

GIPS BOE Regular Meeting
Thursday, April 9, 2020 5:30 PM
Kneale Admin Building, Challenge Ctr and Live
Stream

1. CALL TO ORDER

Speaker(s): Board President

2. ROLL CALL

3. MISSION STATEMENT

4. CONSENT AGENDA

Speaker(s): Board President

1. Minutes from the previous month's meeting

1. March 16 2020 BOE Mtg Minutes

2. March 23 2020 Special BOE Mtg Minutes

2. Claims as submitted

3. Bid Proposals as submitted

4. Staff Adjustments as submitted

5. Treasurer's Report as submitted

6. Policy

1. 8560 STUDENT AUTOMOBILE USE Final Read

2. 8620 CONTESTS FOR STUDENTS Final Read

3. 8630 STUDENT VOLUNTEERS AND AIDES Final Read

7. Surplus Property Listing

8. Change Orders as Documented

9. Approval of Agenda as submitted

Speaker(s): Mrs. Hinkle

5. INFORMATION ITEMS

1. COVID-19 Graduation Resolution

Speaker(s): Dr. Palmer

2. Proposal for VEX Robotics Elective Resources

Speaker(s): Mr. Wichman and Mr. Phillips

3. American Red Cross - Facilities Agreements

Speaker(s): Mr. Petsch

4. GIPS Foundation 2020 Staff/Board Campaign

Speaker(s): Mrs. Skalberg

5. Panorama Universal Screener Proposal

Speaker(s): Dr. Dexter

Goals: Strategic Plan Objective 02 - GIPS will ensure that learning is enabled through safe, comfortable, and welcoming environments., Strategic Plan Objective 03 - Every Grand Island student will have meaningful, personal connections to support their own well-being and develop their confidence, resiliency and adaptability., Student Success Measure 07 - Increased percentage of

students self-reporting growth mindset, self-efficacy, self-management, and social awareness.

6. Student Representative Report

Speaker(s): Ms. Lane

7. Construction Update

Speaker(s): Mr. Petsch

8. Superintendent Report

Speaker(s): Dr. Grover

6. ACTION ITEMS

1. COVID-19 Graduation Resolution

Speaker(s): Dr. Palmer

2. Staffing Plan for 2020-2021

Speaker(s): Mr. Stelk

3. Veteran's Memorial Wall Project Criteria

Speaker(s): Mrs. Traci Skalberg

4. Lease Agreement Trego-Dugan Aviation

Speaker(s): Mr. Dan Phillips

Goals: Strategic Plan Objective 04 - Every Grand Island student will be empowered to take ownership of their learning and have skills in critical thinking, communication, collaboration, and creativity through rigorous academic instruction and personalized, real-world learning experiences., Student Success Measure 10 - Increased percentage of students graduating with one or more of the following: A. Industry certification B. College credit for at least one course C. A score of 3 or higher on at least one Advanced Placement exam D. A score meeting ACT college readiness benchmarks for each tested subject. E. Completion of one or more Grand Island Preparatory Academies pathways

5. City of Grand Island - Public Utility Easement

Speaker(s): Mr. Dan Petsch

6. Proposal funds for the Middle School Math Resource Adoption

Speaker(s): Shanna Gannon, Executive Director of Curriculum, Instruction and Professional Learning and Cindy Beaman, Pk-12 Math Coordinator

7. CKLA Core Knowledge Language Arts resource Adoption

Speaker(s): Shanna Gannon, Executive Director of Curriculum, Instruction and Professional Learning and Brittney Bills

8. Adoption of the new Nebraska Social Studies Standards

Speaker(s): Brittney Bills, Pk-12 ELA and Social Studies Coordinator

7. COMMITTEE REPORTS

1. Finance and Facilities Committee

Speaker(s): Mr. Brown

2. Leading for Learning Committee

Speaker(s): Mrs. Gortemaker

3. Personnel Committee

Speaker(s): Dr. Brosz

4. Policy Committee

- Speaker(s):** Mrs. Albers
5. Public Relations and Partnership Development Committee
Speaker(s): Mr. Barcnas
6. Grand Island Public Schools Foundation Report
Speaker(s): Mrs. Albers
7. GNSA / Legislative Committee
Speaker(s): Mr. Harden
8. NASB Monthly Update
Speaker(s): Board President
8. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING NEGOTIATIONS AND SUPERINTENDENT'S EVALUATION BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THE MATTERS IN CLOSED SESSION
Speaker(s): Mrs. Hinkle
9. RECONVENE FROM EXECUTIVE SESSION
Speaker(s): Mrs. Hinkle
10. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION
Speaker(s): Mrs. Hinkle
11. NOTIFICATION OF UPCOMING BOARD MEETINGS
Speaker(s): Mrs. Hinkle
12. ADJOURNMENT

Legals

NOTICE OF REGULAR
BOARD MEETING
HALL COUNTY SCHOOL
DISTRICT 40-0002
GRAND ISLAND, NEBRASKA

Notice is hereby given that a meeting of the Board of Education of Hall County School District 40-0002, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, April 9, 2020 at 5:30 PM via electronic means with access information available on the GIPS web site (per Governor Ricketts Executive Order 20-03). At Least one Board member will be physically located at the Kneale Administration Building, 123 South Webb Road, Grand Island, Nebraska, which meeting will be open to the public in the Challenge Center. A copy of the open meetings act and agenda for this meeting, kept continuously current, is available for inspection on the GIPS web site.

Dr. Robin R. Dexter, Board
Secretary

REGULAR MEETING OF THE GRAND ISLAND BOARD OF EDUCATION

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Monday, March 16, 2020 at 5:30 PM at the Kneale Administration Building - Board Room, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board.

Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

ROLL CALL:

Attendance Taken at 5:32 PM.

Lisa Albers:	Present
Carlos Barcenaz:	Present
Dan Brosz:	Present
Terry Brown:	Present
Kelly Enck:	Present
Julie Gortemaker:	Absent
Bonnie Hinkle:	Present
Heidi Schutz:	Present
Erika Wolfe:	Present

Mrs. Gortemaker notified us in advance that she would not be present.

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. MISSION STATEMENT

The Mission Statement was read by Mrs. Schutz.

4. PUBLIC FORUM

5. CONSENT AGENDA

Mrs. Hinkle declared a potential conflict of interest and abstained from voting on check # 7117 as part of agenda item 5.2. Mrs. Schutz declared a potential conflict of interest and abstained from voting on checks # 70793, 70820, 71052 as part of agenda item 5.2. Dr. Brosz declared a potential conflict of interest and abstained from voting on checks # 70790, 70820, 70711 as part of agenda item 5.2. Mrs. Albers declared a potential conflict of interest and abstained from voting on checks # 70710, 70789, 70820 as part of agenda item 5.2. Mrs. Enck declared a potential conflict of interest and abstained from voting on checks # 70791, 70820 as part of agenda item 5.2. Ms. Wolfe declared a potential conflict of interest and abstained from voting on checks # 70794, 70820, 71178, 70762, 71027 as part of agenda item 5.2.

The recommendation to approve the Consent Agenda as submitted Passed with a motion by Erika Wolfe and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

5.1. Minutes from the previous month's meeting

Minutes of the Board 101 Workshop on February 16, 2020.

Minutes of the regular meeting on February 17, 2020.

Published notice of the regular meeting on March 16, 2020.

5.2. Claims as submitted

5.3. Bid Proposals as submitted

5.4. Staff Adjustments as submitted

5.5. Treasurer's Report as submitted

5.6. Policy

5.6.1. 6252 PROFESSIONAL BOUNDARIES BETWEEN STAFF AND STUDENTS Final Read

5.6.2. 8453 STUDENT SUSPENSION, EXPULSION, AND MANDATORY REASSIGNMENT Final Read

5.6.3. 8555 SUICIDE AWARENESS Final Read

5.6.4. 8610 STUDENT LEADERSHIP COUNCILS Final Read

5.6.5. 8670 STUDENT PUBLICATIONS Final Read

5.6.6. 8560 STUDENT AUTOMOBILE USE First Read

5.6.7. 8620 CONTESTS FOR STUDENTS First Read

5.6.8. 8630 STUDENT VOLUNTEERS AND AIDES First Read

5.7. Grant Report Update

5.8. Surplus Property Listing

5.9. Change Orders as Documented

5.10. Bills as submitted

5.11. Approval of Agenda as submitted

6. INFORMATION ITEMS

6.1. COVID-19

Mr. Harden reviewed the information items presented related to COVID-19. This included discussion, consideration, and taking all necessary action with regard to the emergency circumstances presented by the COVID-19 virus to:

- Authorize the Superintendent of Schools, or designed, to grant a paid leave of absence for a specified number of duty days with full current wages and benefits to exempt and non-exempt employees who are experiencing certain conditions regard to the COVID-19 virus.
- Authorize the Superintendent of Schools, or designee, to take all necessary action to (1) work with state and local health department officials for advice on functions that may involve large gatherings of people.
- Authorize the Superintendent of Schools, or designee, to take all necessary action to prepare for the Board of Education to declare the COVID-19 virus situation as an "emergency" under the Nebraska Emergency Management Act, Neb. Rev. Stat. §§81-829.36 through 81-829.75.
- Authorize the Superintendent of Schools to monitor the COVID-19 virus conditions in the State of Nebraska and the Educational Service Unit No. 10 area, and based upon the directives of the Commissioner of Education and community spread of the disease in the Hall County School District 40-0002 a.k.a. Grand Island Public Schools, Hall County Nebraska to determine and decide all issues related to the close of attendance centers, adjust the school year calendar, take measures to continue educational services assign certificated and non-certificated staff as needed, and extra-curricular activities.

Mrs. Hinkle thanked the Administrative Team and the entire GIPS Community for coming together and always keeping the best interests of our students and families at the forefront of their minds when making these tough decisions.

6.2. CKLA Adoption

Shanna Gannon, Executive Director of Curriculum, Instruction and Professional Learning and Brittney Bills, Pk-12 ELA and Social Studies Coordinator presented the proposal for the Pk-2 Core Knowledge Language Arts (CKLA) resource adoption. Mrs. Bills stated that current research suggests that 95% of students are cognitively capable of reading at grade level by the end of first grade. 75% of students who are not reading at grade level by the end of third grade will continue to be poor readers through the remainder of their academic career. Teachers offered feedback that the LETRS professional learning program showed teachers the "why" behind what they are teaching and CKLA provided them with a positive way to execute that teaching for students. This adoption would be for K-2 and would be mostly a one-time investment. CKLA will be for everyone, not optional. This investment is designed to ensure all third graders are reading at or above grade level by the end of their year. This item will come to the Board of Education for approval in April 2020.

6.3. Middle School Math Adoption

Shanna Gannon, Executive Director of Curriculum, Instruction and Professional Learning and

Cindy Beaman, Pk-12 Math Coordinator presented the proposal for the Middle School Math Resource Adoption. Through a curriculum audit, GIPS identified a need to reevaluate our resource adoption. At monthly CIA meetings, the task force of two teachers from each middle school shared data and reviewed/discussed the data in order to make a final decision. ORIGO and CPM resources were selected based on rigor, alignment, elements of effective instruction, and sequence. Negotiations are underway and they investment will not exceed \$259,000 and will be budgeted from the Leading for Learning budget. This item will come to the Board of Education for approval in April 2020.

6.4. Social Studies Standards Adoption

Brittney Bills, Pk-12 ELA and Social Studies Coordinator, presented the request to adopt the new Nebraska Social Studies Standards required by policy. The previous standards were adopted in 2012. Teachers Jason Weaver and Tracy Jakubowski served on the state task force with Ms. Bills that explored new standards. The major themes of this change include Civic Readiness, College Ready, and Inquiry. The standards are rigorous and prepare our students for postsecondary coursework. This item will come to the Board of Education for approval in April 2020.

6.5. Memorial Stadium Naming Rights

Mrs. Traci Skalberg reviewed the Memorial Stadium Naming Rights presented to the Board. We have four naming rights here on the table representing an additional gift that Mr. Lanny Martin gave to expand the Memorial Stadium project. The proposed naming rights include:

- Visitor Locker Room on the east side: Dianne ('61) & Dave Barker Locker Room
- Interior Press Boxes: Carol ('55) & Bob Noah Score Box AND Les ('49) & Vera Martin Media Box
- Boys Soccer Locker Room: Tom ('69) & Kathy ('69) Martin Locker Room
- Girls Soccer Locker Room: Janet ('70) & Dale Benson Locker Room.

There remains one naming right open - the coaches boxes.

6.6. Veteran's Memorial Wall Project Criteria

Mrs. Skalberg presented the list of criteria being considered for inclusion on the Veteran's Memorial Wall proposed on the interior of East Stadium. The GIPS Foundation wants to be as inclusive as possible with this Memorial Wall. In addition to loss of life during conflict, one of the following criteria must be met to be listed on the Wall:

- Listed on the original plaque on East Stadium circa 1955
- Listed on the National Archives from Hall County
- Enlisted from Hall County Nebraska
- Served with Grand Island National Guard Unit
- County of Residence- Hall County Nebraska
- Attended a Hall County School
- Place of birth- Hall County Nebraska
- Final resting place in Hall County Nebraska

6.7. GIPS Foundation 2020 Staff/Board Campaign

Mrs. Skalberg presented the Board of Education an update on the Foundation's accomplishments over the past year and introduce the 2020 GIPS Foundation Staff and Board Fundraising campaign. Due to the public health concerns regarding COVID-19, this year's campaign will look a little different. The Staff and Board campaign totals about 30% of the GIPS Foundation unrestricted funds.

6.8. Lease Agreement Trego-Dugan Aviation

Mr. Dan Phillips presented the Trego-Dugan Aviation Lease Agreement. Mr. Phillips reviewed the rental agreement for the Board Members.

6.9. 2020-2021 Staffing Plan

Mr. Wayne Stelk presented the 2020-2021 Staffing Plan. Mr. Stelk reviewed the Executive Summary shared with the Board Members. The staffing study that is currently underway with DMG may result in recommendations that will impact future staffing decisions. As a result, this staffing proposal is considered to be a very conservative proposal, addressing those needs the district believes require immediate attention. Continued rollout of the Academies of Grand Island Senior High totals \$424,550. This summary equals a net General Fund impact of \$363,875 with Funded Other Sources of \$926,025. The total of all Recommendations is \$1,289,900 and the total including Contingency Funds is \$1,423,600.

6.10. City of Grand Island - Public Utility Easement

Mr. Dan Petsch presented the City of Grand Island Public Utility Easement.

6.11. Facilities and Master Plan

Mr. Dan Petsch and Mr. Virgil Harden presented the Facilities and Master Plan. There is a Facilities Master Plan Town Hall meeting scheduled for the evening of April 17, 2020 that may need to be postponed due to the COVID-19 health emergency. Mr. Harden reviewed the makeup and by-laws of the Facilities Master Planning Steering Committee.

6.12. Construction Update

Mr. Petsch presented the construction update.

6.13. Superintendent Report

Dr. Grover presented the Superintendent Report. Dr. Grover provided a COVID-19 Update stating that this school closure is significantly different from a snow day and the reality is this may be a several-week closure. GIPS closed in order to help slow the spread of COVID-19 across our communities. Because schools have dense populations, closing can prevent students from spreading the virus to others in their families and the community. This closure is for everything at school: all student activities, athletics, fine arts, clubs and meetings are canceled until further notice. GIPS still has to complete the mitigating measures as recommended by the CDC and CDHD.

The impact to our students is pervasive. Their school year is different and many things that they look forward to may be altered or not experienced at all. We will be creative and innovative in trying to figure out ways to still make very traditional moments special in order to honor and preserve those moments for our students. We would love to hear ideas from our students as we figure this out and as they begin to see more cancellations. We are working on the rollout of an

online learning system. We will continue to provide developmental instruction to our students during this formative time of their growth. Many of our students rely on GIPS for meals. Food insecurity is a reality for us. The GIPS Nutrition Services team has worked tirelessly to set up meal stations at 7 of our schools in order to provide meals to all students, not just students who qualify for free and reduced lunch. Thank you to Kris Spellman for all the hard work on behalf of our students in this respect. District and community organizations are working to address this need. Schools are safe havens where many students receive love, support and services that extend far beyond their academic education.

Staff is critical during these unprecedented times. They are our superheroes everyday and during these times they will exhibit new superpowers. Staff is still working from home on preparing for the academic learning environment.

We will be leaning on parents like never before. All of this will require open lines of communication. We must rely on families to receive and return timely communication throughout this experience. Communication is vital to our strength. At this time, all normal GIPS communication channels will remain in place, though we will likely roll out new means of delivery to students. Please pay close attention to communication from the district and your student's school. This will take flexibility and the support of our parents, families and the community.

GIPS has been in constant communication with local and state education, health and medical organizations. We have also been collaborating with the other Grand Island schools as well as Kearney Public School and Hastings Public Schools. Our community is a strong force of coming together to help us get through tough times. We know what we're facing right now is unprecedented and will require extensive collaboration. Later tonight the Board will adopt an official measure to support the alternative delivery of educational services, as well as staff continued employment and paid leave. Dr. Grover thanked the Board for taking steps so staff is equipped and empowered to lead.

Dr. Grover trusts our students, staff, families and community to come through and solve problems together because that's what Grand Island does. We will be stronger together. We live in a community that believes in community. I believe our community, our partners, our families, our neighbors, our schools - all of us will be even better together through these tough times. Please continue to utilize the GIPS Let's Talk service, and watch for messages from the district on our website, in your email, on social media and via the news. Grand Island: Better and stronger together!

7. ACTION ITEMS

7.1. COVID-19 - Paid Leave Authority

The recommendation that the Board of Education, should and does hereby, authorize the Superintendent of Schools, or designed, to grant a paid leave of absence for up to fourteen (14) calendar days or more days as necessary with full current wages and benefits to exempt and non-exempt employees who are experiencing the following conditions or circumstances related to the

COVID 19 virus: (1) have traveled from China, South Korea, Japan, Italy, or Iran or other locations as identified by the CDC within the last 14 days, or lives or has close contact with someone who has been in those countries, (2) has been asked to self-quarantine by any health care provider or public official, (3) has been diagnosed with, or has had contact with, anyone who has been diagnosed with COVID-19 virus; (4) is presently exhibiting the symptoms of an infectious respiratory illness, which include fever, cough, or shortness of breath; and/or (5) has to leave their job duties to take care of a family member who has coronavirus; all subject to any required adjustment thereto required to comply with any state or federal law now existing or subsequently enacted. Passed with a motion by Dan Brosz and a second by Terry Brown.
Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.2. COVID-19 - Large Gatherings of People

The recommendation that the Board of Education, should and does hereby, authorize the Superintendent of Schools, or designee, to take all necessary action to work with state and local health department officials for advice and direction on functions that may involve large gatherings of people. Passed with a motion by Terry Brown and a second by Dan Brosz.
Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.3. COVID-19 - Nebraska Emergency Management Act, Neb. Rev. Stat. §§81-829.36 through 81-829.75.

The recommendation that the Board of Education, should and does hereby, authorize the Superintendent of Schools, or designee, to take all necessary action to prepare for the Board of Education to declare the COVID 19 virus situation as a "emergency" under the Nebraska Emergency Management Act, Neb. Rev. Stat. §§81-829.36 through 81-829.75, including preparation of any required resolution determining that an emergency exists and preparation for filing such resolution with the clerk of local governments and the Nebraska Emergency Management Agency. Passed with a motion by Heidi Schutz and a second by Lisa Albers.
Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.4. COVID-19 - Closure or Alternative Delivery of Educational Services and Staff Continued Employment:

The recommendation that the Board of Education, should and does hereby, authorize the Superintendent of Schools to monitor the COVID 19 virus conditions in the State of Nebraska and the Educational Service Unit No. 10 area, and based upon the directives of the Commissioner of Education and community spread of the disease in the Grand Island, Nebraska area (1) close the Grand Island Public Schools and suspend delivery of educational services, both regular education and special education [the U.S. Department of Education has ruled that schools that are "closed" SPED services are not required], while continuing to maintain critical programs that support the health and well-being of certain student populations [meal programs]; (2) close the Grand Island Public School's buildings to student attendance and continue delivery of educational service, including special education services, and/or the development and planning of alternative educational services for this and ensuing school years and assign administrative,

instructional and support staff to carry out such duties in person or remotely; (3) employment and assign certificated and non-certificated staff as needed and in a manner that provides for such employees continued service to the school district; and, (4) manage access to building and manage and extra-curricular activity programs. Passed with a motion by Lisa Albers and a second by Erika Wolfe.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.5. Memorial Stadium Naming Rights

The recommendation to approve the Memorial Stadium Naming Rights as presented Passed with a motion by Erika Wolfe and a second by Kelly Enck.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.6. Memorial Stadium Display and Scoreboard

Grand Island Public Schools is currently finishing a \$17 million dollar addition and renovation to our historic Memorial Stadium. Previously, the Board was informed on a plan to fund a new, state of the art, display and scoreboard. In order for the unit to be manufactured, installed, and programmed the order must be placed with the vendor in March as soon as possible.

The recommendation to approve the purchase and financing of the new Memorial Stadium display and scoreboard as presented subject to all the advertising agreements being fully executed prior to placing the purchase order with the vendor Passed with a motion by Kelly Enck and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.7. Lease Agreement Trego-Dugan Aviation

The recommendation to approve the Trego-Dugan Aviation Lease Agreement as presented Passed with a motion by Terry Brown and a second by Carlos Barcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.8. RFP - GISH Roofing Project

The recommendation to approve the GISH Roofing Project as presented Passed with a motion by Erika Wolfe and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.9. RFP - Lincoln Roofing Project

The recommendation to approve the Lincoln Roofing project as presented Passed with a motion by Carlos Barcenas and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.10. Modify 403(b) Plan

The recommendation to approve the modified 403(b) plan as presented Passed with a motion by Carlos Barcenas and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.11. Tyler Technologies Payment Services Agreement

The recommendation to approve the Tyler Technologies Payment Services Agreement as presented Passed with a motion by Erika Wolfe and a second by Kelly Enck.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

7.12. Capital Planning and Software

The recommendation to approve the Capital Planning and Software plan as presented Passed with a motion by Terry Brown and a second by Dan Brosz.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

8. COMMITTEE REPORTS

8.1. Finance and Facilities Committee

Mr. Terry Brown gave the Finance and Facilities Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held March 31 at 7:30 a.m.

8.2. Leading for Learning Committee

Mr. Carlos Barcenas gave the Leading for Learning Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held April 7 at 8:15 a.m.

8.3. Personnel Committee

Ms. Erika Wolfe gave the Personnel Committee Report covering the major items discussed and under consideration by said committee. A copy of the minutes from the last meeting are available and on file. The next meeting will be held April 2 at 7:00 a.m.

8.4. Policy Committee

The Policy Committee did not meet this month. The next meeting will be held April 7 at 4:00 p.m.

8.5. Public Relations and Partnership Development Committee

There was no PR/PD Committee meeting this month. The next meeting will take place on Friday, March 20 at 7:45 a.m.

