added to the scope of work
- Preliminary date for movers has been established for July 24-26.
- WW
 - Gas and water shut off, electrical has been made safe
 - VAV's are installed in the primary wing
 - Saw cuts for new sewer lines are scheduled for next week
 - West half of driveway to be replaced by 8/10
 - Meeting w/ First Student on WW transportation plan
 -
- MB
 - Utility work is continuing underground, some locations will be repoured soon
 - East side walls to be poured over the next two weeks, bricks are being installed
 - Floor is completely poured on the academic wing,
 - South gym walls are also to be poured.
 - Beginning to work on logistics of old building demolition
- KW
 - Timeline is tracking for drywall and ceiling completion,
 - HVAC is a concern at this time, meeting held 6/20
 - Front driveway loop is being replaced
 - Roofing project to conclude in the next week
 - Additional concrete replacement to be added to scope of work
- RHS
 - Building is in the punch list phase,
 - Grading and rock continues to be installed
 - Dugouts are poured for both fields
 - Scoreboards have been installed
- BL
 - GMP has been approved, subcontractors are being scheduled for the project
- RMS
 - HVAC work continuing, meeting w/ contractor 6/20
- Bay Meadows
 - Work began Friday 6/16, to be completed 6/23

May 22, 2023

- Met w/ Scott Keene, updated 2nd bond resolution
- Met w/ KW roof contractor McKinnis roofing, project to start 2nd week of June
- BB/SB project update, concession stand is near completion, driveway tearout is beginning
- Finalizing BL plan for bid submission
- Met w/ CM@R candidate(s) regarding scope of phase 2
- Technology demo meeting at KW
- WW to move 5/23-5/25

May 5, 2023

- Bid walkthrough at Blumfield, over 40 subcontractors attended
- Preconstruction meeting held for KW w/ contractor and HVAC
- CM@R documents prepared for BOE meeting
- Bond Draw #2 discussion scheduled w/ Piper
- Cooling tower is online and running at RMS!

April 24, 2023

- Meadows Elementary is settled in at WCC, two weeks under their belt at this point. More than 25% of their time at WCC is complete.
- Mover for WW has been identified, school to end a few days early to facilitate WW packing and preparation for the move.
- Finalizing Blumfield plan, structural HVAC engineering work is ongoing
- BB/SB on site inspection, tour of new building has been conducted, floor is poured, connection to storm sewer for field run off has been made.
- Architect/attorney meeting by phone, preparing for potential CM@R contract for last rounds of construction, (BOE discussion upcoming)
- Staff meeting with contractor and staff at KW regarding the upcoming renovation project
- Cooling tower at RMS has been installed, work is ongoing and should have A/C restored prior to May 1.

April 3, 2023

- Meadows is substantially moved, needed items in place at WCC, rest of materials are either in the gym or in storage. Remainder to be moved in the next two weeks
- Asbestos removal and demolition are underway, initial plumbing and electrical work have commenced.
- Meeting with KW contractor and subs regarding electrical and fire suppression

- BA/SB concession stand framing is near complete, building will be weathered in by mid-April
- Dirt work to take place at the fields starting next week
- Pouring of walls continues at MB, crane is scheduled for wall erection in the next two weeks
- Blumfield page turn

March 20, 2023

- Met at Meadows w/ contractor and moving company to solidify moving plan for April 1
- Meeting on Meadows transportation plan 3/21
- BB/SB field meeting, timelines are beginning to take shape for field completion, underground utility work has started.
- OAC meeting for MB/ME/WW/BL plans
- KW preconstruction meeting held with general contractor, electrician and painting subcontractors.
- Met w/ Seymour staff to outline construction timeline for summer 2024

March 6, 2023

- Bid awarded to Midwest DCM
- Blumfield plan presented to teaching staff
- Construction plan presented to RMS teaching staff
- Meadows Library book move plan
- BB/SB field construction meeting, masonry work is nearly complete on the concession stand
- Bay Meadows project shared with Mrs. Telecky, she is reviewing our Hold Harmless agreement

February 20, 2023

- Bid opening for KW completed 2/17
- Architects currently working on Blumfield plans
- Tour for BOE members at WCC
- First BB/SB building OAC meeting, progressing on building block walls
- Camera bid for KW and WW in progress

February 6, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour, lower level to be complete by Wednesday
- Light bases and light pole installation occurring at RHS
- KW pre-bid walkthrough on Tuesday
- BL initial plans are available
- Meadows, continuing to prepare for move in April. Boxes are on site, staff is slowly packing, additional dumpster to be on site
- Met on HVAC control system for WW
- WW GMP completed
- Meeting held on RHS HVAC project
- Bid opening for cameras completed, Prime is lowest bidder
- KW page turn completed
- Presentation to KW staff on building project
- Met on Bay Meadows Park project with engineer and contractor
- Shared Blumfield initial plan with Principal
- Met on dugout change order for RHS
- Meeting w/ Scott Keene on bonds
- Flythrough for WW will be ready this week
-

January 17, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour
- HVAC work continues at KW and RMS, control systems
- Cooling tower demolition completed RMS, work continues in boiler room
- Lower gym unit now repaired and online.
- Pre-bid meeting at WW, very well attended, bids have been submitted and are being tabulated, GMP review 1/23 and 1/26
- Meadows security camera bid opening 1/23
- KW page turn meeting 1/23

January 9, 2022

- Footings poured at BA/SB field complex
- Boxes delivered for packing at Meadows
- Camera installation Invitation to Bid is open
- KCAV toured KW for classroom tech. Bid
- HVAC Controls walkthrough at RMS and KW
- HVAC Controls installation began 12/28
- RHS Controls walkthrough
- WW pre-bid walkthrough

- Asbestos removal bids received Meadows
- KCAV to present to cabinet

December 12, 2022

- Building pad has been compacted and passed engineering standards for BA/SB fields
- Page turn meeting for WW
- Concrete poured at MB, 1/2 of slab for academic wing has been completed
- Flooring slab for lower level to be poured week of 12/19
- WW walkthrough complete for doors and hardware
- Meadows staff toured WCC
- Contacted moving company for Meadows move
- KW walkthrough w/ electrical engineer
- Bid recommendation for Meadows classroom tech.

November 21, 2022

- Continued dirt work at RHS,
- Office staff tour of WCC
- Bids collected on classroom technology
- Work scheduled to begin Nov 30th on KW cooling tower refurbishment
- Contract for BA/SB field work completed

November 14, 2022

- BA/SB field work is progressing, trailer and staging areas identified
- Security camera/door access meeting
- Field trip for 1st graders
- HVAC controls RMS/KW, phase 1 to be completed Nov. 21
- KW foundation repair project completed
- Meadows GMP
- Moving company identified Two Men and a Truck
- Beginning KW design process

October 31, 2022

- Demolition and excavation work continuing at RHS, work trailer areas and staging areas have been identified
- Project coordination meeting between Nemaha Cons. and Construct Inc.
- Met w/ security camera and door access vendor to solicit budgeting numbers

- Conducted field trip for 1st grade MB students of the Weitz construction trailer
- Received bid numbers for Meadows Elementary
- HVAC tech meeting for RMS/KW projects
- KW foundation project near completion

October 17, 2022

- Demolition and excavation work started on Baseball/Softball field project,
- Pre-construction meeting held on BA/SB fields, subcontractors for field work, electrical, utilities and earth work have all been identified.
- Food service staff toured WCC, Douglas County Health inspector also attended
- Continued addendums to BA/SB contract, attorneys for both sides are in review
- Initial Meadows bids are nearly complete and should be available by the BOE meeting on November 14.
- Demonstration of HVAC control units set
- Meeting w/ WW Principal and Architect to review input from WW presentation

October 3, 2022

- BCDM presented draft plan for WW, input gathered from staff
- Construction meeting held, GMP timeline for Meadows set, Nov. 14
- Logistics regarding Meadows/WW move
- Switch gear and HVAC bids to be separated out for supply chain issues
- MB timeline update, 2 weeks behind schedule
- KW foundation contractor secured, scheduled for 10/26
- Toured WCC w/ kitchen staff and Health inspector
- Set a meeting for HVAC controls demo through Alvine Engineering

September 26, 2022

- Met w/ First Student to outline transportation plan for Meadows transition
- Building and Grounds subcommittee meeting, outlined finishes for Meadows
- Presented finishes to Meadows staff, solicited input

September 19, 2022

- Swing Site visit
- Continued progress on portions of RMS HVAC Project, delays still on some components to make the system fully functional
- Received 2nd bid on KW foundation project

- Met w/ Facility Advocates to consider fall work in RMS boiler room
- Rebar on site at MB, foundation footings to be excavated and poured.

September 5, 2022

- Conducted initial presentation of Meadows GMP w/ Weitz and BCDM
- Page Turn for Meadows completed
- Met w/ Civil Engineer and Nemaha Construction to Value Engineer existing BA/SB bid
- HVAC controls meeting w/ Alvine Engineering and Facility Advocates
- Rebar plans to be approved and delivered to MB this week,
- 2nd contractor contacted for KW foundation project.

August 29, 2022

- Interior design for Meadows presented
- Bid opening BA/SB field
- Rebar design package finalized
- Visited WCC
- Secured insurance certificate and reviewed contract for WCC
- Discussed timeline on HVAC at RMS
- Setting control system meeting w/ mechanical engineer

August 22, 2022

- Presented initial building plans to BL staff

August 15, 2022

- Geopier installation finished
- Pre-bid walkthrough for BA/SB fields
- Toured alternate placement site at Westside Community Center
- Presented initial building plan to WW staff
- BA/SB field bid opening moved to 8/30
- Drawings for Meadows to be complete by 9/19
- Footing work at MB to begin 9/12
- Rebar plans 9/5 due for MB

August 8, 2022

- Geopier installation to begin this week
- Bidding is open for BA/SB fields
- Temp. fix at RMS is complete and running
- Meeting on Meadows Park drainage issue

- Bid received for KW foundation repair work, soliciting 2nd bid
- Finalized contract for phase 2 GMP at MB
- Finalized contract for HVAC at RMS/KW phase 2

August 1, 2022

- Geopier installation to begin next week
- Page turn on BB/SB fields
- KW foundation work, subcontractor contacted, engineer contacted
- Bids for RMS/KW HVAC to BOE for approval
- Met w/ subcontractor on MB cameras and door access
- Contacted contractor on temp. fix to RMS HVAC issues.
- Bidding period to open on BA/SB fields 8/4

July 18, 2022

- Excavation work near completion MB
- Met w/ Weitz/BCDM on subcontractor bids for MB construction, near finalization and GMP
- MB virtual walkthrough uploaded
- Construction meeting, advancing Meadows design
- HVAC bids collected 7/21 for KW and RMS

July 5, 2022

- Excavation work on MB in progress, footings work to begin soon
- Security fencing installed
- Bids due July 21st for RMS/KW
- Weitz gathering subcontractor bids for MB GMP
- Proposal for electrical engineering work on BB/SB fields received
- Proposal for 3rd party testing from Thiele on MB project
- Continued refinement of the BB/SB field project and Meadows Elementary

June 27, 2022

- Excavation work on MB in progress
- More tree removal at MB
- Civil engineer work submitted on Bay Meadows drainage issue
- Bidding is open on Phase 2 RMS/KW HVAC project, close July 21st

June 20, 2022

- Work begins MB site
- Virtual tour of MB conducted at BCDM
- Pre-bid meeting #2 for RMS/KW HVAC Phase 2
- Grease interceptor bids received

June 13, 2022

- Received initial quote KCAV
- Builder's Risk Insurance for MB site procured
- Set up temporary office space for Weitz job
- Pre-bid walkthrough meeting RMS/KW HVAC Phase 2