8.6. Governance Committee

There was no Governance Committee meeting this month. The next meeting will be held on March 25 at 12:30 p.m.

8.7. Grand Island Public Schools Foundation Report

There was no GIPS Foundation meeting this month. The next meeting will be Wednesday, March 18, at 5:00 p.m. via teleconference.

8.8. GNSA / Legislative Committee

Mr. Harden gave the GNSA / Legislative Report. The Legislature is shut down due to the COVID-19 health emergency.

8.9. NASB Monthly Update

Mrs. Hinkle gave the Nebraska Association of School Boards update.

9. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THESE MATTERS IN CLOSED SESSION

The Board convened to Executive Session at 7:47 p.m.

The recommendation for the Board to convene to executive session for the purpose of discussing negotiations Passed with a motion by Dan Brosz and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

10. RECONVENE FROM EXECUTIVE SESSION

The Board reconvened from Executive Session at 7:53 p.m.

The recommendation that the Board reconvene from executive session Passed with a motion by Dan Brosz and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

11. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

11.1. Approval of 2020-2021 Master Agreement with the Grand Island Education Association

The Grand Island Education Association has been recognized as the exclusive bargaining agent for the certified non-supervisory staff of the Grand Island Public Schools. After bargaining in good faith with the GIEA, an agreement was reached for the 2020-2021 contract year.

The recommendation to approve the 2020-2021 Master Agreement with the Grand Island Education Association, as ratified by the membership of the GIEA Passed with a motion by Kelly Enck and a second by Terry Brown.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

12. NOTIFICATION OF UPCOMING BOARD MEETINGS

Reminder to check with the Board regarding moving the start time to 5:00 PM for the April 9, 2020 Regular Board Meeting.

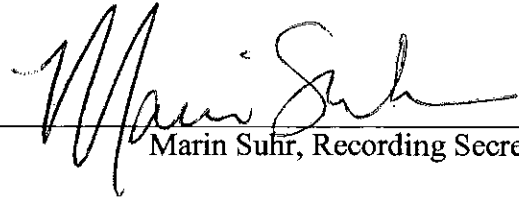
April 9, 2020 - Regular Board Meeting, 5:30 PM

April 30, 2020 - Spring Board Retreat Day 1, 4:00 PM

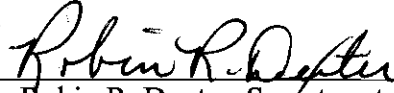
May 1, 2020 - Spring Board Retreat Day 2, 12:00 PM

13. ADJOURNMENT

All business having been completed, the meeting was adjourned at 7:55 p.m.

A handwritten signature in cursive script, appearing to read "Marin Suhr", written above a horizontal line.

Marin Suhr, Recording Secretary

A handwritten signature in cursive script, appearing to read "Robin R. Dexter", written above a horizontal line.

Robin R. Dexter, Secretary to the Board

SPECIAL MEETING OF THE GRAND ISLAND BOARD OF EDUCATION

The special meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Monday, March 23, 2020 at 5:30 PM at the Kneale Admin Bldg and Zoom Link, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the Grand Island Independent, the School District's designated method of giving notice and shared with local media outlets. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

ROLL CALL:

Attendance Taken at 5:32 PM.

Lisa Albers: Absent
Carlos Barcenas: Present
Dan Brosz: Present
Terry Brown: Present
Kelly Enck: Present
Julie Gortemaker: Present
Bonnie Hinkle: Present
Heidi Schutz: Present
Erika Wolfe: Present

Attendance Update Taken at 5:36 PM.

Lisa Albers: Present

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. MISSION STATEMENT

Mrs. Hinkle read the Mission Statement.

4. PUBLIC FORUM

5. Action Item

5.1. State of Emergency Resolution

Resolution passed with a motion by Dan Brosz and a second by Carlos Barcenas.

Lisa Albers: Yea, Carlos Barcenas: Yea, Dan Brosz: Yea, Terry Brown: Yea, Kelly Enck: Yea, Julie Gortemaker: Yea, Bonnie Hinkle: Yea, Heidi Schutz: Yea, Erika Wolfe: Yea

6. Information Item

Dr. Grover presented an overview of the GIPS Pandemic Plan.

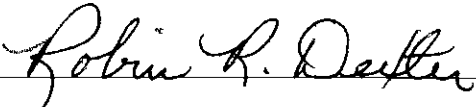
6.1. GIPS Pandemic Plan

7. NOTIFICATION OF UPCOMING BOARD MEETINGS

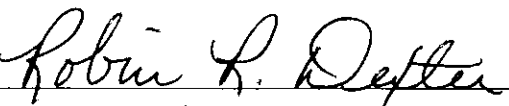
The next GIPS Board of Education Meeting is scheduled for April 9, 2020

8. ADJOURNMENT

All business having been completed, the meeting was adjourned at 5:55 p.m.



Robin R. Dexter, Recording Secretary



Robin R. Dexter, Secretary to the Board

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71285	First Bankcard Center/Visa	Travel	\$3,236.17
71286	Grand Island Utilities Dept	Electricity	\$37,914.38
71287	Alexa Pruss	Miscellaneous Expenditures	\$3,150.00
71288	Alexander Asche	Miscellaneous Expenditures	\$2,057.00
71289	Alexis Kate Stockton	Miscellaneous Expenditures	\$186.00
71290	Amy Almquist	Miscellaneous Expenditures	\$5,529.00
71291	Beverly Pop	Miscellaneous Expenditures	\$592.00
71292	Bobby Simpson	Miscellaneous Expenditures	\$51.00
71293	Gordon Bye	Miscellaneous Expenditures	\$853.00
71294	Gregg Bieber	Miscellaneous Expenditures	\$493.00
71295	Jeff Hofeldt	Miscellaneous Expenditures	\$966.00
71296	Jessica Hekrdle	Miscellaneous Expenditures	\$1,786.00
71297	Jessica Tenkorang	Miscellaneous Expenditures	\$1,863.00
71298	Joseph Grenier	Miscellaneous Expenditures	\$1,110.00
71299	Kathryn C Kurz	Miscellaneous Expenditures	\$6,409.05
71300	Kirby Wells	Miscellaneous Expenditures	\$20.00
71301	Kris McMullen	Miscellaneous Expenditures	\$3,080.00
71302	Lance B Nelson	Miscellaneous Expenditures	\$525.00
71303	Michael Lynn	Miscellaneous Expenditures	\$4,390.00
71304	Molly Elge	Miscellaneous Expenditures	\$557.00
71305	Patrick J Harder	Miscellaneous Expenditures	\$280.00
71306	Rick Kissack	Miscellaneous Expenditures	\$1,781.00
71307	Tara Baker	Miscellaneous Expenditures	\$110.00
71308	Tracy Jakubowski	Miscellaneous Expenditures	\$8,416.00
71309	Culligan of Grand Island	Food	\$507.38
71310	Mid-Nebraska Disposal Inc	Refuse Disposal	\$348.37
71311	Raynor Garage Doors of Central Nebraska	Professional Services	\$433.50
71312	Appliance Repair Man	Miscellaneous Expenditures	\$155.00
71313	Arthur Gallagher Risk Management Service	Insurance (Other Than Employee Benefits)	\$20,300.00
71314	City of Grand Island	Technical Services	\$400.00
71315	Cline Williams Wright Johnson	Contracted Legal Services	\$542.77
71316	CNCAA	Employee Training and Development Services	\$40.00
71317	Eakes Office Solutions	Technical Services	\$14,082.41
71318	First Bankcard Center/Visa	Advertising	\$1,345.15
71319	First Bankcard Center/Visa	General Supplies	\$146.63
71320	First Bankcard Center/Visa	General Supplies	\$568.29
71321	First Bankcard Center/Visa	Travel	\$1,297.30
71322	First Bankcard Center/Visa	Travel	\$1,076.37
71323	First Bankcard Center/Visa	Travel	\$169.14
71324	First Bankcard Center/Visa	Travel	\$1,087.50
71325	First Bankcard Center/Visa	Travel	\$117.34
71326	First Bankcard Center/Visa	Travel	\$1,612.69
71327	First Bankcard Center/Visa	General Supplies	\$2,000.82
71328	First Bankcard Center/Visa	Travel	\$305.26
71329	First Bankcard Center/Visa	Travel	\$201.61
71330	First Bankcard Center/Visa	General Supplies	\$264.06
71331	First Bankcard Center/Visa	General Supplies	\$2,832.60
71332	First Bankcard Center/Visa	General Supplies	\$66.74
71333	First Bankcard Center/Visa	General Supplies	\$1,494.87
71334	First Bankcard Center/Visa	General Supplies	\$425.34
71335	Grand Island Utilities Dept	Electricity	\$27,980.42
71336	Interstate All Battery Center	General Supplies	\$141.95
71337	Island Supply Company	General Supplies	\$57.95
71338	Uline	General Supplies	\$719.90

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71339	Wiper Towel Service	Technical Services	\$821.00
71340	ACP Direct	General Supplies	\$174.55
71341	DeMoine Adams	Professional Education Services	\$650.00
71342	First Bankcard Center/Visa	Travel	\$1,040.71
71343	First Bankcard Center/Visa	Books & Periodicals	\$22.73
71344	First Bankcard Center/Visa	General Supplies	\$545.58
71345	First Bankcard Center/Visa	Travel	\$1,400.81
71346	First Bankcard Center/Visa	General Supplies	\$38.94
71347	First Bankcard Center/Visa	Books & Periodicals	\$493.32
71348	First Bankcard Center/Visa	General Supplies	\$193.29
71349	Grand Island Independent	Advertising	\$5,754.90
71350	Grand Island Independent	Advertising	\$500.00
71351	Grand Island Utilities Dept	Electricity	\$21,883.32
71352	Kathryn Wilkinson	Mileage Paid to Staff	\$28.98
71353	Verizon Wireless	Distance Education and Telecommunications	\$765.22
71354	Verizon Wireless	Distance Education and Telecommunications	\$325.44
71355	Capitol District Hotel LLC	Travel	\$182.00
71356	Century Link	Distance Education and Telecommunications	\$391.44
71357	Century Link	Distance Education and Telecommunications	\$391.44
71358	Century Link	Distance Education and Telecommunications	\$84.10
71359	Century Link	Distance Education and Telecommunications	\$566.55
71360	Charter Communications Holdings LLC	Distance Education and Telecommunications	\$119.98
71361	Claudia Vasquez Ventura	Technical Services	\$93.00
71362	Quadient Finance USA Inc	Postage	\$4,304.51
71363	Quill Corporation	General Supplies	\$127.73
71364	Scholastic Book Clubs Inc	Books & Periodicals	\$159.50
71365	School Specialty Inc	General Supplies	\$94.07
71366	Sheffield Tree Service	Technical Services	\$2,870.00
71367	Sherwin Williams Company	General Supplies	\$219.48
71368	State Glass Inc	General Supplies	\$200.00
71369	State Of Nebraska State Fire Marshal	Dues and Fees	\$1,440.00
71370	Steele Dynamics LLC	Professional Education Services	\$7,000.00
71371	Steele Law Office	Contracted Legal Services	\$14,319.00
71372	Suleima Del Rio Reyes	Technical Services	\$93.00
71373	Super Duper Publications	General Supplies	\$79.90
71374	US Postal Service (Neopost POC)	Postage	\$8,000.00
71375	Blick Art Materials	General Supplies	\$913.23
71376	Bosselman Energy Inc	General Supplies	\$43.18
71377	CenterPoint Energy Services Inc	Natural Gas	\$4,694.94
71378	CenterPoint Energy Services Inc	Natural Gas	\$1,676.16
71379	CenterPoint Energy Services Inc	Natural Gas	\$1,296.73
71380	CenterPoint Energy Services Inc	Natural Gas	\$1,122.48
71381	CenterPoint Energy Services Inc	Natural Gas	\$1,324.69
71382	CenterPoint Energy Services Inc	Natural Gas	\$1,099.88
71383	CenterPoint Energy Services Inc	Natural Gas	\$1,272.63
71384	CenterPoint Energy Services Inc	Natural Gas	\$1,138.89
71385	CenterPoint Energy Services Inc	Natural Gas	\$3,578.46
71386	CenterPoint Energy Services Inc	Natural Gas	\$738.33
71387	CenterPoint Energy Services Inc	Natural Gas	\$5,916.15
71388	CenterPoint Energy Services Inc	Natural Gas	\$333.42
71389	CenterPoint Energy Services Inc	Natural Gas	\$2,043.56
71390	CenterPoint Energy Services Inc	Natural Gas	\$2,011.82
71391	CenterPoint Energy Services Inc	Natural Gas	\$3,288.47
71392	CenterPoint Energy Services Inc	Natural Gas	\$1,062.39

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71393	CenterPoint Energy Services Inc	Natural Gas	\$867.18
71394	CenterPoint Energy Services Inc	Natural Gas	\$2,089.84
71395	CenterPoint Energy Services Inc	Natural Gas	\$3,829.61
71396	CenterPoint Energy Services Inc	Natural Gas	\$2,018.48
71397	CenterPoint Energy Services Inc	Natural Gas	\$403.74
71398	CenterPoint Energy Services Inc	Natural Gas	\$2,711.84
71399	First Bankcard Center/Visa	Advertising	\$888.86
71400	First Bankcard Center/Visa	Travel	\$3,499.88
71401	First Bankcard Center/Visa	General Supplies	\$461.15
71402	First Bankcard Center/Visa	Employee Training and Development Services	\$5,517.64
71403	HyVee	Food	\$176.00
71404	Interface Architectural Signage Inc	Equipment	\$13,913.33
71405	Verizon Wireless	Distance Education and Telecommunications	\$462.55
71406	McGraw-Hill School Education	Books & Periodicals	\$204.05
71407	Menards	General Supplies	\$605.83
71408	Nebraska U C Fund	Unemployment Compensation	\$3,092.11
71409	Scholastic Inc	Miscellaneous Expenditures	\$742.00
71410	Classroom Security Blinds LLC	General Supplies	\$3,775.84
71411	CoolSpeak LLC	Employee Training and Development Services	\$12,500.00
71412	Essential Personnel Inc	Professional Education Services	\$472.48
71413	First Bankcard Center/Visa	General Supplies	\$59.96
71414	First Bankcard Center/Visa	Employee Training and Development Services	\$1,700.28
71415	First Bankcard Center/Visa	General Supplies	\$1,106.61
71416	First Bankcard Center/Visa	General Supplies	\$4,661.89
71417	Interstate All Battery Center	General Supplies	\$58.97
71418	KHGI/KFXL - TV	Advertising	\$500.00
71419	Ace Hardware	General Supplies	\$45.52
71420	Bosselman Energy Inc	General Supplies	\$72.35
71421	First Bankcard Center/Visa	Travel	\$2,570.83
71422	Grand Island Area Economic Development	Web Based Software	\$6,836.58
71423	Holiday Express	Student Transportation	\$3,337.50
71424	Kristen Laurent	Technical Services	\$129.97
71425	Linda Ahrens	Technical Services	\$82.71
71426	Winsupply of Grand Island	General Supplies	\$1,014.88
71427	City of Grand Island	Dues and Fees	\$200.00
71428	Grand Island Utilities Dept	Electricity	\$31,376.66
71429	Green Line Equipment Inc	General Supplies	\$715.00
71430	Gustave A Larson Company	General Supplies	\$1,617.04
71431	Office Depot	General Supplies	\$4,414.03
71432	Quill Corporation	General Supplies	\$531.75
71433	Danny Oberg	Rentals of Land & Buildings	\$3,000.00
71434	Menards	General Supplies	\$412.45
71435	MidAmerica Administrative & Retirement	Miscellaneous Expenditures	\$459.00
71436	Penworthy Company	Books & Periodicals	\$535.65
71437	School Health Corporation	General Supplies	\$825.16
71438	Unite Private Networks LLC	Distance Education and Telecommunications	\$25,743.95
71439	Barbara Marsh	Mileage Paid to Parents	\$185.96
71440	Mid-Nebraska Disposal Inc	Refuse Disposal	\$10,093.47
71441	Midamerica Books	Books & Periodicals	\$583.66
71442	Robin Richelle Seim	Professional Education Services	\$100.00
71443	Sherwin Williams Company	General Supplies	\$147.33
71444	Rebecca Christensen	Mileage Paid to Staff	\$23.00
71445	Rosemary Gomez	Mileage Paid to Staff	\$54.28
71446	Abby Stoddard	Mileage Paid to Staff	\$41.68

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71447	Ace Hardware	General Supplies	\$122.01
71448	Alondra Argueta Lopez	Travel	\$14.00
71449	Amanda Smith	Mileage Paid to Staff	\$18.17
71450	Amino Gedi	Technical Services	\$6.00
71451	Amy Schneider	Mileage Paid to Staff	\$54.51
71452	Amy Sjolholm	Professional Education Services	\$239.49
71453	Andy Schneider	Mileage Paid to Staff	\$73.42
71454	Angela Amack	Lobbyist Fees and Expenses	\$8,568.50
71455	Angela Runquist	Mileage Paid to Staff	\$50.42
71456	Annalien Gonzalez de la Vega	Mileage Paid to Staff	\$72.45
71457	Anneris Shafer	Mileage Paid to Staff	\$41.17
71458	April Sundberg	Professional Education Services	\$101.25
71459	Aramark Uniform Services	Technical Services	\$1,285.01
71460	Arrow Nationwide Ground Logistics LLC	Student Transportation	\$2,200.00
71461	Audrey Reimers	Professional Education Services	\$50.00
71462	AV Associates of Nebraska	General Supplies	\$268.99
71463	B & H Photo-Video Inc	Technology Supplies	\$375.24
71464	Barbara Franke	Mileage Paid to Staff	\$35.01
71465	Becky Gdowski	Mileage Paid to Staff	\$80.50
71466	Benjamin Marten	Travel	\$110.50
71467	Beth Barlow	Professional Education Services	\$350.00
71468	Blick Art Materials	General Supplies	\$158.58
71469	Border States Industries Inc	Custodial Supply Warehouse	\$11,838.85
71470	Bosselman Energy Inc	General Supplies	\$70.41
71471	Bound To Stay Bound Books	Books & Periodicals	\$397.88
71472	Brand's	General Supplies	\$3,001.61
71473	Brandi Shaver	Mileage Paid to Parents	\$134.09
71474	Brenda Anderson	Mileage Paid to Staff	\$42.72
71475	Brittney Bills	Mileage Paid to Staff	\$35.82
71476	Broad Reach	Books & Periodicals	\$166.88
71477	Business Telecommunication	Web Based Software	\$620.00
71478	Cannon Moss Brygger & Assoc	Professional Services	\$27,133.62
71479	Carson-Dellosa	General Supplies	\$16.58
71480	CDW Government	Web Based Software	\$5,958.95
71481	Celeste Mildenstein	General Supplies	\$18.00
71482	Chandra Kosmicki	Travel	\$194.50
71483	Charity LaBrie	Mileage Paid to Staff	\$35.47
71484	Chelsea Turek	Books & Periodicals	\$15.84
71485	Christina M Vrooman	Mileage Paid to Staff	\$22.43
71486	Christina Mullins	Professional Education Services	\$50.00
71487	Cindy Beaman	Mileage Paid to Staff	\$16.85
71488	Cochlear Americas	General Supplies	\$410.00
71489	Communications Engineering	General Supplies	\$49.00
71490	Computer Hardware	Technology Supplies	\$19.95
71491	Copycat Instant Printing	General Supplies	\$1,742.67
71492	Dan Petsch	Mileage Paid to Staff	\$105.74
71493	Daniel Phillips	Mileage Paid to Staff	\$101.20
71494	Dawn Deuel-Rutt	Mileage Paid to Staff	\$38.35
71495	Deborah Renae Meyer	Professional Education Services	\$50.00
71496	Deena Starman	Professional Education Services	\$50.00
71497	Dorszynski Michelle	Mileage Paid to Staff	\$12.36
71498	Eakes Office Solutions	Custodial Supply Warehouse	\$4,128.59
71499	Eberl Plumbing & Drain	Technical Services	\$1,447.50
71500	Educational Service Unit 10	Employee Training and Development Services	\$200.00

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71501	Emily McPherson	Mileage Paid to Staff	\$7.59
71502	ESU Coordinating Council	Employee Training and Development Services	\$685.00
71503	Follett School Solutions Inc	Books & Periodicals	\$3,792.07
71504	Grand Island Area Economic Development	Dues and Fees	\$300.00
71505	Grand Island Express Inc	Repairs and Maintenance Services	\$102.34
71506	Grand Island Physical Therapy	Professional Education Services	\$41,456.88
71507	Grand Island Public Schools Nutrition Sv	Food	\$1,852.50
71508	Grant Boyer	Audio-Visual Materials	\$29.00
71509	Greg Morrow	Mileage Paid to Staff	\$21.40
71510	Grones Outdoor Power & Battery	General Supplies	\$31.60
71511	Gustave A Larson Company	General Supplies	\$3,727.76
71512	Halli A Chramosta	Mileage Paid to Staff	\$6.38
71513	Head Start Family Dev Program	Professional Education Services	\$25,560.84
71514	Heather Herrold	Mileage Paid to Parents	\$348.45
71515	Heidi Dahlke	Professional Education Services	\$200.00
71516	Holiday Express	Student Transportation Services	\$1,590.00
71517	Husker Sew Vac	Equipment	\$13,549.25
71518	Idea Bank Marketing	Professional Services	\$179.00
71519	Interstate All Battery Center	General Supplies	\$165.80
71520	Jacqueline Juarez Meier	Mileage Paid to Staff	\$11.85
71521	Jaime Wattier	Mileage Paid to Staff	\$12.65
71522	Janalee M Hudiburgh	Professional Education Services	\$100.00
71523	Jaqueline Guerrero	Mileage Paid to Staff	\$40.14
71524	Jaycee Gentleman	Professional Education Services	\$150.00
71525	Jenifer Fischer	Mileage Paid to Staff	\$20.47
71526	Jennifer Dozler	Travel	\$60.00
71527	Jenny Lynn Rother	Mileage Paid to Staff	\$78.94
71528	Jeremy Williams	General Supplies	\$26.99
71529	Jerome Dubas	General Supplies	\$59.37
71530	JoAnn Jaros	Travel	\$152.50
71531	John Schultz	Mileage Paid to Staff	\$63.59
71532	Joni Mayfield	Mileage Paid to Staff	\$78.89
71533	Jordyn Hubbard	Mileage Paid to Staff	\$38.64
71534	Juana Gomez	Travel	\$14.00
71535	Judith Grimes	Mileage Paid to Staff	\$16.33
71536	Julie Hehnke	Employee Training and Development Services	\$180.00
71537	Julie M Markvicka	Travel	\$14.00
71538	Junior Library Guild	Books & Periodicals	\$771.60
71539	JW Pepper Son Inc	General Supplies	\$240.99
71540	Karisa Dubbs	Mileage Paid to Staff	\$78.20
71541	Karla S McDermott	General Supplies	\$19.99
71542	Karma L Lewandowski	Mileage Paid to Staff	\$84.92
71543	Kathryn Wilkinson	Mileage Paid to Staff	\$19.32
71544	Katie Ramsey	Mileage Paid to Staff	\$27.88
71545	Kelli Mayhew	Mileage Paid to Staff	\$32.43
71546	Kelly Supply Co	General Supplies	\$243.15
71547	Ken J Mathine	Mileage Paid to Staff	\$18.86
71548	Kenneth DeFrank	Mileage Paid to Staff	\$243.43
71549	Kevin Watson	Mileage Paid to Staff	\$5.75
71550	Kimberly Foley	Mileage Paid to Staff	\$20.75
71551	Kimberly Madison	Travel	\$295.00
71552	Kristin Watson	Mileage Paid to Staff	\$4.77
71553	Lakeshore Learning Materials	General Supplies	\$26.98
71554	Lauren Schumacher	Mileage Paid to Staff	\$25.93