June 6, 2022

- Technology presentation, Promethean Boards
- Secured quotes for Builder's Risk Insurance for MB project
- Technology design follow up for MB 6/3 BCDM
- Received approval for storm water permit from City of Omaha

May 23, 2022

- BOE action item phase 1 MB plan
- Final run through MB design plans BCDM 5/27

May 16, 2022

- Construction meeting, finalized bids for dirt work
- Met w/ KSB regarding finalizing Phase 1 MB contract
- Plans for review w/ BCDM and Weitz

May 9, 2022

- Met w/ BCDM on door hardware and security for MB
- Contacted Prime for initial placement/estimate for camera system at MB
- Tech meeting w/ KCAV and RPS
- Reviewed final designs for RMS/KW HVAC systems

May 2, 2022

- Meadows initial Budget meeting 5/4
- Shared pictures of tilt up construction from Shadow Lake

April 25, 2022

- Construction meeting held 4/28
- BB/SB meeting 4/28
- Toured Wysong Elementary in Lincoln for use of sound/alarms/intercom systems

April 18, 2022

- Finalized Tilt up construction model and keeping daycare at RHS
- HVAC engineers did a final walk through at RMS and KW, plans to follow.
- Contract signed for Phase 1 RMS HVAC

April 11, 2022

- Meeting w/ Weitz/BCDM/OPPD regarding energy supply to new MB
- Construction meeting, continued to adjust MB plan to fit budget.

April 4, 2022

- Contract approved for Phase 1 RMS HVAC
- Met w/ OPPD and Weitz regarding MB power supply
- 2nd round cuts to MB plan
- Met w/ engineer on KW cooling tower refurbishment
- Met w/ AES controls on control systems for HVAC all buildings

March 28, 2022

- Bid opening for Phase 1 RMS HVAC
- Construction meeting BCDM/ Weitz
- 1st round of cuts to MB plan
- Planning trip to Lincoln to check Audio Enhancements - April 20th

March 21, 2022

- Trees removed from MB
- Bids collected for phase 1 RMS HVAC 3/23
- BB/SB field meeting 3/23

March 14, 2022

- Sub contractor to begin tree removal at MB 3/15
- Site visit for interested parties for phase 1 RMS HVAC project, bids due 3/23/22
- Presented contract w/ Weitz at BOE meeting 3/14
- Passed County Zoning Board waiver for height of MB and signage
- Presented Meadows building plan to staff for feedback
- Construction meeting to further MB plans and plans for grading/earth removal. End of April to break ground

March 7, 2022

- Ball Field meeting
- MB site visit w/ Weitz
- Planning for tree removal, construction trailers and construction parking
- Offer of 3.75% accepted by Weitz Construction, contract to be presented to the BOE

February 28, 2022

- Met w/ BCDM and Weitz construction, discussed finalizing the plan for MB and GMP
- Counteroffer sent to Weitz at 3.75%, contract language is almost in full agreement
- Zoning Board meeting scheduled for March 10
- [LINK](#) to Tech recommendations
- Next Softball/Baseball Complex Design Meeting set for March 4th

February 21, 2022

- Met w/ BCDM and Judy Kyle on kitchen design and layout
- Met w/ BCDM and Weitz regarding lighting, networking and technology at new MB
- Met w/ Student Services to determine which rooms may require special lighting
- Sent final version of contract to Weitz via KSB Law
- [Link](#) to Boxlight Evaluations

February 14, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW

- Finalized plans for QCPUF refund w/ Gilmore Bell, to be proposed for action at BOE meeting 2/14
- Met w/ Rick and a rep. from SysCool regarding cooling tower options at RMS and KW
- Meeting w/ our attorney regarding ongoing negotiations w/ Weitz
- Shared input from Meadows regarding design changes
- Met with Lamp/Rynearson on initial planning for the Softball and Baseball fields

February 7, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Electronic plans were shared for ME, BL and WW, plans currently under review
- ME plans shared w/ building principal
- Reviewed soil report regarding MB building site
- Reviewed changes to contract language suggested by Weitz
- Shared cost estimates for all four projects w/ Weitz
- Met w/ RDH regarding RMS/KW plans for HVAC projects

January 27, 2022

- CM@R firms ranked Weitz #1, Boyd Jones #2
- Process of adjusting CM@R contract to meet RPS requirements
- Jan. 25th met w/ Coady Pruett, attorney and Pat Carson, architect to finish initial contract offering to Weitz
- Jan. 14, met w/ Judy Kyle and Pat Carson to review design of kitchen at MB and Meadows

January 10, 2022

- Jan. 10, top 2 CM@R's to present to the BOE for review and rank, then negotiations on fee begin w/ CM@R, attorney and district admin.
- Jan. 6th meeting with City of Omaha Planning Board to discuss MB project and need for applications for special permissions
- Jan. 5, met w/ City of Ralston on ballfield plan
- In-person presentations/interviews were conducted Jan. 4th with top 2 CM@R's identified for BOE presentation
- CM@R Selection Committee met and discussed candidates Dec. 30, top 4 were identified for in-person interview
- Dec. 30th bond were closed, funds transferred to NLAF, \$500,000 transferred to special building fund
- Met w/ KCAV Dec. 30th on classroom tech.

- Dec. 28 met w/ Bond Counsel and Bond Advisor to finalize sale of bond and receipt of proceeds
- Final two elementary buildings are evaluating the boxlight. All evaluations will be complete by 1/18.

December 20th

- Collection of bid proposals from interested CM@R contract Dec 22
- Instructions for selection committee Dec. 22
- Ranking committee to meet and discuss Dec. 30
- Boards moved to ME/WW - demoed through 1/18 - boards will stay at ME/WW thru 2/4

December 13th

- Meeting w/ MB staff on building design December 17th
- Meeting w/ district Media Specialists regarding design at MB Dec. 17th
- Boards are being demoed through the 12/21 at RHS, RMS, MB, & KW

December 6th

- Met w/ Architect, further development of MB plan,
- Meeting w/Lamp Rynearson regarding BB/SB fields December 9th
- Boards are being demoed through the 12/8 at RHS, RMS, BL, & SY
- Bonds go to market this week
- Conducted tours with interested bidders of BL, ME, and WW Dec. 10
- Finished scoring rubric for CM@R rating process

November 29th

- Ran advertisements T,R& F w/ newspaper
- Finalized plan for initial bond offering w/ Piper
- Approved contract for RDH KW/RMS mechanical design
- Boxlights delivered, will distribute this week with training happening next week (12/1 & 12/2)
-

November 22nd

- Met w/ BCDM on Mockingbird design
- Prepared advertisement for CM@R
- Still waiting on delivery of Box Lights (3) to get cycled through our buildings.
- Bond rating meeting w/ Standard & Poor's
- Met w/ salesperson from Audio Enhancement

-

November 15th

- Met w/ Public Trust advisors liquid asset fund
- Met on Ball fields w/Lamp/Rynearson/BCDM
- Met w/ Alvines on HVAC control systems
- Met w/ School Specialty on camera systems
- Met w/MCL Construction
- Met w/ Boyd Jones CM@R

November 8th

- Bond advisor attending BOE meeting 11/8, will recommend refinance and first traunch.
- Met w/ mechanical engineer, walkthrough at KW and RMS
- Met w/ architect and Tiny/Little Rams staff on MB plan
- Met w/architect on needs at new MB kitchen
- Survey work is ongoing at MB
- Technology
 - Training last week for RHS/Admin training on Tuesday(11/9)
 - Additional boards (3) and carts should be in by 11/13
 - Set up meeting with Audio Enhancement for 11/17/2021 at 5:30 PM

-

October 28, 2021

Since the Bond Passed...

- Bond advisor first set of bonds going to market soon.
- Master calendar and seasons to take the projects on
- Development for HVAC plans at RMS & KW
- Met w/ architects and mechanical engineers on MB facility design
- Met with electrical engineers on lighting options
- Began discussions of what we want intercoms, alarms, and camera systems to look like
- Multiple tours of different buildings in different districts re: facilities, layouts, technology
- CM@R for MB, BL, ME, WW, finalizing RFP, advertisements are coming soon.
- Decided to merge the 4 schools above together because they are contingent on one another
- Board passed a resolution, will need to identify 1 more member to complete the team for hiring
- Working with KSB to create the RFP to go out

- Survey work started on MB
- Technology
 - Board in district that are training on w/ 6 staff members
 - Connecting with others who have passed the bond re: technology components
 - Met with KCAV to talk security, boards, audio (the Boxlight company and microphone/intercom system)
 - Met with the engineers that are working on the project
 - Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot



Ralston
PUBLIC SCHOOLS

2025-2026

Winter Data Update

Think of our assessments like medical testing, we wouldn't want to make medical decisions based on one test alone. This is why we triangulate data.

Purpose	Question Answered	Analogy	Example
Screening	Who needs support?	Blood Pressure or Temperature Check	Fastbridge
Diagnostic	What support is needed?	Blood Tests or Diagnostic Imaging	IXL Core Phonics Survey nwea MAP
Progress Monitoring	Is the support working?	GPS Tracking Going in the right direction?	Fastbridge Common Assessments
Outcome Evaluation	Did the support work?	Time on a Race How did we do?	NSCAS, ACT Middle/End of Year Assessment

Feature	NWEA MAP Growth	FastBridge
Main Vibe	The "Long-Term Growth" Tracker	The "Quick Check" & Intervention Tool
Time to Finish	Longer: 45–60 minutes	Shorter: 15–30 minutes
How often?	2–3 times a year	3 times a year (plus weekly for some)
Best For...	Predicting state test scores and setting yearly goals.	Finding exactly which skill (like phonics) is missing.
Grades	3-8	K-10 (Excellent for early learners)
Key Metric	RIT Score (Your academic "height")	Risk Level (Green/Yellow/Red light)

Feature/Report	NWEA MAP Growth	FastBridge
Primary Goal	Instructional Level & Goal Setting	Risk Screening & Intervention Tracking
Top Report	Class Breakdown Report: Groups students by score ranges to help teachers differentiate small groups.	Screening to Intervention: Instantly identifies which students need help and suggests a specific "Intervention Recommendation."
Growth Tracking	Student Profile Report: Shows a multi-year growth trajectory with projections for state testing.	Progress Monitoring Graph: A visual "aim line" that shows if a student is on track to meet their goal based on weekly probes.
Skill Specifics	Learning Continuum: A massive list of specific skills a student is "Ready to Develop" based on their score.	Detailed Skills Analysis: A list showing mastery of discrete sub-skills (e.g., "Consonant Blends" or "Multi-digit Subtraction").
Parent View	Family Report: A clean, easy-to-read summary of where the child stands compared to peers nationally.	Parent Letter: Focuses on whether the child is "Meeting Benchmarks" and their current risk level.

District Reading Fastbridge



aReading Percent Proficient (Benchmarks)						
	2024-2025			2025-2026		
	Fall	Winter	Spring	Fall	Winter	Spring
2nd	46%	46%	47%	46%	52%	
3rd	51%	49%	52%	53%	44%	
4th	55%	44%	47%	51%	44%	
5th	51%	50%	55%	48%	44%	
6th	43%	39%	38%	59%	52%	
7th	45%	44%	50%	38%	34%	
8th	52%	43%	52%	45%	38%	
9th	53%	51%	60%	55%	48%	
10th	51%	47%	59%	52%	40%	

District Math Fastbridge



aMath Percent Proficient (Benchmarks)						
	2024-2025			2025-2026		
	Fall	Winter	Spring	Fall	Winter	Spring
2nd	44%	49%	44%	37%	50%	
3rd	52%	54%	51%	51%	53%	
4th	52%	50%	52%	52%	50%	
5th	54%	54%	54%	50%	45%	
6th	52%	46%	46%	61%	57%	
7th	50%	47%	45%	43%	38%	
8th	49%	46%	51%	45%	38%	
9th	48%	46%	48%	51%	48%	
10th	44%	42%	52%	45%	46%	