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71555	Learning Sciences International LLC	Employee Training and Development Services	\$37,752.00
71556	Leisa Gracia	Professional Education Services	\$150.00
71557	Lenette Haliburton	Mileage Paid to Staff	\$36.34
71558	Libbie Puncochar	Professional Education Services	\$175.00
71559	Library Store	General Supplies	\$52.81
71560	Lori A Koch	Mileage Paid to Staff	\$56.93
71561	Lrene Jo Braun	Professional Education Services	\$1,099.30
71562	Lucero Lozano	Professional Education Services	\$50.00
71563	Lynn Bender	Mileage Paid to Staff	\$21.04
71564	Maggie E Mintken	Travel	\$264.00
71565	Maria Alvarez Oliva	Technical Services	\$48.00
71566	Marla Rischling	Mileage Paid to Staff	\$72.62
71567	Marty Markvicka	Mileage Paid to Staff	\$33.98
71568	Mary Catherine Cairns	Mileage Paid to Staff	\$12.88
71569	Mechanical Sales Inc	Technical Services	\$3,149.83
71570	Megan L Jaixen	Professional Education Services	\$3,461.49
71571	Melissa Wetovick	Mileage Paid to Staff	\$7.25
71572	Menards	General Supplies	\$274.94
71573	Meredith Davis	Mileage Paid to Staff	\$102.00
71574	Michella Honas	Mileage Paid to Staff	\$40.13
71575	Mid Plains Construction Company	Buildings	\$9,650.00
71576	Midamerica Books	Books & Periodicals	\$285.45
71577	Mindy Fichtner	Travel	\$122.50
71578	Mindy Moyer	Professional Education Services	\$775.00
71579	Nansy Yusuf	Technical Services	\$30.00
71580	NAPA Auto Parts of Grand Island	General Supplies	\$122.03
71581	National Fire Protection Assoc	Dues and Fees	\$175.00
71582	Nebraska State Literacy Association	Employee Training and Development Services	\$2,145.00
71583	Nebraska Truck Center Inc	Repairs and Maintenance Services	\$572.27
71584	Nichole Stoltenberg	Travel	\$386.43
71585	Nicole LeClaire	Mileage Paid to Staff	\$25.93
71586	Northwest Evaluation Association	Web Based Software	\$225.00
71587	Noteflight LLC	General Supplies	\$32.98
71588	O Neill Wood Resources LLC	Refuse Disposal	\$15.00
71589	Olsson Associates	Buildings	\$2,323.00
71590	One Source	Technical Services	\$597.00
71591	Oscar Morales	Mileage Paid to Staff	\$10.40
71592	Otis Elevator Company	Technical Services	\$1,096.96
71593	Panchita Portillo	Mileage Paid to Staff	\$7.24
71594	Paper Tiger Shredding Inc	Refuse Disposal	\$240.00
71595	Patricia Van Pelt	General Supplies	\$47.42
71596	Platte Valley Communications	General Supplies	\$307.03
71597	Pomp's Tire Service Inc	Repairs and Maintenance Services	\$238.46
71598	Productivity Inc	General Supplies	\$3,708.55
71599	Protex Central Inc	Technical Services	\$4,011.68
71600	Quality Industrial Sewing Machine	Technical Services	\$188.00
71601	Really Good Stuff Inc	General Supplies	\$574.69
71602	Rebecca Zakrzewski	Travel	\$50.00
71603	Rebekah Piel	Mileage Paid to Staff	\$62.50
71604	Renaissance Learning Inc	Web Based Software	\$240.00
71605	Rentokil North America Inc	Technical Services	\$2,867.00
71606	Ronald G Hester	Mileage Paid to Staff	\$56.58
71607	Saffron Buettner	Technical Services	\$396.75
71608	Sandra Lee Vanosdall	Mileage Paid to Staff	\$25.41

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
71609	Sarah K Henry	Mileage Paid to Staff	\$82.62
71610	Scholastic Magazines	Books & Periodicals	\$626.34
71611	Shanna Gannon	Mileage Paid to Staff	\$23.98
71612	Shannon Crosby	Professional Education Services	\$50.00
71613	Sherry Wabs	Professional Education Services	\$150.00
71614	Sherwin Williams Company	General Supplies	\$495.79
71615	Solarwinds Worldwide LLC	Technology Software	\$11,241.00
71616	Stacie Faber	Mileage Paid to Staff	\$43.58
71617	Staples Business Credit	Instructional Materials Warehouse	\$384.40
71618	State Glass Inc	Technical Services	\$202.17
71619	State Steel Supply Co	General Supplies	\$39.14
71620	Steele Dynamics LLC	Professional Education Services	\$5,000.00
71621	Summer Bartunek	Mileage Paid to Staff	\$8.68
71622	Suyapa Gonzalez	Mileage Paid to Staff	\$37.03
71623	Tammy Verba	General Supplies	\$19.14
71624	Tawana Grover	Travel	\$1,288.56
71625	The Hearing Clinic Inc	Professional Education Services	\$1,173.00
71626	Theresa Beck	Mileage Paid to Staff	\$75.32
71628	Toni Palmer	Mileage Paid to Staff	\$20.35
71629	Tonya Papineau	Mileage Paid to Staff	\$75.90
71630	Toofast Supply	General Supplies	\$51.99
71631	Travas G Wright	Mileage Paid to Staff	\$32.66
71632	Uline	Custodial Supply Warehouse	\$1,086.90
71633	UniFirst Corporation	Technical Services	\$1,343.55
71634	Universal Mercantile Exchaneg Inc	General Supplies	\$271.17
71635	Virco Inc	General Supplies	\$451.80
71636	Voyager Sopris Learning Inc	General Supplies	\$650.87
71637	Winsupply of Grand Island	General Supplies	\$2,151.51
71638	Woodwards Disposal Service Inc	Refuse Disposal	\$235.00
71639	Yandas Music	Professional Services	\$328.75
71640	Ziller Tile Center	Technical Services	\$7,890.18
71641	Ace Hardware	General Supplies	\$9.76
71642	Cash-Wa Distributing	Nutrition Services Warehouse	\$74,000.57
71643	Chesterman Company	Soda	\$344.90
71644	Ecolab Inc	Nutrition Services Warehouse	\$1,260.33
71645	Essential Personnel Inc	Miscellaneous Expenditures	\$836.06
71646	Goodwin Tucker	Professional Services	\$1,000.00
71647	Greenberg Fruit Company	Produce	\$13,073.92
71648	Hiland Dairy Foods Company LLC	Milk	\$15,869.67
71649	Kris Spellman	Paper Products or Chemicals	\$27.26
71650	LeAnn Masat	Paper Products or Chemicals	\$14.98
71651	Loffredo Fresh Produce	Produce	\$1,330.97
71652	Midwest Restaurant Supply LLC	General Supplies	\$4,504.06
71653	MJM Marketing	Food	\$8,119.20
71654	National Food Group Inc	Nutrition Services Warehouse	\$2,965.80
71655	Pan-O-Gold Baking Co	Bread	\$2,947.90
71656	Peterson Farms Fresh Inc	Produce	\$2,772.00
71657	Superior Press	General Supplies	\$655.70
71658	Trausch Dynamics	General Supplies	\$18.05
71659	US Foods - Grand Island	Food	\$23,396.24
ACH	Medsurety	Employee Benefits	\$316.00
ACH	Wells Fargo Equipment Finance Inc	Technical Services	\$8,781.03
ACH	Riverside Technologies Inc	Technology Hardware	\$52,875.00
ACH	Project Lead The Way Inc	General Supplies	\$77,372.45

Grand Island Public Schools

Claims Listing

April 9, 2020

<u>Check No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
		March Claims	\$1,012,256.67
		March 13, 2020 Payroll	\$8,124,283.02
			<u>\$9,136,539.69</u>

Kneale Administration Building



March 26, 2020

RE: Proposals Received for Flooring Replacement
At Dodge Elementary School

ESTIMATE:
\$180,000

BUDGET:
General Fund

PROPOSALS GIVEN TO:

Floors Inc.
Ziller Tile

Don Wasson Company
Midwest Floor Covering

Dan O. Petsch
Director of Buildings & Grounds
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 1101
Fax: (308) 385-5568
Email: dpetsch@gips.org
Web: www.gips.org

PROPOSALS RECEIVED:

Supplier	Cost	Floor Prep T&M Rate	Alternate 01
Midwest Floor Covering	\$267,067	Floor Tech \$45.00/hour Ardex Cost \$20.00/bag	\$29,743
Floors Inc.	\$274,302	Floor Tech \$44.00/hour Ardex Cost \$18.50/bag	\$26,565

RECOMMENDATION:

The recommendation is to approve the proposal from Midwest Floor Covering for a total of \$267,067 and the Floor Tech T&M Rates as well as Alternate 01 for \$29,743. This is a total bid price of \$296,810. This project will be funded through the General Fund and/or Depreciation Fund as necessary and appropriate.

Dan O. Petsch
Director of Buildings & Grounds

Kneale Administration Building



March 31, 2020

RE: Proposal for Sound System Upgrade
@ Grand Island Senior High School

Dan O. Petsch
Director of Buildings & Grounds
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 1101
Fax: (308) 385-5568
Email: dpetsch@gips.org
Web: www.gips.org

Attached is an estimate received from R8 Productions for a Sound System Upgrade for the Grand Island Senior High School Auditorium.

The proposal is for \$81,654.98. The total cost could go up or down depending on the amount of hours the engineer is required to spend on installation.

RECOMMENDATION:

The recommendation is to approve the estimate for \$81,654.98. The project will be funded through the Depreciation Fund and/or other funding sources as necessary and appropriate.

Dan O. Petsch
Director of Buildings & Grounds

R8 Productions

1604 S Harrison St
 Grand Island, NE 68803 US
 davis@r8productions.com



Estimate

ADDRESS

Grand Island Public Schools

ESTIMATE # 1203**DATE 01/25/2020**

ACTIVITY	QTY	RATE
Sales Behringer WING 48-Channel Digital Audio Mixer With 10" Touch Screen	1	3,499.99
Sales Shure QLXD24/SM58 Handheld Wireless Microphone System (G50)	6	980.00
Sales Shure QLXD1-G50 Bodypack Transmitter	6	335.00
Sales Countryman H6OW5LSL H6 Omni Headset Mic for Shure Wireless, Light Beige	2	590.00
Sales Countryman B3W4FF05LSL B3 Lavalier Mic with TA4F, Light Beige	6	240.00
Sales DPA 6060-OC-U-F00 CORE 6060 Omni Submini Mic, Normal SPL, Beige, MicroDot	2	550.00
Sales FBT Horizon VHA406A / Vertical & Horizontal Array	8	3,900.00
Sales FBT Horizon VHA 118SA	2	4,400.00
Sales FBT AUDIO Fly Bar for VHA Series	2	1,400.00
Sales Furman CN-1800S 15A Advanced Remote Smart Sequencer with 9 Outlets	1	550.00
Sales Furman CN-20MP 20A MiniPort Power Sequencer	2	280.00
Sales MIDAS DL16 16-Input/8-Output Stage Box	2	1,300.00
Sales Behringer SD8 8-channel Stage Box	2	480.00

ACTIVITY

QTY

RATE

Sales Q-Sys Core 110F Networked Signal Processor	1	3,340.00
Sales Q-Sys 8" Touch Screen User Interface	2	1,500.00
Sales D-Link 24 28 Port Fast Ethernet PoE+ Managed Switch Web Smart 2 Gigabit BASE-T and 2 Gigabit Combo BASE-T/SFP Ports (DES-1210-28P)	1	294.99
Sales Turbosound TFX122M-AN Co-axial 1,100 Watt 2 Way 12" Stage Monitor with Klark Teknik DSP Technology and ULTRANET	4	460.00
Auxiliary Hardware Electrical, Data, Conduit, J-Boxes, Rigging Supplies, etc.	1	2,600.00
Install Engineer Labor	10	800.00

Grand Island Senior High Sound System Upgrade

TOTAL

\$81,654.98

Accepted By

Accepted Date

Kneale Administration Building



March 26, 2020

RE: Proposals Received for Flooring Replacement
At West Lawn Elementary School

ESTIMATE:
\$150,000

BUDGET:
General Fund

PROPOSALS GIVEN TO:

Floors Inc.
Ziller Tile

Don Wasson Company
Midwest Floor Covering

Dan O. Petsch
Director of Buildings & Grounds
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 1101
Fax: (308) 385-5568
Email: dpetsch@gips.org
Web: www.gips.org

PROPOSALS RECEIVED:

Supplier	Cost	Floor Prep T&M Rate
Floors Inc.	\$212,304	Floor Tech \$42.00/hour Ardex Cost \$18.50/bag
Midwest Floor Covering	\$221,404	Floor Tech \$45.00/hour Ardex Cost \$20.00/bag
Don Wasson Company	\$262,971	Floor Tech \$42.00/hour Ardex Cost \$22.00/bag

RECOMMENDATION:

The recommendation is to approve the proposal from Floors, Inc. for a total of \$212,304 and the Floor Tech T&M Rates. This project will be funded through the General Fund and/or Depreciation Fund as necessary and appropriate.

Dan O. Petsch
Director of Buildings & Grounds

GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska

STAFF ADJUSTMENT

Addendum

April 9, 2020

Certified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Angela Cavill	Elementary Counselor/ 1.0 FTE/Gates	08/06/20	MA+36 -08	UNK	O. Gestring
Isabel De Leon Francisco	ELL/1.0 FTE/Starr	08/06/20	BA-02	UNK	S. Senff
Patrick Doyle	Strength and Conditioning/ 1.0 FTE/Senior	08/06/20	MA+18 -05	Pittsburg State University	J. Williams
Heidi Hoegh	First Grade/1.0 FTE/Starr	08/06/20	MA-09	UNO	A. Haney
Kalie Horky	Special Education Resource/ 1.0 FTE/Building to be Determined	08/06/20	BA+09 -02	Doane University	TBD
Elizabeth Lewis	Speech & Language Pathologist/.03 FTE/Gates	03/31/20 -05/01/20	MA	UNK	Maternity leave K. Shafer
Krystal Posey	School Psychologist/.50 FTE plus 6 extended days/Special Education	08/06/20	MA+36 -11	UNK	M. Moyer's unfilled position 2019-2020
Ashley Tomjack	Executive Director of Curriculum, Instruction and Professional Learning/1.0 FTE/ Admin. Bldg.	08/16/20	Ph. D.	UNO	S. Gannon's FTE

Certified New Hires (cont.)

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Sarah Wolf	Vocal Music/1.0 FTE/Dodge	08/06/20	MA-06	Hastings College	C. Halbgewachs

Certified Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Laken Parde	Social Studies/1.0 FTE/Barr	New position	05/26/20

GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska

STAFF ADJUSTMENT
April 9, 2020

Certified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Emilee Bruns	Special Education Resource/ 1.0 FTE/Building to be Determined	08/06/20	MA-04	Doane University	TBD
Becca Howe	First Grade/1.0 FTE/Dodge	08/06/20	BA-02	UNK	N. Sorensen
Madisen Irmen	Special Education Resource/ 1.0 FTE/Building to be Determined	08/06/20	BA-02	University of Northern Iowa	TBD
Kelsey Jasnoch	Second or Third Grade/ 1.0 FTE/Engleman	08/06/20	BA-02	UNK	TBD
Emily Kruse	Fifth Grade/1.0 FTE/Stolley Park	08/06/20	BA-02	Wayne State College	T. Lucas
Pamela Moritz	Special Education Resource/ 1.0 FTE/Building to be Determined	08/06/20	MA-06	UNK	TBD
Stacy Quinteros	ELL/1.0 FTE/Senior	08/06/20	BA+09 -05	UNK	B. Pop
Reid Schultz	Science/1.0 FTE/Walnut	08/06/20	BA-02	Hastings College	J. Klingman

New Hire/Extra Standard Assignment

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
NONE			

Classified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Taylor Ball	Nutrition Services Assistant/Early Learning Center	.88	03/06/20	J. Kuta
Elmer Behring	Yard Worker/Admin. Bldg.	1.0	04/13/20 -10/16/20	Seasonal
Mike Cochran	Crossing Guard/Dodge	.31	03/05/20	B. Baxter
Judith Cortes Garcia	Secretary to the Principal/Jefferson	1.0	03/04/20	G. Gonzalez
Randy Curran	Yard Worker/Admin. Bldg.	1.0	04/13/20 -10/16/20	Seasonal
Samuel Goscha	Yard Worker/Admin. Bldg.	1.0	04/13/20 -10/16/20	Seasonal
Jack McVeigh	Crossing Guard/Barr	.31	03/05/20	S. Brondel
Jack Stratman	Crossing Guard/Stolley Park	.31	03/05/20	S. Parra

Certified Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Andy Banahan	Science/1.0 FTE/Walnut	New position	05/26/20
Hannah Berns	Art/1.0 FTE/Walnut	Relocation	05/26/20
Jacqueline Bigley	Mathematics/1.0 FTE/Barr	Retirement	05/26/20
Aldo Briones	ELL/1.0 FTE/Senior	Personal	05/26/20
Angela Call	ELL/1.0 FTE/Dodge	New position	05/26/20
Lyndi Davenport	Fourth Grade/1.0 FTE/Starr	Personal	05/26/20
Jessica Day	Vocal Music/1.0 FTE/Walnut	Personal	05/26/20
Sierra Eastman	Special Education Resource/1.0 FTE/Barr	New position	05/26/20
Stephanie Erickson	School Psychologist/1.0 FTE plus 10 extended days/.73 FTE/Westridge/.27 FTE/West Lawn	New position	05/26/20
Alison Flinn	Special Education Resource/1.0 FTE/Westridge	New position	05/26/20
Alecia Friedel	ELL/1.0 FTE/Barr	Relocation	05/26/20
Hannah Gronemeyer	Special Education Resource/1.0 FTE/Dodge	Relocation	05/26/20
Casey Halbgewachs	Vocal Music/1.0 FTE/Dodge	New position	05/26/20
Lenette Haliburton	Orchestra/.40 FTE/Westridge/.30 FTE/Barr .30 FTE/Walnut	Relocation	05/26/20
Alexis Haney	First Grade/1.0 FTE/Starr	New position	05/26/20
Kate Harders	Science/1.0 FTE/Senior	Personal	05/26/20

Certified Resignations (cont.)

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Kayla Hulme	Special Education Resource/1.0 FTE/Gates	Personal	05/26/20
Alexis Iversen	Third Grade/1.0 FTE/Newell	Personal	05/26/20
Nancy Jones	TeamMates Coordinator/1.0 FTE/Senior	Retirement	08/15/20
Helen King	Special Education Resource/1.0 FTE/Barr	Personal	05/26/20
Rosalie Koepp	Special Education Resource/1.0 FTE/Barr	Personal	05/26/20
Lillian Lutter	Physical Education/1.0 FTE/Senior	Personal	05/26/20
Kim McCain	Integration Specialist/1.0 FTE/Engleman	Retirement	05/26/20
Amanda Novak	Social Emotional Cognitive Learning Coach/ 1.0 FTE plus 6 extended days/Westridge	Relocation	05/26/20
Madeline Smith	English Language Arts/1.0 FTE/Walnut	Personal	05/26/20
Monica Simonson	Fifth Grade/1.0 FTE/Shoemaker	Retirement	05/26/20
Amber Sullivan	Third Grade/1.0 FTE/Starr	Personal	05/26/20
Dalton Wademan	Science/1.0 FTE/Walnut	New position	05/26/20
Crystal Warner	Special Education Resource/1.0 FTE/Senior	Personal	05/26/20
Karlee Wright	Special Education Resource/1.0 FTE/Engleman	Personal	05/26/20
Nesha Yockey	Fourth Grade/1.0 FTE/Jefferson	New position	05/26/20

Certified Extra Standard Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Jeffrey Balz	Reserve Girls Basketball/Senior	Personal	05/26/20

Classified Resignations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Senada Alic	Assistant Custodian/1.0 FTE/Lincoln	Relocation	03/02/20
Christa Eschliman	Preschool Paraeducator/1.0 FTE/Early Learning Center	Personal	03/05/20
Gary Flynn	Assistant Custodian/1.0 FTE/Gates	Retirement	03/13/20
Natalie Montanez	Head Food Server/.88 FTE/Starr	Relocation	03/05/20
Morgan Murphy	Special Education Paraeducator/.94 FTE/Senior	Personal	03/04/20
Juana Musgrave	ELL Paraeducator/.94 FTE/Barr	Did not return from LOA	08/05/19
Susan Parra	Crossing Guard/.31 FTE/Walnut	Personal	03/04/20
Erika Randolph	Assistant Custodian/.25 FTE/Shoemaker	Personal	03/04/20
Dane Smith	Assistant Custodian/1.0 FTE/Senior	Retirement	05/29/20
Susan Williamson	Special Education Paraeducator/.94 FTE/West Lawn	Personal	05/22/20

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Marcy Burr	Special Education Resource/ 1.0 FTE/Engleman	Fifth Grade/1.0 FTE/Engleman	08/06/20	Enrollment
Jaynie Hawkins	Social Emotional Cognitive Learning Coach/1.0 FTE/ Walnut	School Psychologist/1.0 FTE/ Walnut	08/06/20	Change from Interim position
Julie Jarzynka	Second Grade/1.0 FTE/ Engleman	Special Education Resource/ 1.0 FTE/Engleman	08/06/20	M. Burr
Marlena Ramirez	ELL/.50 FTE/Wasmer/ .50 FTE/Seedling Mile	ELL/1.0 FTE/Lincoln	08/06/20	M. Estrada
Shawna Senff	ELL/1.0 FTE/Starr	Title I Specialist/1.0 FTE/ Starr	08/06/20	T. Nance
Caitlin Stump	Special Education Resource/ 1.0 FTE/Wasmer	Special Education Resource/ 1.0 FTE/Stolley Park	08/06/20	A. Prescott
Raydee Swanson	Third Grade/1.0 FTE/Lincoln	First Grade/1.0 FTE/Lincoln	08/06/20	Enrollment
Lauren Wilcox	Special Education Resource/ CBI/1.0 FTE/Senior	Special Education Resource/ 1.0 FTE/Westridge	08/06/20	D. Christensen

Certified Changes/Extra Standard Assignments

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
NONE				

Classified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Melissa Evans	Technology Assistant/ 1.0 FTE 12 month/Senior	Technology Assistant/ 1.0 FTE 10 month/Westridge	03/16/20	S. Veverka
Juventino Garcia	Assistant Custodian/1.0 FTE/ Jefferson	Assistant Custodian/1.0 FTE/ Senior	03/10/20	D. Chohon
Gabriela Gonzalez	Secretary to the Principal/ 1.0 FTE/Jefferson	Family Liaison/1.0 FTE/ Welcome Center	03/09/20	S. Rodriguez
Janet Kuta	Nutrition Services Assistant/ .88 FTE/Early Learning Center	Head Food Server/.88 FTE/ Starr	03/04/20	N. Montanez

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

Grand Island Public Schools

Fund Balances

Fiscal Year: 2019-2020

Month: March

Year: 2020

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$26,535,867.25	\$60,573,793.83	(\$66,391,336.22)	\$0.00	\$20,718,324.86
02	Depreciation	\$2,450,147.51	\$0.00	(\$164,076.70)	\$0.00	\$2,286,070.81
03	Employee Benefit	\$3,063,636.10	\$5,884.75	(\$8,881.00)	\$0.00	\$3,060,639.85
04	Contingency	\$1,048,171.74	\$2,381.37	\$0.00	\$0.00	\$1,050,553.11
05	Activities	\$1,797,110.91	\$1,376,544.66	(\$1,573,005.57)	\$0.00	\$1,600,650.00
06	School Nutrition	\$1,151,274.23	\$3,378,922.00	(\$3,758,012.61)	\$0.00	\$772,183.62
07	Bond	\$6,929,920.22	\$2,878,509.55	(\$4,716,970.48)	\$0.00	\$5,091,459.29
08	Special Building	\$4,621,564.98	\$6,470,261.10	(\$5,962,981.82)	\$0.00	\$5,128,844.26
09	Qualified Capitol Purpose Undertaking	\$2,108,003.74	\$464,158.56	(\$820,421.25)	\$0.00	\$1,751,741.05
10	Cooperative	\$807,128.39	\$0.00	\$0.00	\$0.00	\$807,128.39
Grand Total:		\$50,512,825.07	\$75,150,455.82	(\$83,395,685.65)	\$0.00	\$42,267,595.24

End of Report

GRAND ISLAND PUBLIC SCHOOLS

8560 STUDENT AUTOMOBILE USE

Driving a personal vehicle to school, and parking on school property is a privilege, ~~and not a right~~. The superintendent or designee is authorized and directed to establish criteria for the issuance of vehicle parking permits and to regulate student parking. Student operated vehicles must be registered in the high school west office, following directions given in announcements. Students are responsible for registering their vehicle and obtaining a parking sticker in the GISH West Office and parking regulations will be shared with students when they sign for a parking permit. Students must be 16yrs of age with a valid driver's license or have a work permit.