District MAP Reading



All Grades

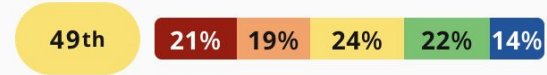
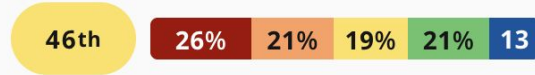
Growth Median and Distribution

1473



Achievement Fall 2025-2026 Median and Distribution

Achievement Winter 2025-2026 Median and Distribution



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2025-2026
Tested Fall 2025-2026 - Winter 2025-2026

ELA Percent Proficient (41 st tile and above)			
	2025-2026		
	Fall	Winter	Spring
3rd	54%	55%	
4th	53%	56%	
5th	54%	55%	
6th	64%	63%	
7th	48%	63%	
8th	49%	64%	

District MAP Math



Math Percent Proficient (41%tile and above)			
	2025-2026		
	Fall	Winter	Spring
3rd	62%	62%	
4th	61%	56%	
5th	54%	57%	
6th	63%	70%	
7th	47%	52%	
8th	48%	50%	

All Grades

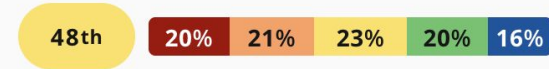
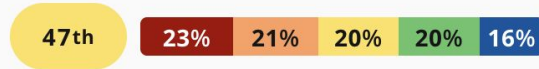
Growth Median and Distribution

1476



Achievement Fall 2025-2026 Median and Distribution

Achievement Winter 2025-2026 Median and Distribution



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2025-2026
Tested Fall 2025-2026 - Winter 2025-2026

RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Ralston Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district's faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Ralston Board of Education, in consultation with the administration, has reviewed the school district's faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the Director of special education services or the Director's designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

Numeric Capacity. The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

- Grade Level Numeric Capacity: Kindergarten is capped at 300 students. Grades 1-3 are capped at 325 students district-wide, each individual section is capped at 25 students. Grades 4-6, capacity is set at 275 with caps at 25 for each section in each building.
- School Building Numeric Capacity: Grades 7-8 are capped at 525 students total. Grades 9-12 are capped at 1050 students.

Programmatic Capacity. The board declares the following grade levels, programs, classes, and school buildings to be at capacity such that no option applications into any of the following will be accepted: **Mockingbird Elementary** and our **Pre-Kindergarten** program.

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion:

The following members voted against the motion: None

The following members did not vote: None.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this 22nd day of September, 2025.



Ralston
PUBLIC SCHOOLS

Enrollment Process



REGISTRATION DATES

- Kindergarten: Opens the **first Monday in January**
- Preschool: Opens the **first Monday in February**
- Option Enrollment: Opens **September 1**



PRESCHOOL PROGRAM

- 3 Year Olds: Attend **half days** and are students on an **IEP**
- 4 Year Olds: Attend **full days** and must **reside in the district**
- Transitions: Lots of teamwork for transitions from **B-3**, to **3 3 yr**, to **4 yr**, to **KG**



KINDERGARTEN ENROLLMENT

- Starts in **December**
- Send letters using **census & SIS**
- **Update spreadsheets**
- PK teachers **share information**
- **Send flyers & advertise** at schools



Ralston
PUBLIC SCHOOLS

OPTION ENROLLMENT

- Apply from **Sept 1-March 15**
- Notify families and districts by **April 1**
- Sibling placement
- Grade Capacity:
 - KG: **300 students**
 - 1-3: **25 students per section**
 - 4-6: **275 students** (25 per section)
 - 7-8: **525 students**
 - 9-12: **1050 students**
- *Special Education currently based on capacity.



Ralston
PUBLIC SCHOOLS

OPTION ENROLLMENT

- Placement **based on numbers**
- **Transportation provided**
- **Enroll as a resident would**
- School **reaches out to welcome**
- Officially **part of the "Ramily"**

DataVizion Response to Ralston Public Schools

Licensing – E-Rate FY 2026–2027

RFP Issue Date: January 23, 2026

Proposal Due: February 25, 2026 – 9:00 AM CST

Cover Page

Vendor Name: DataVizion, LLC

Address: 5760 Cornhusker Highway, Lincoln, NE 68507

Primary Contact: Kayla Bruggeman

Title: Lead Account Executive

Email: kbruggeman@datavizion.com

Phone: 402-415-7316

RFP Reference: Cat2.2026 Licensing

SPIN: 143040794

Pricing Breakdown	Price
Aruba Central AP Licensing	\$85,404.00
Aruba Central Cl. 2 Switch Licensing	\$25,198.00
Aruba Central Cl. 3 Switch Licensing	\$29,679.90
Training Credits	\$8,000.00
Professional Services	\$22,500.00
Total Cost	\$170,781.90

Appendix A

Required Form for RFP Response.

TABLE 2.1: RALSTON PUBLIC SCHOOL DISTRICT			
E-Rate Eligible Services			
Description	Qty	Unit	Total
Aruba Central Foundation license for access point, 5 year • Part Number Q9Y60AAE	400	\$170.81	\$68,324.00
Aruba Central Networking licenses for Class 2 switch, 5 year • Part Number Q9Y75AAE	40	\$502.96	\$20,158.40
Aruba Central Networking licenses for Class 3 switch, 5 year • Part Number Q9Y80AAE	30	\$791.46	\$23,743.80

I acknowledge Section 2.1 Pricing and Payment; Ralston Public School District will only accept discount on invoices; therefore, the winning vendor will file a Form 474 (Service Provider Invoice Form) to request payment of the discount amount for eligible services after billing the applicant for the non-discount share of the cost of the equipment and/or services.