Students will not be charged for the permit. School Resource Officers (SRO's) and Hall Monitors frequently check the GISH parking lots and side street parking for parking permits. SRO's will notify students and their parents when a vehicle is on campus without a sticker and/or when a vehicle is inappropriately parked.

Reckless driving on school property, day or night, can result in loss of driving and parking privileges on school property. Repeat offenses will be referred to appropriate authorities.

Policy Adopted - November 3, 1980

Policy Revised: 4-13-98

Policy Revised: 10.11.12

Policy Revised: ???.???.??

GRAND ISLAND PUBLIC SCHOOLS

8620 CONTESTS FOR STUDENTS

~~It shall be a general policy of The~~ Grand Island Public Schools ~~to deny~~ will approve on a limited basis promotional aide, school time, or faculty assistance to pupil contests, involving essay writing, poster making and other activities, sponsored by organizations outside the school ~~due to loss of instructional time~~. Exceptions may be made, if in the judgment of the superintendent or designee, a particular contest involves experiences which are closely aligned to and in support of instructional work of the school and which will clearly serve to advance educational aims of the school. The worthiness of the sponsoring agencies cause or the opportunity for the individual to win prizes shall not in itself constitute sufficient reason for exception to the general policy.

Contests or projects, in general, should not interfere with the operation of the regular course of study in classes, or require a teacher to sacrifice much time from the regular program plan for students.

The following statements shall be a guide for determining participation in contests:

- The primary educational aims of the school and the needs and interests of the pupils must be a consideration at all times.
- Schools shall not be used to promote private or commercial interests.
- Schools shall not be used for direct sales promotion of individual competitive bids or services.
- Consideration shall be given in all cases to protect the student and teachers from unreasonable added work to responsibilities.

Policy Adopted - November 3, 1980

Policy Revised: 5-4-98

Policy Revised: 11.08.2012

Policy Reviewed: ???.???.??

GRAND ISLAND PUBLIC SCHOOLS

8630 STUDENT ~~VOLUNTEERS AND~~ OFFICE AIDES

The Grand Island Public Schools Board encourages supports the utilization of student aides volunteers in the educational program in the Counseling Offices, Media Center, Tech Office, and Business Office. (e.g., student librarians, student office helpers, etc.) and volunteering in useful community agencies and services. However, Other placements will be assigned on a limited basis with counselor, administrator and parent approval.

Student aides and/or volunteers must be capable of carrying out the additional load without endangering their academic achievement. Therefore, All student aides and/or volunteers shall be expected to maintain their grades, attend all classes, and recognize that the activity to which they are serving their services is secondary to their primary goal of attaining an education. Parent and counselor approval is needed to be a student aide.

~~Teachers, counselors, and administrators and members of the community shall confer with the guidance counselor and the principal before students are sought for volunteer help.~~

Service as a student aide is considered a privilege and the student receives a course grade of Pass/Fail. The student aide supervisor will review guidelines, duties, and responsibilities with the student at the beginning of each semester.

Policy Adopted - November 3, 1980

Policy Reviewed: 5-18-98

Policy Revised: 10.11.2012

Policy Reviewed: ???.??.??

Auction List 2020

2003 GMC Mid Bus 14 passenger
2004 Chevrolet Mid Bus 14 Passenger
Enclosed Trailer (Band)
Homemade tilt bed trailer (hydraulic operated) 16'
Homemade (metals) trailer
Homemade 4 ½' x 8' trailer
Homemade Leaf Vacuum Dump Trailer
Pull Behind Sprayer with boom (200 gal tank?)
3 point Toro Debris Blower
Cushman Groommaster
Litter Kat Turf Sweeper
Plow for ATV/mower
Herd's Broadcast spreader hitch mount
2 engine stands
Air powered hydraulic jack
Electric pressure washer
CNC wood mill
Misc. field size sprinkler heads
Misc. Sprinkler valves
2 Shop Vacuums 6 gal 2.5hp
Lifetime Portable Basketball Hoop
21 Fold Up tables (no attached seats)
Misc. Grey Computer Tables
Misc. Virco Lunch Tables
Misc. Wood Top Computer Tables
Misc. Book carts
Blue and Purple Computer Table Chairs
2 Sewing Embroidery Machines

Misc. Gym Mats
Maroon Office Chairs
Misc. Brown Top Tables (various sizes)
Changing Table
Misc. Wood Shelves
2 Medical Exam tables
50 File Cabinets (various sizes and colors)
Misc. Student Chairs
11 Sewing Machines
Gray top music risers
Echo backpack blower(needs carburetor work)
Woodworker vises
Sunbeam juicers
Stainless Steel Shelving
Scotsman Ice Machine
2- Hobart Stand Mixers Model H600
2- pallets serving trays
SMT hot pressure washer electric
2- Baldor Electric Pressure Washers
2- Market Forge tilt skillet Model# 1400-1
Steam Kettle
2- Beverage air Milk coolers
3 – Vulcan convection ovens
7 – Hobart refrigerators' single door
Hobart refrigerator 2 door
Hobart refrigerator glass door
3- Chest freezers
4- Refrigerator/freezer's
5- Electric Stoves

3 compartment stainless steel sink

Brown Hot cart

Beverage cooler

McCall upright freezer

Blodgett Convection oven

4- Epco food warmers

Beverage Air milk display cooler

Hobart 4 half door refrigerator

Frigidaire upright freezer

Hot Food Box warmer

2- Crescor Proofers/warmers

Small Mixer on table

Mixer wand

Serving rail

Frigidaire fridge/freezer (freezes up)

Milwaukee Table Band Saw

Delta pickup crossover toolbox

Pipe Bender

Darex table top mill

Various sized industrial fan blades

Various electric and battery operated tools



AIA[®]

Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i> Grand Island Public Schools Memorial Stadium Additions & Renovations Grand Island, NE	CONTRACT INFORMATION: Contract For: General Construction Date: November 12, 2018	CHANGE ORDER INFORMATION: Change Order Number: 8 Date: March 23, 2020
OWNER: <i>(Name and address)</i> Grand Island Public Schools P.O. Box 4904 Grand Island, NE 68802-4904	ARCHITECT: <i>(Name and address)</i> CMBA Architects 208 N. Pine St., Suite 301 Grand Island, NE 68801	CONTRACTOR: <i>(Name and address)</i> Hausmann Construction, Inc. 8885 Executive Woods Drive Lincoln, NE 68512

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Item 1: Elevator Infill	ADD \$ 7,081.09
Item 2: New Scoreboard Electrical	ADD \$25,307.73
Item 3: Front guardrails	ADD \$26,209.37
Item 4: Exit Signs Room 520	ADD \$ 1,032.25
Item 5: Precast Lettering	ADD \$ 3,093.02
Item 6: Soffit Panels at Ticket Booth	ADD \$ 2,504.56
Item 7: EPDM Roof at Ticket Booth	DEDUCT (\$ 1,100.00)
Item 8: East Stadium Alternate #1 Position	ADD \$14,969.88
Item 9: Monument Conduits	ADD \$ 3,098.39
Item 10: East Stadium Floor Drain	ADD \$ 392.85

TOTAL ADD THIS CHANGE ORDER \$ 82,589.14

The original Contract Sum was	\$ 14,012,100.00
The net change by previously authorized Change Orders	\$ 1,204,227.06
The Contract Sum prior to this Change Order was	\$ 15,216,327.06
The Contract Sum will be increased by this Change Order in the amount of	\$ 82,589.14
The new Contract Sum including this Change Order will be	\$ 15,298,916.20

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be unchanged.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

CMBA Architects

ARCHITECT (*Firm name*)

Hausmann Construction Inc.

CONTRACTOR (*Firm name*)

Grand Island Public Schools

OWNER (*Firm name*)

SIGNATURE

James R. Brisnehan

PRINTED NAME AND TITLE

DATE

SIGNATURE

Matt Schendt

PRINTED NAME AND TITLE

DATE

SIGNATURE

Dan O. Petsch

PRINTED NAME AND TITLE

DATE



**GRAND ISLAND PUBLIC SCHOOLS
RESOLUTION 20200409.01
GRADUATION UNDER COVID-19**

WHEREAS, due to the COVID-19 pandemic, the District has shifted student learning from the physical classroom to a distance learning setting; and,

WHEREAS, as a result of this shift in student learning, the Board recognizes that certain aspects of student learning have been disrupted and that certain Board policies and procedures may need to be suspended or modified, including grading, credits and the like; and

WHEREAS, the Board desires to allow eligible students in their final year in the District (including seniors) to graduate and receive a diploma at the end of the 2019-2020 school year.

NOW, THEREFORE, BE IT RESOLVED that, notwithstanding any policy, regulation, protocol, practice or directive to the contrary, the Board hereby finds, determines, delegates and authorizes as follows:

1. For the remainder of the 2019-2020 school year, the Board suspends all graduation and curriculum-related policies, except for those policies that the Superintendent and Board President jointly determine need to remain in effect.
2. The Superintendent shall determine which students would have been eligible or on track for graduation immediately prior to the COVID-19 temporary shutdown.
3. The Superintendent shall implement requirements (such as the continued completion of coursework) to be in effect during the remainder of the 2020 spring semester for students who are eligible or on track to graduate. It is the Board's intent to require students in their final year to continue learning during the remainder of the 2019-2020 school year. If said students satisfy such requirements during the remainder of the 2019-2020 school year, then the Board hereby authorizes the Superintendent and Board President to issue a diploma to said students, so that said students will graduate and receive a diploma at the end of the 2019-2020 school year.
4. The Superintendent is hereby directed to identify students in their final year in the District who are neither eligible nor on track to graduate at the end of the 2019-2020 school year, and determine what requirements, if any, or supports, if any, will be in place for those students to become eligible or on track for graduation at the end of the 2019-2020 school year. At the end of the 2019-2020 school year, the Superintendent shall then determine whether any of these students have satisfied said requirements and, if so, along with the Board President, issue a diploma for such students in order for them to graduate and receive a diploma at the end of the 2019-2020 school year.
5. For all students (including those not in their final year in the District), the Superintendent shall develop a grading procedure to be implemented for the spring 2020 semester. The Superintendent is encouraged to consult with key stakeholder groups to identify the grading procedures that will be fair, reasonable in light of the circumstances and in the best interests of the District. The Superintendent's grading procedure shall be final, and the Board will not hear any appeals over the Superintendent's grading procedure or any grades issued under the Superintendent's grading procedure.

6. For those students who are not in their final year in the District, the Superintendent shall develop a plan to determine how students will progress (or not) to the next grade level or advanced courses next year, and what resources or supports may be made available for those students who are not or will not be prepared to progress to the next grade level or advanced courses next year. It is the Board's intention to advance students to the next grade level next year, but, at the same time, the Board does not want students unprepared for next year's curriculum.
7. The Board recognizes the fluid and unprecedented circumstances currently faced by students, parents and staff members, and hereby adopts this Resolution in order to be proactive and prepared to respond to the evolving events without further delay. As a result, by delegating various responsibilities and authority to the Superintendent and Board President, all actions (or inactions) taken by the Superintendent and Board President pursuant to this Resolution shall be final, ratified in full by the Board and need not be formally approved by the Board at a later date.
8. The Board hereby ratifies all curriculum-related decisions implemented or enacted to date.

The foregoing Resolution is approved in the form presented at the meeting and attached to the minutes of the meeting as is fully set forth therein in its entirety, Member _____ moved for their passage and adoption. Member _____ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution: _____

The following members voted against the same: _____

The following members were absent or not voting: _____

The above Resolution having been consented to by a majority of a quorum of the Board, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this 9th day of April, 2020.

GRAND ISLAND PUBLIC SCHOOL DISTRICT

BY: _____
President

ATTEST:

Secretary

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Purchase Robotics equipment to facilitate an elective course offering at GISH.

Submitted By: Daniel Phillips

Date: 3/30/2020

1. What is the identified need?

Objective 6: Currently there are no electives that align with Engineering & Technology careers that are not pathway courses for other academies. Providing a Robotics Elective will reduce the number of students taking open blocks or study halls increasing student's connectedness to school and commitment to learning.

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Personalize - Diversifying course offerings to include some STEM based electives will help make elective courses more relevant and engaging for students.

Design - Data regarding the number of students in Study Halls and Open Blocks supports the addition of elective course offerings.

3. Proposed Action

Purchase Vex Robotics Equipment necessary to provide kids

4. Data/Research Assessed

The Prescribe & Reduce committee at GISH met and discussed possible elective course offerings that we could develop with existing staffing and align with student needs. Specifically 80 Freshman and 33 sophomores have Study Hall on their schedule mostly due to limited elective opportunities, elective opportunities that are full, or elective opportunities that don't match their interest areas. Juniors have 714 Open Blocks for similar reasons.

5. Stakeholder Group(s) Involved

Prescribe & Reduce Committee and Academy of Engineering & Technology Advisory Board

6. Summary

The purchase of the robotics equipment will provide students access to quality robotics curriculum and the ability to participate in robotics competitions. The robotics curriculum will provide a rigorous STEM based elective that requires students to learn mechanical skills, programming skills and how to collaborate effectively as a team and with other teams.

7. Fiscal Impact

Amount: Not to exceed \$36,002.89

Source: L4L

Details: \$26,999.82 - Vex Robotics Kits
\$8,130.86 - miscellaneous Vex robotics parts (motors, gears, etc.)
\$872.21 - shipping & handling

8. Person(s) Responsible for Implementation

Mr. Matt Wichman, Principal of the Academy of Engineering & Technology, Mr. DW Holley Principal of the Academy of Technical Sciences, and Mr. Dan Phillips, Director of College & Career Readiness.

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- 1) Use summer task force time to finalize curriculum.
- 2) Register for and Participate in Vex Robotics Competitions
- 3) Host a Vex competition at Grand Island Senior High
- 4) Evaluate course enrollment and develop priorities.

Timeline:

- 1) Ongoing throughout the school year
- 2) Evaluate effectiveness of robotics teams in April.

▲ Board Report/Follow-Up

Actions: March BOE meeting - information
April BOE meeting - approval
Follow up data will be provided at L4L BOE Committee and BOE Spring Retreat 2021

Timeline: ___ 1 month ___ 3 months ___ 6 months ___ annually ___ N/A

Robotics Elective Course Proposal

Purpose:

The purpose of the Robotics course would be to provide students interested in STEM careers an additional elective outside of their pathway. The VEX Robotics program offers students an exciting platform for learning about programming and mechanical systems utilizing engineering design processes. Beyond that, VEX Robotics encourages teamwork, leadership, and problem solving among groups.

Need:

The Robotics elective was added to the course guide in an effort to provide an additional elective course for students that aligns with the technical STEM pathways and eliminate the need for study hall and open blocks in students schedules. For the 20/21 school year, 151 students requested the Robotics elective: Grade 9 = 49, Grade 10 = 82, Grade 11 = 15, and Grade 12 = 5.

Impact on Staffing:

At this time, there will be no new staff required. This will likely change for the 21/22 staffing plan depending on student course requests in the Academy of Engineering & Technology and Robotics programs.

Alex Kemnitz (New 20/21) will teach 4 sections of Robotics and 1 double block at CPI of Principles of Alternative Energy.

Arielle Cool resigned from GISH to move closer to family in Missouri. A new science teacher will be hired to replace her role in the Academy of Engineering & Technology as well as teach Robotics courses. Schedule will consist of teach 3 Robotics, and 3 Integrated Science III courses for the Academy of Engineering & Technology.

Facility Requirement:

Engineering and Aviation will be relocated to the Academy Hallway in the 300 wing for the 20/21 school year. Room 118 is perfect for Robotics programming.

Sustainability:

VEX Robotics competitions continue to grow across the state. The best way to sustain a program and keep district costs at a minimum is to host an annual tournament. We may be able to borrow equipment from other districts, but the best way of managing this would be to purchase our own equipment in the long term. Field and game elements kits costs approximately \$1,800, we would need 6 such kits to host a reasonable sized event of 70-100 teams. More research would be needed to determine the demand in this area.

Startup Equipment and Costs:







Competition Fees:






Break Down:

\$1,800 18 – Team Registrations, \$100 per team
\$4,050 54 – Local/Regional Tournament Registration Fee's (\$75per team)
\$750 3 – U.S. National Registration Fee's (\$250 per team)

\$2,850 *Transportation (3 Omaha Based Events used for maximum budget)*
 \$9,450 *Total*

Equipment Costs – 1 time cost:

Product	SKU	Price	Qty	Subtotal	
				Subtotal	\$35,130.68
				Shipping & Handling (FedEx - Ground)	\$872.21
				Grand Total	\$36,002.89
	V5 Competition Super Kit	276-7040	\$1,499.99	18	\$26,999.82
	V5 Robot Battery Li-Ion 1100mAh	276-4811	\$49.99	36	\$1,799.64
	V5 Smart Motor	276-4840	\$34.99	54	\$1,889.46
	V5 Smart Motor 36:1 Cartridge (100 RPM)	276-5840	\$9.99	36	\$359.64
	V5 Smart Motor 18:1 Cartridge (200 RPM)	276-5841	\$9.99	36	\$359.64
	V5 Smart Motor 6:1 Cartridge (600 RPM)	276-5842	\$9.99	36	\$359.64

Product	SKU	Price	Qty	Subtotal	
	V5 Smart Cable Crimping Tool	276-5773	\$19.99	8	\$159.92
	V5 Smart Cable Stock (8m)	276-5774	\$5.99	36	\$215.64
	V5 Smart Cable Connectors (50-Pack)	276-5775	\$2.99	36	\$107.64
	Aluminum Structure Kit	275-1097	\$79.99	18	\$1,439.82
	Long Aluminum Structure Kit	275-1410	\$79.99	18	\$1,439.82

Course Title, Description, & Prerequisites:

Robotics Design

Students will design and build a robot to participate in area robotics competitions. Major units of study will focus on the engineering design process, designing and building a controllable base, designing and building a manipulator and programming of the mechanical system using logic based control and simple sensors. Students who repeat the course will develop deeper understanding of robotics design and implementation. Examples would include transmission design, pneumatic controls and in-depth precision programming control.

Grades 9-12. No Prerequisites. Can be repeated for additional elective credit (similar to band or choir).

National Academic Core Standards Addressed

With a goal of increasing the percentage of students meeting or exceeding proficiency in assessed areas, it is imperative that elective courses support core content. The Robotics Design course addresses the following national standards as identified by the National Science Teachers Association and the National

Council of Teachers of Mathematics. The following were taken from the Carnegie Mellon Robotics Academy and may not reflect the more current NGSS standards.