Vendor Name: DataVizion

E-Rate Form 498 ID (SPIN): 143040794

Printed Name: Drew Schade

Signature: Andrew Schade

Date Submitted: 02/16/26

References

Contact Requirement: Please note that we request you to contact DataVizion before contacting the references provided below.

Millard Public Schools

13737 Industrial Road, Omaha, NE 68137

Joe Kuehl, Technology Manager

402-715-6282

jrkuehl@mpsomaha.org

Columbus Community Hospital

4600 38th Street, Columbus, NE 68601

Mike Jeffryes – IS Assistant Director

402-562-3386

mrjeffryes@columbushosp.org

Appendix B

Evaluation Rubric
Ralston Public School District
E-Rate: Cat2.2026 Licensing

1. Cost of eligible equipment and/or eligible maintenance 25 points

Cost of Equipment will be released at time of proposal opening. Points will be awarded during the evaluation of the proposal(s).

2. Compatibility with currently owned district devices 20 points

Compatibility is very important. Points will be awarded during the evaluation of the proposal(s) and determination of compatibility with existing equipment will be done at that same time. Zero (0) points will be awarded for non-compatible devices and twenty (20) points will be awarded for full 100% compatibility.

3. Features included..... 15 points

All documented features of the device in the RFP will be evaluated and points awarded as such. Points will not be awarded for features that are not included in the cost of the device as presented in the RFP.

4. Support of hardware 10 points

Technical support will be contacted and will be evaluated on its technical knowledge, English as the primary language, and ease of use.

5. Reliability..... 10 points

Reliability score will be determined using the following criteria:

- a. References given in the RFP
- b. Known other users of the device
- c. Personal experiences

6. User Interface..... 10 points

The user interface will be evaluated and points awarded on the ease of use and the completeness of the interface to the device.

7. References..... 10 points

References will be contacted and points awarded on their responses.



Questivity Inc Proposal for RALSTON PUBLIC SCHOOL DISTRICT

470 Number: 260016344

Cat2.2026 Ralston Public School District

Name: Questivity Inc
Address: 1680 Civic Center Dr. Suite 209.
Santa Clara CA 95050
SPIN: 143036495
FRN: 0025210964

Point of Contact: Anthony Furtado
Phone: (408) 883-1408
Email: anthony@questivity.com
Website: <http://www.questivity.com>

Executive Summary:

This proposal is in response to 470 Application # **260016344** which was posted by the **RALSTON PUBLIC SCHOOL DISTRICT**. Within the proposal, Questivity Inc will provide the requested information which includes cost of the equipment, our company background and experience with similar projects.

Introduction:

Questivity Inc is based out of Santa Clara, California was incorporated as a corporation in August 1999. Throughout this time, Questivity has been in operation and providing IT infrastructure solutions and services to its E-rate, Commercial, SLED and Federal customers. We have been an E-rate service provider since FY16 and have worked with schools all across the nation on various projects related to their network infrastructure. A list of our references has been included as an attachment to this proposal.

Questivity is a full-service IT Infrastructure solutions firm that has partnered with Cisco Meraki, Fortinet, Extreme Networks, Cyberpower, WatchGuard, Vertiv, Ubiquiti, Tripplite, HPE Aruba, APC, Eaton, HP, Ruckus, Palo Alto Networks, Engenius, and other critical IT hardware and software manufacturers to bring the best solutions to its clients. Our approach is very customer focused with the primary intent of solving client problems in the most efficient manner and within budgets. Questivity has a strong practice focus in data centers, unified communications, virtualization, storage, security and wireless.

Questivity has been a **Aruba** Certified Partner for the past few years and is authorized to sell all items related to this stack and all other enterprise solutions.

Our service array includes;

- * Offer competitive pricing on hardware and software
- * Provide network/power evaluations via site walkthrough at no additional cost
- * Provide clients with information on the E-rate program/process.
- * Help evaluate new and emerging technologies to solve the client's most pressing issues.
- * Work as an extension of our client's IT department and engage directly with all the major manufacturers to evaluate/ provide insight into solutions for client's biggest problems.



K-12 References

School Name: GRANADA HILLS SR HIGH SCHOOL
State: CA
Project: Multiple Requirement APC UPS Systems
Contact Name: David Bensinger
Contact Phone: 818.360.2361
Contact Email: dbensinger@ghctk12.com

School Name: LASSEN UNION HIGH SCHOOL DIST
State: MI
Project: Ruckus Replacement/Upgrade
Contact Name: Andrea Rose
Contact Phone: (530) 257-1105
Contact Email: andrea.rose@lassenhigh.org

School Name: DODGE CITY UNIF SCH DIST 443
State: KS
Project: Districtwide Cisco Refresh
Contact Name: Ray Wipf
Contact Phone: 620-227-1600
Contact Email: wipf.ray@usd443.org

School Name: Rochester Public Schools USD 233
State: WA
Project: Cisco Hardware/Software Refresh
Contact Name: Justin Black
Contact Phone: 360-273-5536
Contact Email: jblack@rochester.wednet.edu



E-rate Contract

RALSTON PUBLIC SCHOOL DISTRICT
470 #: 260016344
Name: Questivity Inc
SPIN: 143036495

Contract Period: E-rate Program Funding Year 2025 (July 1, 2026 - June 30, 2027)

Total Contract Amount: _____

If Questivity Inc. is selected as the vendor for this project, one of the following invoicing methods will be used:

1. **SPI Method (Service Provider Invoice)**
 - o Questivity Inc. will file FCC Form 474 (SPI Form) with USAC to request reimbursement for the discount amount applicable to eligible services and equipment.
 - o The applicant will be invoiced for the **non-discount portion** of the purchase order amount.
2. **BEAR Method (Billed Entity Applicant Reimbursement)**
 - o Questivity Inc. will bill the applicant for the **full purchase order amount**.
 - o The applicant will then seek reimbursement directly from USAC for the discount amount via the BEAR method.