From the National Science Education Standards (NSES)

Systems, Order, and Organization

<p>The natural and designed world is complex; it is too large and complicated to investigate and comprehend all at once.</p> <p>A system is an organized group of related objects or components that form a whole.</p> <p>The goal of this standard is to think and analyze in terms of systems.</p> <p>Science assumes that the behavior of the universe is not capricious, that nature is the same everywhere, and that it is understandable and predictable.</p> <p>Prediction is the use of knowledge to identify and explain observation, or changes, in advance. The use of mathematics allows for greater or lesser certainty of predictions.</p> <p>Order is the behavior of units of matter, objects, organisms or events in the universe – can be described mathematically.</p> <p>Types and levels of organization provide useful ways of thinking about the world</p>	<p>Robots are excellent examples of systems, with many heterogeneous components interacting in organized, methodical ways to achieve results as a whole that they could not have achieved separately.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Navigation systems (e.g. sensor tells the robot where it is, programmable controller tells the robot how to interpret this information, motors move in order to achieve the desired result) ▪ Sensing systems (electrical, mechanical, and programming elements of a sensor) ▪ Power & transmission systems (motor, axle, gear, wheel) ▪ Manipulator systems ▪ Lifting systems, vision systems, etc. <p>Each system can be broken down into subsystems.</p> <p>Robotics technology is built upon a series of behaviors that can be measured mathematically and are understandable and predictable.</p> <p>There are many examples that are easy for students to manipulate and understand:</p> <ul style="list-style-type: none"> ▪ Gears and mechanical advantage ▪ Sensors and electronic control ▪ Wheel diameter and its effect on distance traveled ▪ Rotation sensor readings and robot path planning
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Evidence, Models and Explanation

<p>Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems.</p> <p>Models are tentative schemes or structures that correspond to real objects, events, or classes of events that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations and computer simulations.</p> <p>Scientific explanations incorporate existing scientific knowledge and new evidence into logical statements. Terms like “hypothesis,” “model,” “law,” “theory,” and “paradigm” are used to describe various scientific explanations.</p>	<p>The investigations included in this curriculum allow students to collect evidence to investigate scientific principles. Robots physically demonstrate many scientific concepts to make them more clear and understandable.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Electronics and basic circuitry, which can be demonstrated using touch sensors and the VEX power supply ▪ Gear trains, which demonstrate the ability to mathematically predict mechanical advantage and speed. ▪ Light sensors, which can detect infrared as well as visible light
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Constancy, Change, and Measurement

<p>Although most things are in the process of becoming different – changing – some properties of objects and processes are characterized by constancy; the speed of light, the charge of an electron, the total mass plus energy of the universe.</p> <p>Energy can be transmitted and matter can be changed. Nevertheless, when measured, the sum of energy and matter in the system, and, by extension, the universe, remains the same.</p> <p>Mathematics is essential for accurately measuring change.</p> <p>Different systems of measurement are used for different purposes.</p> <p>Scale includes understanding that different characteristics, properties, or relationships with a system might change as its dimensions are increased or decreased.</p> <p>Rate involves comparing one measured quantity with another measured quantity, for example, 60 meters per second.</p>	<p>Robots rely on the use of many innate constants in their basic operation. Ultrasonic sensors, for instance, calculate distance based around an assumed value for the speed of sound.</p> <p>In calculating the distance a robot travels per spin of its motor, fundamental mathematical relationships govern the elements of change and constancy between the different factors involved. For example, the ratio between the diameter and circumference of the wheel is constant ($C=\pi d$). On the other hand, a robot doesn't always need to use the same wheels – they can change – yet, no matter what the size of the wheel, the distance traveled per turn of the wheel remains proportional.</p> <p>Measurement is fundamental to all aspects of robotics, from matching dimensions of parts to ensure that they can connect properly, to measuring how far your robot went, to measuring how well a prediction matched a result.</p>
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Evolution and Equilibrium

<p>Evolution is a series of changes, sometimes gradual and sporadic, that accounts for the present form and function of objects, natural systems and designed systems. The general idea of evolution is that the present arises from materials and forms of the past.</p> <p>Equilibrium is a physical state in which forces and changes occur in opposite and off-setting directions. For example, opposite forces are of the same magnitude, or off-setting changes occur at equal rates.</p>	<p>Every robot design has a story. As they build and modify their robot designs, students can trace the evolution of their creation as they adapt it in different ways that allow it to complete different tasks, building upon lessons learned from their previous designs.</p> <p>Equilibrium appears in many different forms as a design factor that students will encounter in designing their robots. For example, a robot's top speed is an equilibrium point between the physical force of friction and the force generated by the motor.</p>
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Form and Function

<p>Form and function are complementary aspects of objects, organisms, and systems in the natural and designed world.</p>	<p>When designing robots, form always follows function.</p> <p>Whether the design decision involves using large versus small wheels, making the motor power high versus low, or selecting the sensing device the robot will use, all decisions are based on what the robot is expected to do: its function. All of these decisions will affect the final shape of the robot: its form.</p>
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Science as Inquiry – Content Standard “A”

<p>As a result of activities in all grades, all students should develop:</p> <ul style="list-style-type: none"> ▪ Abilities necessary to do scientific inquiry ▪ Understanding about scientific inquiry <p>Students should be engaged in activities that:</p> <ul style="list-style-type: none"> ▪ Begin with a question 	<p>The guided investigations in Robotics Engineering are targeted at specific relevant questions about robotics technologies and concepts that lead to rich exploratory experiences.</p> <p>Some investigations focus on specific portions of the inquiry process, such as evidence-gathering or hypothesis</p>
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<ul style="list-style-type: none"> ▪ Allow them to perform an investigation ▪ Gather evidence ▪ Formulate an answer to the original question ▪ Communicate the investigative process and results 	<p>evaluation. Others begin with a question and seek an answer using general inquiry processes.</p> <p>Explanation and evaluation are primary abilities applied in answering questions, not simply calculations or summarization.</p>
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Physical Science – Content Standard “B”

<p>As a result of activities in all grades, all students should develop an understanding of:</p> <ul style="list-style-type: none"> ▪ Properties and changes of properties in matter ▪ Motions and forces ▪ Transfer of energy <p>By using simple objects, such as rolling balls and mechanical toys, students can move from qualitative to quantitative descriptions of moving objects and begin to describe the forces acting on the objects.</p> <p>Understanding of energy will include light, heat, sound, electricity, magnetism, and the motion of objects.</p>	<p>Robotics is able to demonstrate many applied physical concepts. Here are a few examples:</p> <ul style="list-style-type: none"> ▪ Mechanical advantage (gears) ▪ Basic circuitry (sensor operation) ▪ Digital and analog electronics (sensors) ▪ Light (lamp, light sensor) ▪ Sound (ultrasonic, sound sensors) ▪ Speed (motors) ▪ Friction (robot movement) <p>Quantitative measurement is a staple of all investigations.</p>
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Science and Technology – Content Standard “E”

<p>As a result of activities in all grades, all students should develop:</p> <ul style="list-style-type: none"> ▪ Abilities in technological design ▪ Understandings about science and technology <p>Students should begin to differentiate between science and technology.</p> <p>In the middle school years, scientific investigations can be completed by activities in which the purpose is to meet a human need, solve a problem, or develop a product rather than explore ideas about the natural world.</p>	<p>Robotics is the premier example of the marriage of science and technology, especially as related to the solving of problems or human needs.</p> <p>Every investigation students conduct with the robot is motivated by the need to advance the performance of the robot in order to meet performance criteria, connecting the “need to know” with the “ability to do”.</p>
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From the National Council of Teachers of Mathematics (NCTM) Standards

Numbers and Operations

<p>Understand numbers, ways of representing number, relationships among numbers and number systems.</p> <p>Understand meaning of operations and how they relate to one another.</p> <p>Compute fluently and make reasonable estimates.</p>	<p>Robotics uses numbers and operations in nearly all lessons, for example:</p> <ul style="list-style-type: none"> ▪ Calculating distance with rotational sensors (equations, equalities) ▪ Gears, gear ratios and speed (ratios and proportions) ▪ Light sensors and threshold (inequalities) ▪ Wheel circumference, radius and diameter (geometric relationships)
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Algebra

<p>Represent and analyze mathematical situations and structures using algebraic symbols.</p>	<p>Robotics lessons that involve algebra include the following:</p> <ul style="list-style-type: none"> ▪ Conditional statements (inequalities) ▪ Programming sensors and thresholds (inequalities) ▪ Measuring turns (equalities, solving equations)
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Use mathematical models to represent and understand qualitative relationships. Analyze change in various contexts.	<ul style="list-style-type: none"> ▪ Gears and speed (ratios, direct and indirect proportionality) ▪ Passing parameters in functions
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Geometry

Precisely describe, classify, and understand relationships among types of two and three-dimensional objects using their defining properties. Specify location and describe spatial relationships using coordinate geometry and other representational systems.	Robotics situations involving geometry include: <ul style="list-style-type: none"> ▪ Wheel rotations and circumference (diameter, circumference) ▪ Identifying locations in order to program a robot to move from point to point (connected path segments) ▪ Interlocking gears and gear ratios (discrete combinations of radii)
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Measurement

Understand measurable attributes of objects and the units, systems, and processes of measurement. Apply appropriate techniques, tools and formulas to determine measurements.	Understanding the significance and meaning of measurements are central to the understanding of robotics: <ul style="list-style-type: none"> ▪ Distance the robot travels (linear measurement, meter stick) ▪ Amount a motor turns (angular measurement) ▪ Directional change of the robot (angular measurement, protractor) ▪ Speed of the robot (rate measurement, meter stick, built-in timer) ▪ Physical quantities measured by sensors (touch, sound, light, distance) ▪ Detectable region of a sensor (ultrasonic sensor, meter stick, 2D graph paper)
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Problem Solving

Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and other contexts. Apply and adapt a variety of appropriate strategies to solve problems. Monitor and reflect on the process of problem solving.	In the lessons, there are both guided and open-ended design problems that involve designing, building, and programming needed to create autonomous robots. <ul style="list-style-type: none"> ▪ How do I get a robot to move a certain distance? (solved through measurement and the verification and use of a proportionality relationship) ▪ What does the sound sensor measure? (solved by graphing the sensor readings with tones of varying volume and pitch, then seeing which one indicated an orderly relationship)
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Reasoning and Proof

Recognize reasoning and proof as fundamental aspects of mathematics. Make and investigate mathematical conjectures. Develop and evaluate mathematical arguments and proofs. Select and use various types of reasoning and methods of proof.	Reasoning in robotics comes in many different forms, including the following: <ul style="list-style-type: none"> ▪ Experimental reasoning, proof using measurements and physical evidence (Wheels and Distance) ▪ Reasoning using equations, proof by solving (Measured Turns)
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	<ul style="list-style-type: none"> ▪ Reasoning about graphs, proof by observing trends (Frequency and Amplitude)
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Communications

<p>Organize and consolidate their mathematical thinking through communications.</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p>	<p>Each Activity and Investigation includes worksheet questions that require the student to reflect on what they have accomplished or experienced, and describe it or some aspect of it in their own words to someone else. Emphasis is placed upon explaining reasoning in addition to showing calculations.</p> <p>The Engineering Design Challenge includes opportunities for students to communicate with their peers and teachers what they have learned and accomplished.</p>
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Connections

<p>Recognize and use connections among mathematical ideas.</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p> <p>Recognize and apply mathematics in contexts outside of mathematics.</p>	<p>One of the strongest features of using robotics to teach math, science, engineering, technology and communications is its ability to make links between multiple disciplines. Students are able to take what they know and connect it to what they are learning, synthesizing new knowledge as they continue.</p>
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Course Content Standards:

1. Students will demonstrate ability to solve problems using applied physics concepts:
 - a. Investigate the effects of forces on motion in technological design
 - b. Demonstrate the ability to solve problems in a systematic manner using critical reading, analytical thinking, creative synthesis, technical writing and attention to detail.
 - c. Apply knowledge of physics and mathematics to technological design problems.
2. Demonstrate the ability to design programs the deal with structures, mixed classes of objects, and objects of undetermined size.
3. Demonstrate the ability to design, build and troubleshoot mechanical and electrical systems.
4. Students demonstrate understanding of team dynamics.
5. Students demonstrate safety skills while working on assigned projects.

Course Content Outline:

Standard Content

1. Intro to Robotics Design
 - a. Design Notebook
2. Robotic Chassis Design
 - a. Fasteners
 - b. Chassis
 - c. Drive Train
 - d. Motors and Motor Speed
 - e. Gears and Gear Trains
 - f. Linear Motion
 - g. Friction and Traction
 - h. Torque
 - i. Gear Ratios and Speed and Torque
 - j. Culminating Activity (Competition Base Design)
3. Driver Control Programming
 - a. Basic Operator Control
 - b. Wiring Controllers
4. Manipulator Design
 - a. Types of Manipulators
 - b. Mass, Weight, Center of Weight, and Torque
 - c. Center of Gravity
 - d. Relationship of Torque, Gear Ration and Payload
 - e. Stall Torque
5. Manipulator Programming
 - a. Digital and Analog Inputs
 - i. Limit Switches
 - b. Operator Controls with Limit Switches
6. Sensor Programming
 - a. Line Tracker
 - b. Ultra Sonic
 - c. Potentiometers
 - d. LCD
 - e. Optical Shaft Encoders
 - f. Integrated Motor Controllers
 - g. Vision Sensors

Extension Activities

1. Advanced Mechanized Systems
 - a. Transmission
 - b. Pneumatics
2. RobotC Programming
 - a. Syntax and operators
 - b. PID Loops
 - c. User Selectable Codes
 - d. Scripts and Routines
3. Project Presentation
 - a. Oral Presentation
 - b. Website Presentation
 - c. Promotional Video



Facility Use Agreement

Disaster Cycle Services Job Tools

Deploy Materials Workers & Technology / Facility Management

Instructions

This agreement should be used in conjunction with the *Facility Management Standards and Procedures*. Delete these instructions before finalizing and signing the agreement, as the instructions are for internal Red Cross use only.

Immediately before using the facility, use the *Facility/Shelter Opening and Closing Inspection* form to document the date the Red Cross begins using the facility, any existing damage, and any restrictions regarding the use of the facility by Red Cross such as restrictions related to parking or areas that are off limits.

If you have any questions regarding the *Facility Use Agreement*, please contact the Disaster Logistics Center at 202-303-4099 or DLC@redcross.org. The Facilities associate will either answer your questions or contact the Office of General Counsel, as appropriate.

Follow These Steps to Complete the Facility Use Agreement:

1. Enter *Parties and Facility* information.
2. Review *Terms and Conditions* with the facility representative.
 - a. Paragraph 1 (*Use of Facility*): The Red Cross and facility representatives both initial each purpose for which the Red Cross may use the facility.
 - b. Paragraph 4 (*Food Services*) and paragraph 5 (*Custodial Services*) can be removed if those services are not relevant to the relationship with the facility by deleting the paragraphs in Microsoft Word and renumbering the remaining paragraphs or crossing the paragraphs out on a printed version and having the facility and Red Cross representatives initial next to the crossed-out paragraph.
 - c. Paragraph 10 (*Reimbursement*): The Red Cross and facility representatives both initial all utilities that Red Cross will reimburse. Make sure the facility representative understands the terms for reimbursement.
 - i. Paragraph 10(e) only applies to facilities that are owned by a municipal or state government entity. It can be removed if the facility owner is not a municipal or state government entity. If this paragraph is removed, also remove this phrase from the Paragraph 10 opening statement: "Subject to the conditions in paragraph 10(e) below,"
 - d. Paragraph 13 (Term): This paragraph describes the term of the agreement, but it does not identify the specific days the Red Cross will use the facility. The dates the Red Cross begins and ends its use of the facility are recorded on the *Shelter/Facility Opening and Closing Inspection* form during an operation.
 - e. **Modifications other than those listed above must be reviewed by the Disaster Logistics Center** at national headquarters. Send the proposed modifications to DLC@redcross.org. The Disaster Logistics Center will engage Risk Management, Office of General Counsel, and the Sheltering program as appropriate to provide coordinated input.
3. Authorized Red Cross and Facility representatives sign and date the agreement.





Facility Use Agreement

Disaster Cycle Services Job Tools

Deploy Materials Workers & Technology / Facility Management

4. If a facility owner requests confirmation of Red Cross insurance coverage, provide them with the link to the [Downloadable Memorandum of Insurance](#), which they can review at any time.
5. File the *Facility Use Agreement* with all other documentation in the Disaster Requisition Facility File. See the *Facility Documentation Checklist* for file requirements.

Additional Instructions for Sheltering Facilities

- Before entering into an agreement to use the facility as a shelter, complete a *Shelter Facility Survey* and ensure the facility meets the Red Cross standards for sheltering facilities. In hurricane-prone areas, ensure that the facility meets the criteria outlined in the *Standards for Selecting Hurricane Evacuation Shelters (ARC 4496)*.
- Remove paragraph 9 before presenting this agreement to the partner by deleting the paragraph in Microsoft Word and renumbering the remaining paragraphs or crossing the paragraphs out on a printed version and having the facility and Red Cross representatives initial next to the crossed-out paragraph.
- Attach the *Facility Use Agreement* to the facility record in the National Shelter System. See the *Sheltering Standards and Procedures* for instructions.

Additional Instructions for Florida

- When entering into an agreement with a school district that may be required to open their facility as a shelter due to Florida Statutes §252.385(4), add the following paragraph immediately before the *Term* section, and update paragraph numbering:
 - Exception: This agreement does not apply if the school is opened for sheltering during an evacuation pursuant to Florida Statutes §252.385(4).



Facility Use Agreement

The American National Red Cross (“Red Cross”), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross’s disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims. This agreement is between the Red Cross and a facility owner (“Owner”) so the Red Cross can use the facility to provide services during a disaster. This agreement only applies when Red Cross requests use of the facility and is managing the activity at the facility.

Parties and Facility

Owner:

Full Name of Owner	
Address	
24-Hour Point of Contact Name and Title Work Phone Cell Phone	
Address for Official Notices (only if different from above address)	

Red Cross:

Chapter Name	Central and Western Nebraska
Chapter Address	404 E 3 rd Street, Grand Island, Nebraska
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Brian Stephens, Disaster Program Manager Work Phone (308) 210-4564 Cell Phone (308) 224-5163
Address for Official Notices	American Red Cross, Disaster Cycle Services Logistics, 8550 Arlington Blvd., Fairfax, VA 22031

Facility:

<p>Insert name and complete street address of building or, if multiple buildings, write “See attached facility list,” and attach facility list, including complete street address of each building that is part of this agreement. If the Red Cross will use only a portion of a building, then describe the portion of the building that the Red Cross will use.</p>



Terms and Conditions

- 1. Use of Facility: Upon request and if feasible, Owner will permit the Red Cross to use and occupy the Facility on a temporary basis to conduct emergency, disaster-related activities. The Facility may be used for the following purposes (both parties must initial all that apply):

Table with 3 columns: Facility Purpose, Owner Initials, Red Cross Initials. Rows include Service Center, Storage of supplies, Parking of vehicles, and Disaster Shelter.

- 2. Facility Management: The Red Cross will designate a Red Cross official to manage the activities at the Facility ("Red Cross Manager").
3. Condition of Facility: The Facility Coordinator and Red Cross Manager (or designee) will jointly conduct a survey of the Facility before it is turned over to the Red Cross.
4. Food Services (This paragraph applies only when the Facility is used as a shelter or service center.): Upon request by the Red Cross, and if such resources are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants.
5. Custodial Services (This paragraph applies only when the Facility is used as a shelter or service center.): Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility.
6. Security/Safety: In coordination with the Facility Coordinator, the Red Cross Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.
7. Signage and Publicity: The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator.



Facility Use Agreement

- 8. **Closing the Facility:** The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection, using the second page of the *Shelter/Facility Opening/Closing Form*, to record any damage or conditions.
- 9. **Fee** (*This paragraph does not apply when the Facility is used as a shelter. The Red Cross does not pay fees to use facilities as shelters.*): Both parties must initial one of the two statements below:

- a. Owner will not charge a fee for the use of the Facility.
Owner initials: _____ Red Cross initials: _____
- b. The Red Cross will pay \$_____ per day/week/month (circle one) for the right to use and occupy the Facility. Owner initials: _____ Red Cross initials: _____

- 10. **Reimbursement:** Subject to the conditions in paragraph 10(e) below, the Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross, in consultation with the Owner, will select from bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel and supplies which would not have been incurred but for the Red Cross's use of the Facility. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.*
- c. *Reasonable, actual, out-of-pocket costs for the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Facility. (Both parties must initial all utilities that may be reimbursed by the Red Cross):*

	Owner Initials	Red Cross Initials
Water		
Gas		
Electricity		
Waste Disposal		

- d. The Owner will submit any request for reimbursement to the Red Cross within 60 days after the occupancy of the Red Cross ends. Any request for reimbursement must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked.
 - e. If the disaster is a Federally-declared disaster and Owner is a municipal or state government entity, then the Owner will work with appropriate emergency management agencies to seek cost reimbursement through the Federal Emergency Management Agency's program for administering Public Assistance Category B under the Robert T. Stafford Act. The Red Cross is not obligated to reimburse the Owner for costs covered by Public Assistance Category B.
- 11. **Insurance:** The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.



Facility Use Agreement

- 12. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to claims for bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Facility.
- 13. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

Owner (Legal Name)

By (Signature)

Name (Printed)

Title

Date

The American National Red Cross

(Legal Name)

By (Signature)

Name (Printed)

Title

Date



Point of Contact to Authorize Use of Facility

Name _____ Title _____ Phone# _____

24 hours # _____ Fax # _____ Email _____

Contact notes _____

Point of Contact to Authorize Use of Facility

Name _____ Title _____ Phone# _____

24 hours # _____ Fax # _____ Email _____

Contact notes _____

Point of Contact to Open Facility

Name _____ Title _____ Phone# _____

24 hours # _____ Fax # _____ Email _____

Contact notes _____

Alternate Point of Contact

Name _____ Title _____ Phone# _____

24 hour # _____ Fax # _____ Email _____

Contact notes _____

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Purchase Panorama as a Universal Screener to monitor positive behavior supports

Submitted By: Robin Dexter

Date: April 9, 2020

1. What is the identified need?

Social-Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Panorama Universal Screening Tool provides clear and actionable data on how students view their SEL skills and provides strategies to support students in improving their SEL skills. The Panorama Survey also surveys staff and parents to gather input on how they and their students are supported.

2. Administrative Rationale for BOE Agenda Item

Student Success Measures:

- 6) Increased percentage of students with a high level of school connectedness and high commitment to learning
- 7) Increased percentage of students self-reporting growth mindset, self-efficacy, self-management, and social awareness

This Universal Screener meets NDE requirement for student, staff, and parent surveys

3. Proposed Action

Implement Panorama Survey and Interventions to monitor and improve student SEL emotional skills

4. Data/Research Assessed

Research shows that students who self-report higher levels of growth mindset, social awareness, self-efficacy, sense of belonging, and teacher-student relationships tend to do better

academically and are more confident when confronting challenges than students with fixed mindsets.(Dr. C. Dweck and others)

5. Stakeholder Group(s) Involved

District Climate Team, Positive Behavior Supports Team, Teacher Leader Coalition, - these groups include Cabinet members, teachers, principals, directors,

6. Summary

Panorama Education partners with schools and districts to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes. Panorama has supported more than 5 million students in 6,500 schools across 45 states, including those in the New York City Department of Education, Dallas Independent School District,

7. Fiscal Impact

Amount: \$48,000 for the assessment 3rd-12/year;
\$4,000 for professional development/year

Source: Leadership for Learning

Details: \$52,000 annual cost

8. Person(s) Responsible for Implementation

Robin Dexter, Toni Palmer, Renee Engle, Building Climate Team representatives

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- Provide professional Development in Late Aug 2020 and annually
- Administer student, staff, and parent survey in September 2020 and annually
- District Climate Team reviews data in Oct 2020
- District Climate Team rep leads building team in implementing strategies Oct- May

Timeline: Initiate late August 2020 - share data in June of each year

▲ Follow-Up

F/U with: ___ Cabinet ___x___ Board ___ Board Committee:

Actions:

Share data annually in June of each year to monitor growth

Timeline:

1 month 3 months 6 months annually
N/A

**GRAND ISLAND PUBLIC SCHOOLS
RESOLUTION 20200409.01
GRADUATION UNDER COVID-19**

WHEREAS, due to the COVID-19 pandemic, the District has shifted student learning from the physical classroom to a distance learning setting; and,

WHEREAS, as a result of this shift in student learning, the Board recognizes that certain aspects of student learning have been disrupted and that certain Board policies and procedures may need to be suspended or modified, including grading, credits and the like; and

WHEREAS, the Board desires to allow eligible students in their final year in the District (including seniors) to graduate and receive a diploma at the end of the 2019-2020 school year.

NOW, THEREFORE, BE IT RESOLVED that, notwithstanding any policy, regulation, protocol, practice or directive to the contrary, the Board hereby finds, determines, delegates and authorizes as follows:

1. For the remainder of the 2019-2020 school year, the Board suspends all graduation and curriculum-related policies, except for those policies that the Superintendent and Board President jointly determine need to remain in effect.
2. The Superintendent shall determine which students would have been eligible or on track for graduation immediately prior to the COVID-19 temporary shutdown.
3. The Superintendent shall implement requirements (such as the continued completion of coursework) to be in effect during the remainder of the 2020 spring semester for students who are eligible or on track to graduate. It is the Board's intent to require students in their final year to continue learning during the remainder of the 2019-2020 school year. If said students satisfy such requirements during the remainder of the 2019-2020 school year, then the Board hereby authorizes the Superintendent and Board President to issue a diploma to said students, so that said students will graduate and receive a diploma at the end of the 2019-2020 school year.
4. The Superintendent is hereby directed to identify students in their final year in the District who are neither eligible nor on track to graduate at the end of the 2019-2020 school year, and determine what requirements, if any, or supports, if any, will be in place for those students to become eligible or on track for graduation at the end of the 2019-2020 school year. At the end of the 2019-2020 school year, the Superintendent shall then determine whether any of these students have satisfied said requirements and, if so, along with the Board President, issue a diploma for such students in order for them to graduate and receive a diploma at the end of the 2019-2020 school year.
5. For all students (including those not in their final year in the District), the Superintendent shall develop a grading procedure to be implemented for the spring 2020 semester. The Superintendent is encouraged to consult with key stakeholder groups to identify the grading procedures that will be fair, reasonable in light of the circumstances and in the best interests of the District. The Superintendent's grading procedure shall be final, and the Board will not hear any appeals over the Superintendent's grading procedure or any grades issued under the Superintendent's grading procedure.

6. For those students who are not in their final year in the District, the Superintendent shall develop a plan to determine how students will progress (or not) to the next grade level or advanced courses next year, and what resources or supports may be made available for those students who are not or will not be prepared to progress to the next grade level or advanced courses next year. It is the Board's intention to advance students to the next grade level next year, but, at the same time, the Board does not want students unprepared for next year's curriculum.
7. The Board recognizes the fluid and unprecedented circumstances currently faced by students, parents and staff members, and hereby adopts this Resolution in order to be proactive and prepared to respond to the evolving events without further delay. As a result, by delegating various responsibilities and authority to the Superintendent and Board President, all actions (or inactions) taken by the Superintendent and Board President pursuant to this Resolution shall be final, ratified in full by the Board and need not be formally approved by the Board at a later date.
8. The Board hereby ratifies all curriculum-related decisions implemented or enacted to date.

The foregoing Resolution is approved in the form presented at the meeting and attached to the minutes of the meeting as is fully set forth therein in its entirety, Member _____ moved for their passage and adoption. Member _____ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution: _____

The following members voted against the same: _____

The following members were absent or not voting: _____

The above Resolution having been consented to by a majority of a quorum of the Board, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this 9th day of April, 2020.

GRAND ISLAND PUBLIC SCHOOL DISTRICT

BY: _____
President

ATTEST:

Secretary

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: 2020-2021 Staffing Plan

Submitted By: Wayne Stelk

Date: 4/1/20

1. What is the identified need?

To have sufficient staff to meet the goals and objectives of the district.

2. Administrative Rationale for BOE Agenda Item

These staffing requests, as presented, align with the strategic plan and will support the district's ability to deliver a quality educational experience to all students. Staffing requests have been kept to a bare minimum due to the currently unknown impact from the pandemic.

3. Proposed Action

Approval by the BOE will give the district sufficient time to recruit, interview and hire staff for the 2020-2021 school year.

4. Data/Research Assessed

Enrollment projections, caseload analysis, student to teacher ratios, student needs.

5. Stakeholder Group(s) Involved

Staff and students

6. Summary

Requesting board approval to meet staffing needs for the 2020-2021 school year.

7. Fiscal Impact

Amount: \$1,423,600

Source: General Fund \$3,775, Other sources \$867,725

Details: Other funding sources include Title I, NDE Expansion Grant and permanent departmental re-allocations.

8. Person(s) Responsible for Implementation

Wayne Stelk

9. Implementation Plan

▲ Monitor/ Evaluate

Actions: Recruit, interview and hire quality staff.

Timeline: Beginning upon receiving board approval.

▲ Follow-Up

F/U with: ___ Cabinet ___ Board _x_ Board Committee: _____

Actions:

Timeline: _x_ 1 month ___x_ 3 months ___x_ 6 months ___annually ___ N/A

Grand Island Public Schools

Staffing Recommendations(Revised)
Fiscal Year 2020-2021

Executive Summary

This executive summary is intended to provide a general overview of the districts' 2020 - 2021 staffing recommendations. This is a revised staffing plan since the presentation at the March board meeting, due to the anticipated fiscal impact from the current pandemic.

Early Learning Center

The positions requested below are contingent upon being awarded the NDE Early Childhood Expansion Grant.

Classified:

- 2.0 FTE Bi-lingual paras and
- 2.0 Sped paras to staff two additional pre-k classrooms

Certified:

- 2.0 FTE Teachers to staff 2 additional pre-k classrooms.

Total General Fund Impact: \$ 0

Total Other Funding Sources: \$220,500

Elementary Schools

Certified:

- 1.0 FTE Student Success Liaison at Starr (Title funds)
- -4.0 FTE net elementary reduction due to enrollment needs and changes.

Total General Fund Impact: \$-267,400

Total Other Funding Sources: \$200,550

Middle Schools

No Requests

Total General Fund Request: \$0

Total Other Funding Sources: \$0

Academies of Grand Island Senior High

Classified:

- 1.0 FTE Assistant Custodian (additional square footage to maintain)*

Certified:

- 2.0 FTE Gear Up Advisor to support SEL (paid from Gear Up grant)

Total General Fund Request: \$0

Total Other Funding Sources: \$174,000

Special Education

Certified:

- 1.0 FTE Resource (increasing needs at Gates and Dodge)*
- 1.0 FTE SECL Coach for Freshman Academy*
- 1.0 FTE Deaf & Hard of Hearing for grades 6-12.*
- 1.0 FTE Occupational Therapist (discontinue contract with 3rd party)
- 1.0 FTE School Psychologist (Based upon ADM and NSPA staffing guidelines)*

Total General Fund Request: \$137,475 (sped reimbursed 1 year in arrears at approx. 50%)

Total Other Funding Sources: \$209,475

Buildings & Grounds

Classified

- Re-classify Warehouse Coordinator to include district wide custodial supervision.
- 1.0 FTE Warehouse Technician (warehouse support due to re-classification of Warehouse Coordinator)

Total General Fund Impact: \$0

Total Other Funding Sources: \$59,100 (Permanent reduction in budgetary authority)

Child Nutrition Center

Administrative

- .16 FTE Increase Registered Dietician to 12 month contract.

Total General Fund Impact: \$0

Total Other Funding Sources: \$9,100

Information Technology

Classified

- .33 FTE Increase two technology assistants at middle schools to 12 month to assist with summer IT needs.*

Total General Fund Impact: \$0

Total Other Funding Sources: \$18,000 (Permanent reduction in budgetary authority)

Leading 4 Learning

Certified:

- 1.86 FTE Increase curriculum coordinators from 187 day to 260 day contracts. Funded from L4L permanent budget reduction.

Classified:

- .25 FTE Family & Community Outreach Liaison increased from 9 to 12 month. Paid by Title I

Total General Fund Request: \$0

Total Other Funding Sources: \$23,000 (\$33,000 permanent reduction in budgetary authority)

Contingency Funds

- **Certified:** Requesting the equivalent of two (2.0) FTEs to address any future (currently unidentified) needs that may arise with enrollment or programming requirements.

Total Contingency Fund Request: \$133,700

SUMMARY:

Net General Fund Impact: \$-129,925

Funded Other Sources: \$ 867,725

Total of all Recommendations: \$ 737,800

Total Including Contingency Funds:

General Fund: \$ 3,775

Funded Other Sources: \$867,725

Fiscal Opinion Regarding Staffing Recommendations:

(From Original March board presentation)

Our fiscal year 2020-2021 staffing plan is funded, in part, through the reallocation of current resources within our fiscal year 2019-2020 budget, planned new funding from increased state aid and local property tax valuation increases. Unknown at this time are certified TEEOSA (current certification date is on or before May 1, 2020), valuation changes, negotiated settlements (certified to be approved 03-16-2020), and other possible increases in operating costs. The known factors are health insurance rates will increase and we will be receiving a \$1,151,344 increase in TEEOSA for the prior fiscal year correction (a normal process within the TEEOSA formula). So those, as of yet, unknown financial impacts is one caveat to the long term viability of the fiscal year 2020-2021 school year staffing plan as presented. Also, other unknowns may exist which would require us to rely on our cash reserves which we are in a strong position to do so if it becomes necessary.

Our budget is currently funding all staffing costs at approximately 81-83% of our actual spending. Therefore, little else impacts a District's budget more than the impact of negotiated and other salary and benefits agreements and most especially staffing levels. Once fully implemented our fiscal year 2020-2021 staffing plan will most likely push our percent of actual spending on all staffing to 83%+. Looking ahead one year additional staffing levels increases will become increasingly more difficult to achieve without substantial realignment and possible cost reduction measures. We should target 83% of our General Fund expenditures as an absolute maximum to spend on all salaries and benefits for all staff.

Notwithstanding those challenges Grand Island Public Schools, in my professional opinion, is in a position to withstand these changes in spending levels within the 2020-2021 school year budget cycle. However, maintaining the 2020-2021 school year staffing plan beyond the initial year is impossible to predict or express an informed professional opinion at this time and therefore none is expressed. With board approval, we will move forward with the 2020-2021 staffing plan as presented. Legislative impact concerning possible changes to TEEOSA are as yet to be determined and could have a major impact on our staffing plan affordability moving forward. We will monitor developments in the legislature closely, and we will adjust accordingly should adequate funding become a concern. We've discussed various spending concerns at the Cabinet level and recommend the Board of Education and Administration continuously monitor the following

events and dates for possible adjustments to the fiscal year 2020-2021 staffing plan.

1. May 1, 2020 all Legislative action concerning Nebraska revenue and or changes to TEEOSA
2. August 20, 2020 Certified Valuation due from Hall & Merrick Counties.
3. Possible impact of the COVID-19 Pandemic

Hall County Fallen Veterans Memorial Wall Fallen Veteran Listing Criteria- Proposal & Checklist

In order to build community and to embrace families while honoring the fallen now and in the future, we have created an inclusive criteria for Hall County's Fallen Soldiers to be remembered on the Hall County Fallen Veterans Memorial Wall.

Veteran Name & Rank:

War:

Branch:

Group:

Awards:

Date of Birth:

Date of Death:

Notes:

In addition to loss of life during conflict, one of the following criteria must be met to be listed on the Wall:

(check all that apply)

- Listed on the original plaque on East Stadium circa 1955**
- Listed on the National Archives from Hall County**
- Enlisted from Hall County Nebraska**
- Served with Grand Island National Guard Unit**
- County of Residence- Hall County Nebraska**
- Attended a Hall County School**
- Place of birth- Hall County Nebraska**
- Final resting place in Hall County Nebraska**

TREGO-DUGAN AVIATION, INC (T-D AV)
AIRCRAFT RENTAL RULES AND REGULATIONS
SAFETY PROCEDURES AND PRACTICES
(Revised December 2018)

**ALL RENTALS HAVE TO BE APPROVED BY FBO OPERATIONS
MANAGER BEFORE USE**

WEATHER MINIMUMS

DUAL

VFR Local: 800' ceiling, 1 mile visibility in uncontrolled airspace.
1000' ceiling, 3 miles visibility in controlled airspace.

Maximum Wind: 30 knots, crosswind component - 17 knots.

Cross Country: 2500' Ceiling, 5 miles visibility.

Maximum Wind: 30 knots, crosswind component - 17 knots.

SOLO

VFR Local: 1500' ceiling, 5 miles visibility.

Maximum Wind:

Primary Student: 18 knots, crosswind component - 10 knots.

Advanced Student: 25 knots, crosswind component - 15 knots.

KNOW YOUR PERSONAL LIMITS!!!!

LIMITATIONS:

Night Flight: An instrument rating is required before an aircraft may be rented at night. All night rentals **must** be pre-approved by a current TDA flight instructor.

Rental Time: There will always be a minimum of .5 rental for the plane. If an aircraft is rented over any consecutive 24-hour period, the minimum aircraft usage is 3 hours.

Cross-Country: Cross-Countries shall be limited to a 250 nautical mile radius unless pre-approved by TDA flight instructor or management.

*All customers renting aircraft must be current within the last **90 days.**
If over 90 days, a checkout with an instructor is **REQUIRED.***

FIRE PRECAUTIONS AND PROCEDURES:

1. Extreme care should be taken to avoid over-priming in cold weather.

2. Should a fire start, shut off the engine with mixture idle cutoff, turn master off and evacuate airplane; get fire extinguisher.
3. If not at home base airport, then call TDA for further instructions.

TAXI PROCEDURES:

1. Taxing around other aircraft should be extremely slow.
2. Taxing on taxiways will be faster than that of a fast walk.
3. Do NOT taxi with brakes on.
4. Do not try to maneuver through a tight area without an outside observer watching the wingtips.
5. Observe correct position of controls with respect to the wind.

CROSS COUNTRIES:

1. A flight plan shall be filled for every cross country, and a copy of that plan should be left at the front desk.
2. Should a problem arise due to mechanical failures or any other problems, the renter should call TD/Av at 308-382-5788 for further instructions. If you are unable to make contact, you must stay overnight and call TD Av at 0800 the next morning
3. While overnight, secure airplane with tie-downs, install control lock if appropriate and lock airplane. If severe weather is approaching, please rent hangar space for the night. We hope that you will care the airplane as if it is your own. Remember: You are responsible for damage to aircraft.

REPORTING AIRCRAFT DISCREPENCIES:

1. Note any discrepancy during flight
2. Write down any discrepancy and report it to the desk personnel.
3. No flight will be made without proper pre-flight, and ensuring the aircrafts airworthiness.

SECURING AIRCRAFT:

1. The Pilot-in-Command is responsible for properly securing the aircraft after each flight.
2. HOME BASE - Please leave the parking brake off and place chocks under the nose wheel.
3. OTHER AIRPORTS - If leaving the airport for over two hours; if the wind is blowing or forecasted to blow over 10 knots, tie it down! Otherwise see that the parking brake is set and/or a chock is used. Your are responsible for the aircraft, so use good judgement

FUEL RESERVE:

LOCAL

- a). No flight will be made unless; at start of flight, aircraft is at least filled to the tabs.

b.)
60 minutes of fuel
CROSS
a.)
full fuel, unless restricted



Plan on landing within remaining.
COUNTRY:
Flight will begin with by weight. (By visually checking fuel)

b.) Plan on having at least 60 minutes of fuel upon landing

COLLISION AVOIDANCE

At all times, maintain surveillance of other aircraft - on ground, or in flight.

OTHER RULES

1. Simulated forced landings will be practiced only when an instructor is on board.
2. Spins will only be practiced with an instructor is on board and the aircraft is appropriately rated. (Acrobatic maneuvers are prohibited in the PA28)
3. Stalls will be done so that the lowest altitude in the maneuvers are at least 1500' AGL, and are not over a congested area or on an airway.
4. No student pilots may start a solo practice flight until an instructor approves the flight.
5. Always pre-flight the airplane
6. Remove ice and frost from the windshield and plane surfaces.
7. Use the checklist each and every time you fly.
8. Know the fuel system, capacity, and consumption of your aircraft.
9. Know and comply with FAA Air Traffic Rules.
10. If you cannot meet your schedule, always call ahead - even if weather is bad.

PRACTICE AREA: CONSISTS OF 2 AREAS SURROUNDING GRAND ISLAND, NE.

Area #1: North of I-80 and west of Hwy 281

Area #2: North of I-80 and east of Hwy 281

TDA may refuse rental privileges to anyone found breaking these rules or those found in the Federal Aviation Regulations.

Remember: You are responsible for damage to the aircraft.

TDA owns the aircraft. Renting it is a privilege, not a right. TDA may, in its discretion, refuse to rent it's aircraft to any pilot they deem unsafe.

Please keep safety in mind at all times and don't exceed the limitations set forth on the airplane or the pilot!

FLY SAFELY

I, _____ agree to Aircraft Rental Rules and
(Printed Name of Renter)
Regulations Safety Procedures and Procedures of Trego-Dugan Aviation.

(Signature of Renter)

(Date)

• THIS SPACE RESERVED FOR REGISTER OF DEEDS •

PLEASE RETURN TO:
CATRINA DELOSH
PUBLIC WORKS DEPT
PO BOX 1968
GRAND ISLAND, NE 68802

PUBLIC UTILITY EASEMENT

HALL COUNTY SCHOOL DISTRICT 002 (GRAND ISLAND PUBLIC SCHOOLS),
herein called the Grantor, in consideration of ONE DOLLAR & 00/100 (\$1.00) and other
consideration, receipt of which is hereby acknowledged, hereby grant and convey unto the

CITY OF GRAND ISLAND, NEBRASKA,

a municipal corporation in Hall County, State of Nebraska, herein called the Grantee, a permanent
utility and easement to a tract of land located in Part of Lot 11, Block 1, Nelson Second Subdivision,
Hall County, Nebraska, and more particularly described as follows:

COMMENCING AT THE NORTHWEST CORNER OF SECTION 19, TOWNSHIP ELEVEN (11)
NORTH, RANGE NINE (9) WEST OF THE 6TH P.M.; THENCE ON AN ASSUMED BEARING
OF S89°58'38"E ALONG THE NORTH LINE OF SAID SECTION 19, A DISTANCE OF 86.67
FEET; THENCE S00°01'22"W A DISTANCE OF 45.04 FEET TO THE SOUTH RIGHT-OF-WAY
LINE OF OLD POTASH HIGHWAY, POINT ALSO BEING THE POINT OF BEGINNING;
THENCE S89°54'26"E ALONG THE SAID SOUTH RIGHT-OF-WAY LINE, A DISTANCE OF
29.60 FEET; THENCE S56°46'49"W A DISTANCE OF 82.41 FEET TO A POINT ON THE EAST
RIGHT-OF-WAY LINE OF WEBB ROAD; THENCE S01°27'28"W ALONG THE SAID EAST
RIGHT-OF-WAY LINE, A DISTANCE OF 4.52 FEET; THENCE N44°11'40"E A DISTANCE OF

AGREEMENT FOR TEMPORARY CONSTRUCTION OCCUPANCY

Agreement made and entered into by and between the CITY OF GRAND ISLAND, a municipal corporation of the State of Nebraska, herein referred to as "City", and HALL COUNTY SCHOOL DISTRICT 002 (GRAND ISLAND PUBLIC SCHOOLS), herein referred to as "Owner", whether one or more.

Recitals

WHEREAS, the City intends to construct Old Potash Highway Roadway Improvements; Project No. 2019-P-1, on or adjacent to property owned by Owner; and

WHEREAS, it may be necessary for the City, its officers, agents, employees, contractors, subcontractors, and authorized representatives to temporarily enter upon, travel over, excavate, clear, backfill, store materials upon, and otherwise use the lands herein described which are owned by Owner during the aforementioned construction project.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained within this agreement, the parties agree as follows:

Section One Right of Entry

Owner hereby grants to the City, its officers, agents, employees, contractors, subcontractors, and authorized representatives the right to enter upon the following described tract of land in part of Lot 10 & 11, Nelson Second Subdivision, Grand Island, Hall County, Nebraska, and more particularly described as follows:

COMMENCING AT THE NORTHWEST CORNER OF SECTION 19, TOWNSHIP NINETEEN (19) NORTH, RANGE NINE (9) WEST OF THE 6TH P.M.; THENCE ON ASSUMED BEARING S89°59'36"W ALONG THE NORTH LINE OF SAID SECTION 19, A DISTANCE OF 116.27 FEET; THENCE S00°01'22"W A DISTANCE OF 45.04 FEET TO A POINT ON THE SOUTH RIGHT-OF-WAY LINE OF OLD POTASH HIGHWAY, SAID POINT ALSO BEING THE POINT OF BEGINNING; THENCE N89°54'26"E ALONG THE NORTH LINE OF SAID LOTS 10 & 11, A DISTANCE OF 105.42 FEET; THENCE S00°05'34"E A DISTANCE OF 5.00 FEET; THENCE S89°54'26"W PARALLEL TO AND 5.00 FEET SOUTH OF THE NORTH LINE OF SAID LOTS 10 & 11, A DISTANCE OF 110.00 FEET; THENCE S44°40'25"W A DISTANCE OF 90.68 FEET TO A POINT ON THE EAST RIGHT-OF-WAY LINE OF WEBB ROAD; THENCE N01°27'28"W ALONG THE SAID EAST RIGHT-OF-WAY LINE, A DISTANCE OF 24.35 FEET TO THE SOUTHWEST CORNER OF A PROPOSED UTILITY EASEMENT; THENCE N56°46'49"E ALONG THE SOUTHWEST LINE OF SAID PROPOSED UTILITY EASEMENT, A DISTANCE OF 82.41 FEET TO A POINT OF BEGINNING. SAID TEMPORARY EASEMENT CONTAINS 1,404 SF MORE OR LESS.

to do such work as may be necessary or appropriate for the construction of Old Potash Highway Roadway Improvements; Project No. 2019-P-1 and related facilities adjacent to such property. Such right of entry shall include, but not be limited to the right to enter upon, travel over, excavate, clear fences, drives, irrigation lines and other improvements, backfill, store materials upon, and otherwise use the above described premises.

Section Two
Term of Agreement

The premises may be occupied and used by the City for the purposes related hereto during the period beginning the date construction work starts on Old Potash Highway Roadway Improvements; Project No. 2019-P-1 and continuing until the construction work is completed.