Additional Terms

- Payment for the invoiced amount is due **Net 30 days** after delivery of the order.
- This proposal is contingent upon approval by the **Board of Education** and **USAC**.
- If the applicant does not receive the anticipated E-rate funding, they may choose to void all or part of this proposal prior to placing an order.
- **Once an Order/PO is placed, cancellations will not be accepted.**

SPI Method Requirement

- If the SPI method is used, Questivity Inc. requires an **FCDL (Funding Commitment Decision Letter)** with a positive funding commitment from USAC prior to shipping.
- If USAC does not pay the full amount of the FCC Form 474 invoice after order delivery, the applicant will be responsible for paying any remaining balance to Questivity Inc.

Questivity Inc
Date: 2/20/2026
Approved by: Humayun Sohel

Signature

RALSTON PUBLIC SCHOOL DISTRICT
Date:
Approved by:

Signature



QT29514_RALSTON PUBLIC SCI Open with 20260218.pdf



1680 Civic Center Dr, Ste 209
Santa Clara, CA - 95050

Tax ID: 77-0521459
FRN: 6025216964
SPIN: 143038495
DUNS: 017459434

470 @ 260016344
Quote # QT29514
From: Anthony Furtado
PH: 408-893-1408
Fax: 408-619-1771
Email:

Date: 2/26/2026
Ship To: RALSTON PUBLIC
SCHOOL DISTRICT
8845 PARK DR
Ralston, NE 68127

Attn: Jason Fink

Item #	Part #	Description	Est. Availability %	Qty	List Price	Extended List Price	Discounted Price	Extended Price	
1	QBY60AAE	HPE Central Foundation - Subscription License - 1 Access Point - 5 Year	100%	400	\$505.00	\$202,000.00	\$280.00	\$112,000.00	
2	QBY75AAE	HPE Central Foundation - Subscription License - 1 Switch (24 Ports) 5 Year	100%	40	\$1,490.00	\$59,600.00	\$829.00	\$33,160.00	
3	QBY80AAE	HPE Central Foundation - Subscription License - 1 Switch (48 Ports) 5 Year	100%	30	\$2,340.00	\$70,200.00	\$1,630.00	\$48,900.00	
				Subtotal	470	\$4,335.00	\$331,800.00	\$2,739.00	\$194,060.00

Notes: No Installation Quoted.

Subtotal	\$194,060.00
Sales Tax	\$0.00
Shipping	\$0.00
GRAND TOTAL	\$194,060.00

Important Disclaimer:

All prices are displayed in USD.
 The above is not intended to be an offer, and the parties do not intend for the above terms to be a binding agreement among the parties with respect to the subject matter herein.
 Product, available inventory, additional fees and pricing data are updated frequently and may change without notice.
 All prices and descriptions are subject to change without notice if Distributor or Manufacturer decide to do so at any point of time. In such scenarios Questivity, Inc. will provide proof of the price change provided by the Distributor or Manufacturer.
 Please be advised that pricing and estimated delivery dates provided in this quote are based on the latest information available from the manufacturer and/or distributor. However, these are subject to change without prior notice due to factors beyond Questivity's control. Questivity cannot guarantee pricing or delivery timelines, as these may be impacted by manufacturer or distributor adjustments. We will proactively communicate any changes that may affect your order to ensure transparency and maintain the highest level of service.
 If installation services is not quoted as a separate line item that means installation is not included in the above quote. Anything which is provided in your SOW (Scope of Work) regarding installation services will be null & void.
 Note: The right point of contact for this RFP is Anthony Furtado. You may reach Anthony Furtado on his cell: 408-893-1408 or email at [redacted]. Any other email address that you may write to at Questivity, may result in a delayed response as they would have to relay the information. We request you to reach out to our assigned executive who is working on this RFP. Thank you for choosing Questivity, Inc. and we look forward to hear from you.



Appendix A.pdf

Open with

Appendix A

Required Form for RFP Response.

TABLE 2.1: RALSTON PUBLIC SCHOOL DISTRICT			
E-Rate Eligible Services			
Description	Qty	Unit	Total
Aruba Central Foundation license for access point, 5 year • Part Number Q9Y60AAE	400	\$280.00	\$112,000.00
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I acknowledge Section 2.1 Pricing and Payment; Ralston Public School District will only accept discount on invoices; therefore, the winning vendor will file a Form 474 (Service Provider Invoice Form) to request payment of the discount amount for eligible services after billing the applicant for the non-discount share of the cost of the equipment and/or services.

Vendor Name: Questivity, Inc.

E-Rate Form 498 ID (SPIN): 143036495

Printed Name: Anthony Furtado

Signature: *Anthony*

Date Submitted: 2/24/2026



SPAC.pdf

Open with

#143036495 - Questivity Inc

Summary Customer Service Cases Consulting Firms FCC Forms FRN Appeals News Related Actions

Organization Details

Name Questivity Inc
Doing Business As Questivity Inc
SPIN 143036495

Organization Type Service Provider Organization
DUNS Number G17459434
Status Active
FCC Form 473/SPAC Filed 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024

Contact Information

Address 1680 Civic Center Drive, Suite E
Santa Clara, CA 95050
Mailing Address 1680 Civic Center Drive, Suite E
Santa Clara, CA 95050

Phone Number 408-655-5598
Email nscheil@questivity.com
Website URL

Account Administrator

Name Humayun Sobel

General Contact

Name Humayun Sobel

5011

Physical Examination of Students

In accordance with Nebraska Laws 79-214 and 79-220, the following students shall provide evidence of a physical examination by a qualified healthcare provider:

- All incoming students in the beginner (kindergarten) grade;
- Students in seventh grade; and
- All out-of-state transfer students.

Evidence of a physical examination must be dated no more than six months prior to entrance. If the student's parent(s) or guardian(s) object to a physical examination, they must submit a signed and dated refusal form to the school.

The district is not responsible for the cost of such physical examinations.

No student in grades 7-12 may take part in interscholastic athletics without passing a physical examination as required by the Nebraska State High School Activities Association.