Section Three
Compensation

The City hereby agrees to pay to Owner the full value as shown for any item destroyed by the City during the term of this agreement. In the event an item is damaged but not destroyed and the parties are unable to agree as to the amount of such damage, the City shall have the option to either pay Owner the full value of the item or items in dispute as shown or submit the issue of damages on the disputed item or items to a board of appraisers appointed under an action in condemnation. In the event the City shall elect to have the damages determined under an action in condemnation, then the City hereby agrees to pay to Owner the amount as finally determined in such action and appeals. The Owner hereby agrees to accept full payment for damages arising from the use of the aforesaid property by City the amount paid by the City in accordance with this agreement.

Section Four
Remarks

The City shall restore the premises to grade prior to the termination of this agreement.

Section Five
Assignment

It is understood that the rights of the owner do not automatically transfer upon sale or lease of the property. The City agrees to permit assignment of the rights and obligations of Owner to a subsequent buyer or tenant, provided Owner obtains the City's prior written consent which City shall not unreasonably withhold.

DATED: _____, 2020

HALL COUNTY SCHOOL DISTRICT 002
(GRAND ISLAND PUBLIC SCHOOLS)

BY _____
REPRESENTATIVE SIGNATURE

Printed Representative Name & Title

DATED: _____, 2020

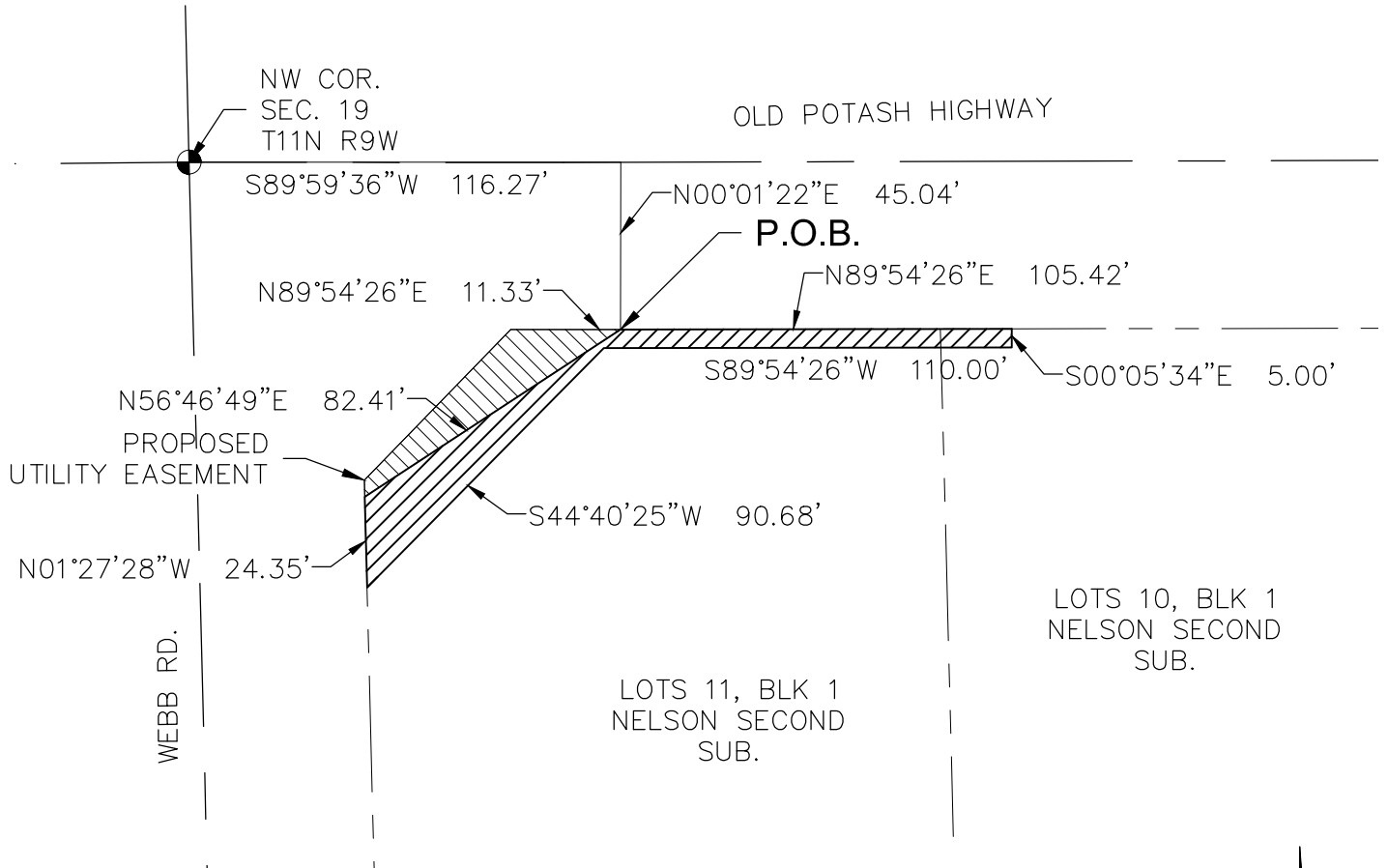
CITY OF GRAND ISLAND, NEBRASKA
A Municipal Corporation

BY _____
ROGER G. STEELE, MAYOR

Attest: _____
RaNae Edwards, City Clerk

TEMPORARY EASEMENT

CITY OF GRAND ISLAND, HALL COUNTY, NEBRASKA
TRACT NO. 27
OLD POTASH HIGHWAY PAVING IMPROVEMENTS

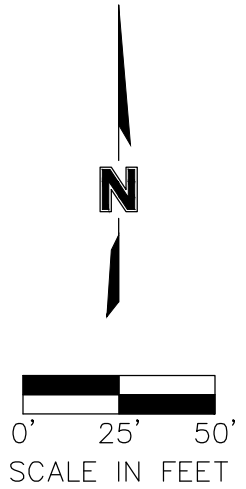
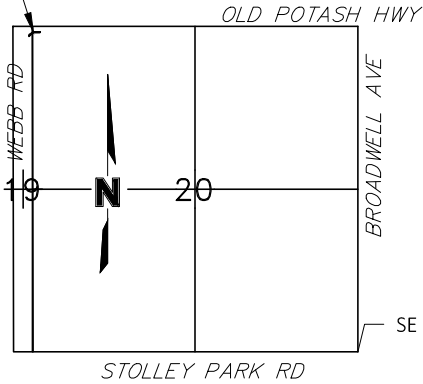


LEGEND

- SECTION CORNER
- EXISTING EASEMENT LINE
- EXISTING PROPERTY LINE
- PROPOSED TEMPORARY EASEMENT
- PROPOSED UTILITY EASEMENT

LOCATION MAP

SEC. 19 & 20 T11N-R9W



SECTION TIES

NW CORNER T11N R9W
FND ALUM CAP @ CONC. SURFACE, ON CL OF E-W STREET
E 10 TO CL N-S ST.
SW 67.30 TO REDHEAD IN PWP
NW 81.26 TO REDHEAD IN PWP
NE 92.18 TO MAG NAIL IN PWP
SE 100.47 TO MAG AND WASHER IN PWP

TEMPORARY EASEMENT DESCRIPTION

A TEMPORARY EASEMENT LOCATED IN PART OF LOT 10 & 11, NELSON SECOND SUBDIVISION, GRAND ISLAND, HALL COUNTY, NEBRASKA, AND MORE PARTICULARLY DESCRIBED AS FOLLOWS:
COMMENCING AT THE NORTHWEST CORNER OF SECTION 19, TOWNSHIP NINETEEN (19) NORTH, RANGE NINE (9) WEST OF THE 6TH P.M.; THENCE ON ASSUMED BEARING S89°59'36" W ALONG THE NORTH LINE OF SAID SECTION 19, A DISTANCE OF 116.27 FEET; THENCE S00°01'22" W A DISTANCE OF 45.04 FEET TO A POINT ON THE SOUTH RIGHT-OF-WAY LINE OF OLD POTASH HIGHWAY, SAID POINT ALSO BEING THE POINT OF BEGINNING; THENCE N89°54'26" E ALONG THE NORTH LINE OF SAID LOTS 10 & 11, A DISTANCE OF 105.42 FEET; THENCE S00°05'34" E A DISTANCE OF 5.00 FEET; THENCE S89°54'26" W PARALLEL TO AND 5.00 FEET SOUTH OF THE NORTH LINE OF SAID LOTS 10 & 11, A DISTANCE OF 110.00 FEET; THENCE S44°40'25" W A DISTANCE OF 90.68 FEET TO A POINT ON THE EAST RIGHT-OF-WAY LINE OF WEBB ROAD; THENCE N01°27'28" W ALONG THE SAID EAST RIGHT-OF-WAY LINE, A DISTANCE OF 24.35 FEET TO THE SOUTHWEST CORNER OF A PROPOSED UTILITY EASEMENT; THENCE N56°46'49" E ALONG THE SOUTHWEST LINE OF SAID PROPOSED UTILITY EASEMENT, A DISTANCE OF 82.41 FEET TO A POINT OF BEGINNING. SAID TEMPORARY EASEMENT CONTAINS 1,404 SF MORE OR LESS.

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 XREFS: v_xrway_gjmsp_73110 V_XTOPO_GIMSP_73110
 USER: Istoltenberg

PROJECT NO: 2017-3110	TEMPORARY EASEMENT	olsson	201 East 2nd Street Grand Island, NE 68801 TEL 308.384.8750	EXHIBIT
DRAWN BY: LS				
DATE: 1.9.2020				

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Purchase CPM's Core Connections 2 for 7th grade, Core Connections 3 for 8th grade, and Core Connections Algebra for 8th grade. Purchase ORIGO's Stepping Stones for 6th grade.

Submitted By: Cindy Beaman

Date: 2/27/2020

1. What is the identified need?

Obj. 4-Every GIPS student will be empowered to take ownership of their learning and have skills in critical thinking, communication, collaboration, and creativity. GIPS supports high-quality instructional materials that are strongly aligned to content area standards and reflect the instructional shifts within the college and career-ready standards. High-quality instructional resources support equity by ensuring all students learn the same core content at a specific instructional level.

GIPS conducted a curriculum audit and found our current resource to be lacking in the development of conceptual understanding and rigorous tasks that meet the full intention of the standards.

Obj. 1 Schools and Classrooms will be led by instructional experts. Along with high-quality instructional resources teachers need ongoing professional learning to ensure that the district's vision is met through the implementation of these materials.

Success Measures-Increased percentage of students meeting or exceeding proficiency in math and decreased achievement gaps among all students

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

Empower - Middle school math teachers will be empowered with high quality instructional resources in order to craft their delivery of the material at the right time and in the right way to open a pathway to knowledge for their students.

Personalize - Teachers will have more time to analyze student data and differentiate where needed rather than creating curriculum materials.

Design - Teachers will design instruction based around the intent of the high quality instructional resources

3. Proposed Action

Purchase CPM's Core Connections 2 for 7th grade, Core Connections 3 for 8th grade, and Core Connections Algebra for 8th grade. Purchase ORIGO's Stepping Stones for 6th grade.

4. Data/Research Assessed

Each middle school piloted three different resources from the start of the year. Teachers were provided professional development specific to each resource. Our CIA meetings focused on discussing how each resource developed content as we compared and contrasted student work. Data collected and analyzed included a common assessment, MAP data, and a collection of each teacher's rating of several indicators which were centered around the core shifts. During the selection day the middle school task force looked at the major work of each grade and analyzed how that content was developed for each resource.

5. Stakeholder Group(s) Involved

Middle school math teachers, instructional coaches, and building principals

6. Summary

The purchase of these high quality instructional materials will provide teachers with the resources and professional development they need in order to deliver quality instruction to ensure every student, every day.. These resources push students to ask questions to make connections and deepen their conceptual understanding in addition to improving their skill base. With this increased understanding, students can realize that mathematics truly makes sense. These resources include ongoing professional development that involves extensive training, coaching, and feedback which is included with the purchase of the materials.

7. Fiscal Impact

Amount: Not to exceed \$259,000

Source: L4L

Details: \$70,000 - CPM ebooks, teacher guides, and classroom texts for 7 years
\$189,000 - ORIGO online teacher guides, student consumable books, and access to CUEThink (an online problem solving tool) for 7 years

8. Person(s) Responsible for Implementation

Shanna Gannon, Cindy Beaman, Middle School Math Task Force

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

- 1) Initial four days of training in the summer
- 2) Four additional days during the school year
- 3) Consultant coaching each trimester
- 4) Use of implementation tools
- 5) Monitor student achievement data-MAP Growth (Fall to Winter), NSCAS comparison and student perception data

Timeline:

- 1) Ongoing throughout the school year
- 2) Check points of student achievement at each trimester

▲ Board Report/Follow-Up

Actions:

March BOE meeting - information
April BOE meeting - approval
Follow up data will be provided at L4L BOE Committee and BOE Spring Retreat 2021

Timeline:

1 month 3 months 6 months annually N/A

GIPS NEEDS ANALYSIS



Board Committees will use the NASB Needs Analysis to guide development of proposals to the Board of Education.

Proposal: Core Knowledge Language Arts - 2nd Edition Skills Program : Grades K - 2

Date: 03/03/20

1. What is the identified need? (connect to strategic plan)

Empower - Core Knowledge Language Arts (CKLA) is a high-quality instructional resource that ties directly to LETRS professional development. Provided CKLA, our teachers will be Empowered to implement their learning from LETRS using an instructional resource that is tied directly to the Science of Reading. When surveyed, 100% of teachers recognized strong connections between CKLA and their LETRS professional development.

Personalize - With higher percentages of our students achieving grade-level benchmarks, it becomes easier for our teachers to use materials from the Assessment and Remediation guides provided through CKLA to personalize learning for students and meet their individual learning needs.

Design - Finally, knowledge of the Science of Reading coupled with CKLA allows our teachers to dedicate their planning time to designing learning opportunities that have a lasting impact on students.

Literacy is arguably the most critical skill for our students to develop. Seventy-five percent of students who struggle to read at the end of 3rd grade, will continue to struggle with reading beyond 3rd grade. This sets our students up on a trajectory of vulnerability to struggle to acquiring domain knowledge in content areas like science and social studies and places students at-risk for dropping out, among other things.

2. Proposed Action

The proposal includes:

March 12, 2020 - Provide the board with information related to the recommendation adoption of CKLA 2nd edition (Skills materials) for grades K - 2.

April 9, 2020 - Request board approval to adopt CKLA 2nd Edition (Skills materials) for grades K - 2.

3. Authority of Action

Every Student, Every Day, a Reader!

At Grand Island Public Schools we are committed to breaking the cycle of illiteracy and ensuring equitable outcomes for all students. We commit to

- Providing all students with scientifically-based foundational skill instruction.
- Providing all students with explicit and systematic foundational skill instruction.

- Ensuring all students are provided with sufficient cumulative practice both in and out of context in order to master the code.

If we do this, then:

- 95% of GIPS students will be reading on grade-level by the end of 1st grade.
- In four years, the percentage of 3rd grade students meeting or exceeding proficiency on the state accountability test in reading will increase.
- In four years, we will see a decrease in the achievement gaps among all 3rd grade student-sub groups on the state accountability test in reading.

4. Data/Alternates Assessed

District Assessments - November & February, MAP Growth Data, Materials Ratings Data, & Cost Analysis Data.

5. Administrative Recommendation

Dr. Palmer, Shanna Gannon

6. Stakeholder Groups Involved

Elementary ELA Task Force - Grades K - 2
Elementary Teachers - Grades K - 2
Instructional Coaches
Principals

7. Summary

Core Knowledge Language Arts 2nd Edition Skills program is a foundational literacy skills program that is developed based on the Science of Teaching Reading. The program has many embedded instructional features that are recognized as highly effective in teaching all students to read and write effectively. Core Knowledge uses a synthetic phonics approach where students are explicitly taught all of the sounds of English and how we represent those sounds in print, beginning with the most common spellings (representations) for sounds and advancing to more complex spellings as students advance in their learning. CKLA provides every student with a controlled, engaging, decodable text where they can apply their knowledge of the sound-symbol correspondences in a piece of controlled text almost daily.

8. Fiscal Impact

Total cost: \$ 234,495.00

9. Implement, Monitor, Evaluate, and Report Timeline

- June 2020 - Acquire CKLA Skills 2nd Edition Materials for Grades K - 2 and send out to buildings.**
- June 2020 - ELA Task Force creates guidance documents and plans August 7th professional development for teachers.**
- August 2020 - Begin implementation of CKLA Skills in the reading block for grades K - 2. Collect baseline data using universal screener for reading.**

d. September 2020 - January 2021 - Provide ongoing (just in time) professional development during district PD and CIA days. Monitor integrity of implementation using materials rubric.

e. January 2021 - Collect growth data using universal screener for reading. Use monitoring data and student achievement data to guide continued professional development.

f. February 2021 - May 2021 - Provide ongoing (just in time) professional development during district PD and CIA days. Monitor integrity of implementation using materials rubric.

g. Collect growth data using universal screener for reading. Use monitoring data, feedback from teachers, and student achievement data to revise guidance and update related documents for the next school year.

NEBRASKA SOCIAL STUDIES STANDARDS



Nebraska Social Studies Standards

Table of Contents

Standards Structure	3
Kindergarten Standards.....	4
Grade 1 Standards.....	8
Grade 2 Standards.....	12
Grade 3 Standards	17
Grade 4 Standards.....	22
Grade 5 Standards	28
Middle School Overview	35
Grade 6 Standards	37
Grade 7 Standards	41
Grade 8 Standards	47
High School Civics Standards	53
High School Economics Standards	55
High School Geography Standards.....	59
High School History Standards	62

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

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

Nebraska Social Studies Standards
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.

Nebraska Social Studies Standards

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.

Nebraska Social Studies Standards

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

Nebraska Social Studies Standards

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.

Nebraska Social Studies Standards

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.

Nebraska Social Studies Standards

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

Nebraska Social Studies Standards

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)

Nebraska Social Studies Standards

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

Nebraska Social Studies Standards

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?"

Kneale Administration Building



TO: Facilities & Finance Committee
RE: Minutes for Meeting, Tuesday, March 31, 2020

Mr. Virgil D. Harden, MBA, RSBA, SFO
Chief Financial Officer
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802-4904

Attendance: Mrs. Kelly Enck, Mr. Carlos Barcenas, Mr. Terry Brown,
Dr. Dan Brosz, Dr. Tawana Grover, Mr. Virgil Harden, Mr. Dan Petsch

NEW BUSINESS:

1. Bills Listing – Mr. Harden
2. Request for Proposals
 - Dodge and West Lawn Flooring Projects: Mr. Dan Petsch reported that Proposals were received for both the Dodge and West Lawn Flooring Projects. Two proposals were received for Dodge. This is a very large project. The recommendation is to approve the proposal from Midwest Floor Covering for \$267,067 along with Alternate 01 for \$29,743. This is a total cost of \$296,810. This project will be funded through the General Fund and/or Depreciation Fund as necessary and appropriate. Proposals were also received for the West Lawn Flooring Project. Three proposals were received. The recommendation is to approve the proposal from Floors, Inc., for a total of \$212,304. This project, too, will be funded through the General Fund and/or Depreciation Fund as necessary and appropriate.
3. Nutrition Services Update: Mrs. Kris Spellman reported that they are continuing to work on a process to get meals served. The highest number of meals served was March 27 with approximately 3700 meals served. Monday, March 30, numbers were back down to 3200+. Mrs. Kris Spellman reported having some challenges getting food in that has been ordered. Mrs. Kris Spellman reported that to limit staff and community exposure, this Thursday they will distribute both Thursday and Friday meals. They are providing some shelf stable foods to put in the bags. The hope is to combine a few other days in the week if this works. This will be communicated to families as food is being distributed this week as well as on social networks.
4. Information Technology Update: Mr. Cory Gearhart is analyzing the financial impact to the ID department at this time. There is a bright spot: queried principals for lists of students without internet. Numbers are much lower than expected with approximately 1% of families that don't have internet. IT has ordered 80 hotspots to give to families so students will have access. A plan will be made to determine how to get the devices to the families. At the present time, Mr. Cory Gearhart is paying for the devices out of the IT budget. The expenses will be kept track of as expenses that are directly related to COVID19.
5. Review of Depreciation and Special Building Fund: Mr. Virgil Harden reviewed the Depreciation Fund. Total Funds Available February 1, 2020, were \$2,322,440.57. There were disbursements of \$26,591.76 in February and encumbrances of \$9,778.00 in March. Total Funds Available March 31, 2020, were \$2,286,070.81. Total Funds Available February 1, 2020, in the Special Building Fund were \$5,711,155.38. There were disbursements of \$581,019.02 in February and encumbrances of \$10,706.33 in March. Total Funds Available March 31, 2020, were \$5,119,430.03.