Adopted on: December 11, 2017

Revised on:

Reviewed on: May 22, 2023

5011

Physical Examination and Visual Evaluation of Students

I. Physical Examination

The following students shall provide evidence of a physical examination by a qualified health care provider:

- all incoming students in the beginner grade;
- students in seventh grade; and
- all out-of-state transfer students.

Evidence of a physical examination must be dated no more than six months prior to entrance. ~~If the student's parent(s) or guardian(s) object to a physical examination, they must submit a signed and dated refusal form to the school.~~

~~The district is not responsible for the cost of such physical examinations.~~

~~No student in grades 7-12 may take part in interscholastic athletics without passing a physical examination as required by the Nebraska State High School Activities Association.~~

II. Visual Evaluation for Students

The following students shall provide evidence of a vision evaluation by a qualified vision health care provider:

- all incoming students in the beginner grade and
- all out-of-state transfer students

The health care provider must test the student for amblyopia, strabismus and internal and external eye health, with testing sufficient to determine visual acuity. Evidence of a visual evaluation must be dated no more than six months prior to entrance.

Parents or guardians who wish to receive information regarding free or reduced-cost visual evaluations may contact Kids Connection at (877)-NEB-KIDS or the Nebraska Optometric Association at (800) 766-4466.

III. Objection to Examination

Any parent(s) or guardian(s) who object to a physical and/or vision examination and evaluation must submit a signed and dated refusal form to the school.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5064
Supplement, Not Supplant

The district will use Title I, Title II, Title IV, and any other funds subject to Supplement, Not Supplant requirements as required by law. The district will use said funds to Supplement, Not Supplant, state and local funds that would, in the absence of such funds, be spent on Title programs. The district will ensure that Title funds will not be used to provide services which otherwise take the place of public education services that are to be provided to all students.

The district maintains records of the professional development provided at the district level that is funded with Title funds. The Superintendent will ensure that professional development is aligned with the needs of the district's Title programs. Title professional development will not duplicate that which the district provides for non-Title purposes which, in the absence of Title funds, would be provided to all staff.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 10, 2023

6003

Instructional Program

1. The minimum number of instructional hours in the school year will be 1,080 for grades 9 through 12, 1,032 for grades 1 through 8, and 400 for kindergarten, exclusive of lunchtime.
2. The district may establish special programs for individual students that may deviate from these requirements. All special programs must either be adopted pursuant to applicable law or approved by the superintendent in advance. Prior to the district's commencement of a specialized program, the district will provide the student's parents or guardians with notice of the program.
3. The board, acting with the advice of the administration and certificated staff, will adopt a curriculum and procure textbooks and materials to support that curriculum. The administration and certificated staff will design instructional strategies and assessments to implement the curriculum.
4. To the extent possible, practice for, travel to, and participation in activities sponsored by the Nebraska School Activities Association and the Nebraska Department of Education will be scheduled outside of instructional time. Individual student absences because of illness or family-centered activities will be governed by district attendance policies.
5. The board intends to strike a sensible balance between the time spent on academics and time spent on extra-curricular activities, acknowledging that both work and play are important in each student's total development and education.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 10, 2023

6004

Curriculum Development and Assessment

The board of education jealously guards its right, prerogative, and discretion to exercise local control of the curriculum development of the district to the greatest extent permitted by state and federal law, and has no intention of ceding such right, prerogative, or discretion.

The superintendent or their designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The district's academic content standards shall be those required by the Nebraska State Board of Education in the subject areas of reading and writing (language arts), mathematics, and science only. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and their designee shall ensure that principals monitor the curriculum and evaluate teachers.

Curriculum and Textbook Adoption Schedule

The district will review curriculum and adopt associated textbooks on the following schedule.

SUBJECT AREAS	REVIEW	ADOPTION
Foreign Language Fine Arts/Music		
K-12 Language Arts		
Math		
Technology		
Science		
Physical Ed/Health		
Vocational		
Social Studies		
Financial Literacy		
Computer Science and Technology		

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 10, 2023

5049 Firearms and Weapons

Weapons. No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy.

Definition of Weapon. The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. **Definition of Firearm.** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;
4. Firearms contained within a private vehicle **operated by a nonstudent adult** that are not loaded **and** are encased or are in a locked firearm rack that is on a motor vehicle; or

5. A handgun carried as a concealed handgun by a nonstudent adult in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

~~**Definition of Encased.** The term "encased" means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.~~

~~**Exceptions for Students.** The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:~~

- ~~1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;~~
- ~~2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and~~
- ~~3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.~~

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

~~**Consequences – Weapon.** State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).~~

~~**Confiscation of Firearms.** Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.~~

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3060 Firearms and Weapons for Non-Students

Weapons. No person may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. **Definition of Weapon.** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. **Definition of Firearm.** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers' Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training;
2. The possession of firearms by peace officers or other duly authorized law enforcement officers

The carrying of firearms by qualified law enforcement officers or qualified retired law enforcement officers carrying pursuant to 18 U.S.C. 926B or 926C, respectively, as such sections existed on January 1, 2023

3. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
4. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;

5. Firearms contained within a private vehicle ***operated by a nonstudent adult*** that are not loaded ***and*** are enclosed in a case or are in a locked firearm rack that is on a motor vehicle; or

6. A handgun carried as a concealed handgun by a nonstudent other than a minor or prohibited person in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.

Consequences. In the event a person violates this policy, the school may:

- Make a report to law enforcement;
- Ban any violator from school grounds, school vehicles, or school events for any time period it deems appropriate; and/or
- Take any other action allowed by law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Bill Review Schedule for 2026

January 12

Samantha
Mary

February 9

Robin
Carrie

March 9

Liz
Katie

April 13

Mary
Robin

May 11

Carrie
Liz

June 8

Samantha
Mary

July 13

Katie
Robin

August 10

Samantha
Liz

September 14

Robin
Carrie

October 12

Liz
Katie

November 9

Mary
Samantha

December 14

Carrie
Katie