Phone: (308) 385-5900 x 1144
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Web: www.gips.org

6. Review of the General Fund: Revenue in the General Fund is at \$59,099,360.11 which is up .5% over last year. Expenses are at \$57,366,759.67 which is at 49.03% for the year. Mr. Virgil Harden reported that right now everything is good with the General Fund.
7. Review of Payroll Summary: Mr. Virgil Harden will attach this report to the agenda later.
8. Federal Programs Update and Financial Report(s): The report is attached. Please let Mr. Virgil Harden know if there are any questions.
9. Robotics Program Purchases: Mr. Dan Phillips presented on the Robotics Program Purchase. There is an opportunity to offer this for students as an elective during the school day rather than just a club. More students have signed up for the course than can be accommodated at the present time. Mr. Dan Phillips reported they are working to line up another teacher who can teach this course. Funds are coming out of L4L Budget. The cost is not to exceed \$36,002.89.
10. Transportation Hardship Payment: Dr. Robin Dexter reached out to Mr. Mick Brown to find out how they are being able to support drivers to be ready when school is back in session. Dr. Robin Dexter asked how is he supporting bus drivers throughout the COVID19 crisis. Mr. Mick Brown reported that the payroll is \$2715 per day. The current state of employment for the drivers is they are laid off. Mr. Mick Brown encouraged them to apply for unemployment benefits. The committee indicated that it is hard to know what the right thing to do is. Mr. Virgil Harden reported that our contract with Holiday Express is a per day service contract. Technically, they have been overpaid at this point because payment is spread through the year. The committee agreed that Mr. Mick Brown needs to explore the program that will be available April 10 (forgivable loans). Dr. Tawana Grover has spoken with the Superintendent at Northwest and Northwest has the same questions and concerns. Dr. Robin Dexter with respond to Mr. Mick Brown t utilize SBA funds and the district will offer any support he needs.
11. American Red Cross (NSS) Facility Agreement: Mr. Dan Petsch reviewed the Facility Use Agreement with the American Red Cross. This is the national organization that reached out to us to sign the agreement. Mr. Roger Steele reviewed the agreement and saw no issues with it. The committee asked what particularly would they be looking to use at the facilities. Mr. Dan Petsch reported the gyms, locker rooms, restrooms, and the kitchen. No equipment could be used without a school district staff member knowledgeable of the equipment present. The sites are Dodge, GISH, Jefferson, Lincoln, Starr, and Westridge.
12. Auditorium Sound System Project: Mrs. Charity LaBrie was present to discuss the need to upgrade the sound system at the high school and the middle schools. Mrs. Charity LaBrie indicated they have been trying to get good, working systems in place for the fine arts programs. There are a lot of sound system issues at the middle schools and high school. Mr. Davis Goodwin from R8 Productions was contacted to assess the sound systems at the middle schools and high school. There are major issues at the high school. The committee agreed with this. R8 provided estimates on what the costs would be. Some microphones are on a bandwidth that is assigned to emergency personnel. There is a user interface system that will run the presets. There are a lot advantages to these systems. Mr. Virgil Harden indicated that Mr. Davis Goodwin is a sound engineer and understands the sites and the systems that are needed to provide good quality performances. The system for GISH would cost \$81,654.98 and needs to be done. There has been many issues with the system this year. R8 will train users once a year and also check everything out yearly

- to make sure the systems are running properly. The committee felt this would be a good expense and should be part of the academies for GISH students. There is a 5 to 7 year warranty on the equipment. Mrs. Charity LaBrie will reach out and get the warranty information in writing. Mr. Virgil Harden would suggest this be paid for through the Depreciation Fund. If there are other funds or financial supporters, that can be dealt with later. The middle schools will need to wait a year or two for completion. A side note, Mrs. Charity LaBrie needs to add a lighting project for the Auditorium to the project list.
13. COVID-19 Financial Impact: Mr. Virgil Harden reported that the total financial impact to the district due to COVID-19 is unknown but it will have a great impact on funding. The Federal Stimulus of \$13.8 billion does include funding for schools. This most likely will be given to the states and divided out through Title 1 Funds. The impact on sales tax and property tax could be huge. Mr. Virgil Harden has heard in meetings that there will be a sharp economic decline longer than anyone can imagine. Losses from 2008 will be double the amount or more. The budget is being reviewed, the staffing plan is being revisited, everything is on the table as the district must save money now. The Cabinet is reviewing the staffing plan. Going forward, travel will be stopped, administrative staff and salaries will be frozen, among other changes. There will be a robust conversation for classified staff and what will be done. NDE does plan to certify State Aid by 5/1. That amount is likely to be voided later. Conversations will continue on the financial impact. Discussion will be presented at either the May or June board meeting. A full conversation will not be ready for the April meeting.
 14. Facilities Master Plan: Town Hall is postponed.
 15. GFOA Best Practices in School Budgeting Updating: Mr. Virgil Harden indicated that he will be working on COVID-19 expenses and how to code them in the budget.
 16. Early Childhood Center at O'Connor Family Facility Update: Mr. Virgil Harden told the committee that the district is committed to this project. One thing to confirm—there is a sign along Webb Road from Shopko. Does the district want to use this sign? It was agreed that signage on the building would be enough. Mr. Virgil Harden will let Mr. Ray O'Connor know this information. Mr. Dan Petsch indicated that at the site demolition is complete and asbestos abatement is underway. Move in date is still schedule for Spring 2021.
 17. Bond Refinancing: Mr. Virgil Harden reported this is on hold at the present time due to market conditions.
 18. CRA/RPC Notices: Notices are attached. Please let Mr. Virgil Harden if there are any questions.
 19. Project List Update: Mr. Dan Petsch reviewed the items on the projects list that have been completed and the items that are in progress at this time. Mr. Virgil Harden advised that the projects that have not been started will need to be reviewed to determine which projects can be put on hold due to financial restraints.
 20. Change Order Number 08 Memorial Stadium: Mr. Dan Petsch reviewed Change Order 08 for the stadium project. The total of the change order is \$82,589.14. Items included on the Change Order include: elevator infill; electrical for a new scoreboard; front guardrails; some exit signs; precast lettering; soffit panels and EPDM roofing at the ticket

booth; East Stadium Alternate #1 position; monument conduits; and, a floor drain in the East Stadium.

21. Surplus Property: Mr. Dan Petsch reviewed the list of Surplus Property List for the upcoming Auction. The auction was planned for May but will have to be moved due to COVID-19. If anyone has questions about the items on the list, please let us know.

22. Building Projects\Ten Year Plan Update – Mr. Petsch

- Memorial Stadium: Mr. Dan Petsch reported that there have been several conversations regarding completion of the project. Right now, everything is pressing forward to make the August 2020 date. The East Stadium will be completed sometime in September. Locker rooms will not be complete in the East Stadium for the first game of the season. Punch list on the West Stadium will begin in May.

23. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: Tuesday, May 5, 2020, at 7:30 a.m. @ KAB South Conference Room

Dan, Kim, & Virgil review agenda items for BOE meeting.

To: Leading for Learning BOE Committee
From: Dr. Toni Palmer
RE: Meeting April 7, 2020, Platt Conference Room

New Business:

- **Special Education Supports-Mrs. Engel reported on the layers of services provided to students with IEPs given the virtual environment.**
 - We are required by law to conduct IEP/MDT meetings and are doing so virtually
 - Had to send out 1639 Prior Written notices to parents to communicate the change to services in a virtual learning platform.
 - All special educators are joining in on google classroom during classroom times and providing specialized supports and assistance as needed
 - Students have access to their assistive technology devices and other tools/resources they previously accessed during the school day.
 - Specialists are providing tel-services to meet speech, physical and occupational therapy services.
 - The team is putting together a professional learning plan for the para-professionals
 - Questions should be referred directly to Renee Engel
 - **Update on eLearning Academic Plan-Mrs. Gannon provided an overview of the Continuous Academic eLearning plan**
 - The plan outlines roles and responsibilities of all staff, parents and students.
 - Expectations and outcomes for eLearning
 - Guidance around grading-ensuring a focus on learning and access to essential knowledge and skills
 - Professional learning is being offered through Empower Hours to staff to support eLearning planning and implementation.
 - A question was asked about teachers requesting time to meet with students outside the 8-4 time. (an example 4-5:30) There may be special circumstances when a teacher requests this, based on student availability or conflicts in the teacher schedule. We definitely do not want teachers meeting with students into the evening unless approved by the principal and parent.
 - Continue to learn more about expectations for students taking AP and Dual Credit courses. Mrs. Gannon and Mr. Phillips will support the high school in developing a communication that will clarify the requirements and opportunities.
 - IT and Dr. Doll has been instrumental in deploying devices and obtaining internet access for students in need.
 - Data collected revealed approx. 75 families that needed internet access. Hotspots have been ordered and hopefully deployed to families by the time this report is read.
 - Dr. Palmer is creating a video to review eLearning and will provide updates periodically
- Getting feedback from Parent Advisory Team tomorrow

Plan to support credit deficient seniors-Dr. Doll/Mr. Phillips provided an overview of the data that shows the number of students that are credit deficient.

The plan to address

- Working with counselors and social workers in identifying students
- Three goals
 - Every student in our district should have a road to be able to graduate
 - Dr. Doll shared data being used to identify students
 - Shared state guidance that allows districts to modify graduation requirements
 - This is an area where L4L and the cabinet can decide graduation requirements this year.
 - Dr. Grover added that there is a resolution (presented tonight) which allows for some flexibility to make necessary adjustments-
- **Mr. Phillips Presented the proposal for the Robotics Elective Course Equipment**
 - Identified the goal to provide elective opportunities in all academies
 - Proposal will
 - Reduce study halls
 - Open up opportunities
 - Competition robotics program that will start competing right away
 - Will come in as action for May board meeting
- **Summer Offerings-Dr. Palmer reviewed the planned summer offerings and will move forward with designing virtual experiences due to COVID-19 and the recommendation of the Governor**
- **Graduation Resolution-Dr. Grover walked through the Graduation Resolution document provided by Perry Law Firm. This document was revised based on feedback from the BOE Committee.**
- **GEAR-Up Newsletter-Dr. Palmer shared the GEAR Up Newsletter designed by Donna Neeman and her team.** This Will be shared with our GEAR Up partners. Over 1018 students were served with 688 hours of educational field trips this year. The Newsletter is in the BOE folder for your reference.

Presenting of April Summary: Julie

Next Meeting: May 1st,2020 @ 8:15 AM

Personnel Committee

April 2, 2020

Committee Report

Staffing Study Update - The March 16 progress update was re-scheduled to April 3 with DMG. During this call we will get an update and preliminary observations from DMG.

Employee Assistance Program Contract Renewal - Utilization of the employee assistance program has increased. Utilization over the last 5 years has gone from 5% to a projected 12% for the current year. As a result, Wholeness Healing has submitted a renewal notice that will result in an increase in the per employee charge from \$21 to \$28. The contract will continue to provide employees with 6 free sessions per year, and as an enhancement to the contract, staff will also receive 6 free wellness sessions. The contract renewal will be presented to the board as an information item in May.

2020-2021 Staffing Plan - In light of the anticipated long-term impact of the pandemic, district leadership is re-evaluating the 2020-2021 Staffing Plan proposal that was presented to the board at the March meeting. Once the revised plan is finalized, it will be brought back before the board for action.

Evaluation Guidance for remainder of the year - Mr. Stelk reviewed the guidelines that will be shared with staff and administrators, to ensure all evaluations are completed as required for the 2019-2020 school year.

Staffing Update:

Certified Staffing: The district has received 77 certified retirements and resignations to date, and has issued 42 probationary contracts. In addition, three staff have submitted requests to be released from contracts (middle school science, middle school social studies, and elementary 4th grade). The status of those requests is pending finding a suitable replacement.

Classified Staffing: The district is carefully evaluating each classified vacancy that occurs to determine if the position needs to be filled immediately, or if we can wait till students return to school. Human Resources is currently recruiting to fill the following vacancies: Elementary Tech Assistants, Gear Up Administrative Assistant, IT Technician, and custodians.

- **Administrative Staffing:**
 - Screening interviews for **elementary principals at Gates & Dodge** have been completed. and interviews are being scheduled.

- **Gear Up Director** - Dr. Allison Bailey has accepted the Gear Up Director and will plan to start approximately June 1, 2020.
- **Teammates Director** - is currently posted and advertised, with a closing date of 4/24/20.
- Ashley Tomjack has been hired as the **Executive Director Curriculum, Instruction and Professional Learning**.
- **Curriculum Coordinator, Science** - HR continues to recruit for this position.
- **Executive Assistant to the Superintendent** - HR continues to recruit for this position.

Staff Adjustments

- Staff Adjustments were reviewed and accepted as presented.

Next Meeting:

- May 7, 2020 @7:00 AM.
- Reporter:
 - April: Dan Brosz
 - May: Terry Brown
 - June: Kelly Enck
 - July: Ericka Wolfe

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

BOE Policy Committee Meeting – Tuesday April 7, 2020 – 4:00pm – Zoom

*Students prepared to make positive contributions to society and thrive in an ever-changing world.
Empower - Personalize - Design - Partner*

Members present:

Heidi Schutz
Lisa Albers
Erika Wolfe
Julie Gortemaker
Dr. Robin Dexter
Dr. Tawana Grover
Dr. Jonathan Doll

Review minutes from February 17, 2020: Ok as written.

Review Agenda for Changes or Additions: No changes or additions to agenda.

Policies on April 7, 2020 BOE Agenda for Final Reading: 8560 Student Automobile Use, 8620 Contests for Students, 8630 Student Office Aides

Meeting dates and times:

Monday May 11, 2020 at 4:30PM - Northeast Conference Room
Monday June 8, 2020 at 4:30PM - Northeast Conference Room

Policies for Review:

2111 Board Operating Principles - Further discussion about Board Governance and the appropriate location for it in this policy and the roles of Board President. Committee agreed to hold this policy as work on Policy 2111, 2230, 2231 should happen simultaneously to ensure consistency across policies.

2170 Advisory Committees (Delete) - Dr. Dexter explained this is a duplication of another policy. Committee approved deletion.

2230 Board Standing Committees - Dr. Dexter revised the title to Board Standing Committees. Minor edits to language and additional information were made, and Board Governance has been added. Committee agreed to hold this policy as work on Policy 2111, 2230, 2231 should happen simultaneously to ensure consistency across policies.

2231 Ad Hoc Committees, Task Forces, and Advisory Councils - Minor edits proposed. Committee agreed to hold this policy as work on Policy 2111, 2230, 2231 should happen simultaneously to ensure consistency across policies.

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4213 Budget Implementation - Proposed edits to policy include the annual schedule being produced and proper payment of bills. Virgil Harden has reviewed the policy and approves with edits. Committee approved as edited.

4460 Expense Reimbursements - Proposed edits to this policy reflect the per diem change specifically for staff. The Business Office's Guide to Business Operations is attached for reference. Committee approved as edited.

5310 Transportation - An addition was made to this policy from recently updated Rule 91 from NDE about procedures for drivers of small vehicles. GIPS has the referenced training in place. Committee approved as edited.

8470 Weapons in School - Dr. Dexter discussed legal review of the policy with the Committee. Legal consult strongly advised to follow statute as closely as possible. Minor edits were made for redundancy. Committee approved as edited.

9310 Fundraising Activities - Dr. Dexter worked with GIPS Foundation and Jennifer Worthington closely on this policy. DonorsChoose is designated as the platform to receive donations in GIPS. Discussed the need to share this information with staff so that DonorsChoose is used. Minor edits were proposed. Committee approved as edited.

5230 Emergency Plans - Dr. Dexter reviewed advice from Perry Law Firm when editing this policy. Suggestion to use language from the pandemic plan for the cleaning/sanitizing addition and reference the pandemic plan. Committee approved with suggested edits.

5232 Emergency Closing - Minor edits proposed, including adding a reference to the pandemic plan. Committee approved with suggested edits.

8513 Communicable Disease Control - Minor edits for language and addition of reference to the pandemic plan. Committee approved with suggested edits.

8513.1 Guidelines for 8513 - Proposed edits to this policy include adding further explanation to the section on excluding a student or staff member from school related to communicable disease, including giving the Superintendent ability to consult with law enforcement, health officials and other experts. The Committee discussed the significance of this in our current situation. Suggestion made to add a reference to the pandemic plan. Committee approved with suggested edits.

8513.2 Communicable Diseases Known Not to Be Spread by Casual Contact - This policy has content from the Central District Health Department and it is current, no changes recommended. Committee approved to move forward.

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Policies to be Worked On:

LB 390 MOU for SRO's - Dr. Dexter and Lee Jacobsen have worked on a draft and it is being reviewed by legal. It will come back to this Committee for review before being sent to the City of GI Police Department for review.

Online Learning - Dr. Dexter is working on a draft of this policy. Suggestion to be clear in language which types of non-traditional learning the policy is referring to as there are several which can be confused easily.

Rental Agreement - Dr. Dexter is working on this draft also. In practice, focus has been on making sure GIPS receives a certificate of insurance from groups who want to use our buildings and working with staff on procedures.

Donations of Artwork - 9310.1 Donors Choose Fundraising Guidelines working with GIPS Foundation - Dr. Dexter is working with GIPS Foundation on this policy.

Tabled:

8660 - Field Trips

6214 - Abuse of Students by Staff

Reporter for April 9, 2020 Board Meeting: Lisa Albers

Next meeting: May 11, 2020 - 4:30PM Northeast Conference Room

Kneale Administration Building

Public Relations and Partnership Development Committee
Minutes

March 20, 2020, 7:45 - 8:45 – Zoom link in your calendar invitation



In attendance: Julie Gortemaker, Dan Brosz, Carlos Barcenas, Bonnie Hinkle, Jack Sheard, Kim Jensen, Dr. Grover, Tim Mayfield, Jennifer Worthington, Kelli Mayhew.

Beat on the Street

COVID - 19

1. First Story Time Live! with Bonnie went well. Many positive comments.
2. People are thankful for the free breakfasts and lunches.
3. We will continue to communicate information from the district and schools via multiple platforms.
4. Some PTAs are supporting teachers by having students write letters to them.
5. GIPS social workers, counselors and mental health professionals have been impressive and helpful.

COVID - 19 District Communication - Sheard

6. The theme is "Better & Stronger Together."
7. We are united with the other schools in Grand Island. Jack sent the theme logo to them in their school colors.
8. Our priorities are to keep our staff and students safe, keep our students fed, and support the mental health of our staff and students.
 - a. Communication from the EAP will continue to be communicated.
9. The "Better & Stronger" logo will replace the "Attend Today, Achieve Tomorrow" billboard.

Census - Sheard

10. The Census Night events that were planned will be canceled. We will still promote the census messages.

Remote/Virtual board meetings - Grover

11. We are utilizing Zoom and YouTube for remote access for board meetings.

Donors Choose - Worthington

12. We will work with the GIPS Foundation to start Donors Choose.
13. We are looking at ways we can purchase local and support our local businesses.

Reporter for Board Meeting:

Carlos Barcenas

Questions/Requests for future meetings

On Thursday, March 26 we are planning to have a virtual town hall meeting with the community. More details to come.

123 South Webb Road • Grand Island, NE 68802-4904
308 385-5900 • Fax 308 385-5949 • jworthington@gips.org • www.gips.org

Every Student, Every Day, a Success

Next Meeting: April 3, 2020 - 8:00 AM

123 South Webb Road • Grand Island, NE 68802-4904
308 385-5900 • Fax 308 385-5949 • jworthington@gips.org • www.gips.org

Every Student, Every Day, a Success

Kneale Administration Building

Public Relations and Partnership Development Committee
Minutes

April 3, 2020, 8:00 - 9:30 AM – [Zoom link in your calendar invitation](#)



In attendance: Dr. Grover, Carlos Barcenas, Dan Brosz, Bonnie Hinkle, Julie Gortemaker, Tim Mayfield, Kim Jensen, Jennifer Worthington, Jack Sheard, Kelli Mayhew



[Zoom Meeting Norms](#) - Worthington

Beat on the Street

1. Governor's comments about schools closed until May 31.
2. Teachers and staff are doing well at communicating with families.

Memorial Stadium Scoreboard - Worthington

3. The sponsorship levels has been filled and we are ready to order the scoreboard.

Graduation - Grover

4. Graduation will still be held on May 17, just virtually.
 - a. We are still open to hosting an event, honoring seniors at a later date when it is safe.

Board Project - Worthington

5. Board members are helping with various needs across the district during the pandemic including meal distribution and storytime. They will help highlight and thank staff, as well.

COVID - 19 District Communication - Sheard

6. Daily communication goes out to staff at 4:30 p.m. The district is focusing on key messages around four priorities.

Census Election - Sheard

7. Daily social media posts have gone out about the census, which includes the direct link to the online form.

Remote board meeting - Worthington

8. We are working with board leadership to develop protocols for virtual meetings.

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Donors Choose COVID-19 campaign - Worthington

9. We will continue to learn about the best ways to buy locally through Donors Choose. Jennifer will try to initiate a simple campaign.

Reporter for Board Meeting: Carlos Barcenas

Next Meeting: May 8, 2020 - 8:00 AM

Grand Island Public Schools Foundation
Notes for Lisa
4/9/20

1. The Foundation is firming up scholarships for the Class of 2020. This year, the Foundation offered 160 scholarships for a total of \$539,808.

While in person donor receptions were cancelled, we will celebrate Honors Night in a virtual platform on April 30. At this online event we will give away 61 scholarships totaling \$45,150. The corporate sponsor of this event is Home Federal Bank. Please join us.

2. At their board meeting on March 18, the Foundation Board voted to initiate the Better & Stronger Together Emergency Fund for students, families and staff. The Foundation Board seeded this fund with \$10,000 from their unrestricted cash reserve. Mrs. Skalberg is working closely with the district and especially social workers to distribute these dollars for Emergency needs related to the COVID-19 crisis. This fund is open for the community and other funders to contribute to. You can find it online at gipsfoundation.org
3. The Foundation will be kicking off the annual 'Add it Up to Opportunity!' Staff and Board campaign next week. This campaign is mostly virtual and has the theme "I give HOPE, I give GIPS, We are Better, Stronger Together." Some of the proceeds of this campaign will be designated to the Emergency Fund. This is the campaign that we ask Board Members to support. Each board member will receive a packet in the mail with instructions on how they can give. The deadline will be May 15 for Board and Staff. We also plan to do an "I Give GIPS" week and open our campaign to the community. Community members will be eligible for a t-shirt at the \$60 or more giving level. "I Give GIPS" week will be May 14-21. Go Big Give was postponed to July so we will not be using that platform for this campaign.
4. The Foundation will release the nomination forms for the 2020 Teacher/ Staff Member/ Administrator of the Year. Forms will be available online only with a deadline of May 21. Awards will be announced in August at the Back to School Meeting. The corporate sponsor of this program is First National Bank.

NASB Monthly Update for Board Meetings - Agenda Item: APRIL 2020

“NASB Update”

As a board, some items you would usually be focused on during April include:

- Monitor progress of district goals, link goals to discussion and action items
- Strategic Plan Progress Report
- Budget: State Aid Certification
- Review ELL Program
- Teacher Non-Renewal, RIF, and Termination Notices; Due April 15
- Review Student Handbooks and relative policies
- Certificated Employee of ESU Non-Renewal, Termination, Amendment Notices; Due April 15

COVID-19 LINKS

Please bookmark and continue to visit NASB’s COVID-19 page regularly at www.NASBOnline.org , as it is continually being updated with items specific to you and your board. Items include:

- A letter from Commissioner Blomstedt to sbm’s
- Videos on Leveraging Our Strengths as a Board/Supt Leadership Team, SafeSchools, & Workers Comp
- NDE resources & A Statement on Continuity of Learning
- Mental Wellness - Tips for Families during COVID-19
- School Leaders Risk Management Association (SLRMA) checklist for boards
- NPERS – Information for Schoolplan Members & Employees
- No Kid Hungry Emergency Relief Grants Available
- Re-purposing Hourly Staff
- EHA updates and a video from Linda Kenedy on how to cope with our current situation
- YouTubes from NASB Region Director, Dr. Bob Rauner with some really good information
- NSAA Statement
- Legal Resources
- Virtual Meetings
- AND MUCH MORE!

Networking, Events & Weekly Call Info:

- <http://members.nasbonline.org/index.php/events>
- *As of now, NASB is still planning on our June events. Unfortunately, we have had to cancel our April Brain Science Workshops. Look for more information on all in the coming weeks.*
- ***NASB has begun hosting weekly networking calls amongst school board members. Check your email for Region specific times and login/call information, as well as discussion questions as we all help each other as we navigate this uncertain time.***



Advocacy/2020 Legislative Session:

The 2020 legislative session is currently adjourned until the speaker calls. We are on Day 44 of 60. Session will remain adjourned until the situation has stabilized, and the Speaker of the Legislature deems it safe to reconvene. During this pause in the legislative session, senators and their offices continue their work.

LB 1106, formerly LB 974, (the education funding reform/property tax bill) is still a priority for Sens. Linehan and Groene once the session resumes.

Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB and on facebook at www.facebook.com/NASBOnline

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

Thanks for all you do for your board, your community and the entire state by serving public education in Nebraska. Now more than ever, we are seeing the importance in school boards stepping up as leaders of their communities!