Board of Education Regular Meeting
Monday, February 15, 2016 6:00 PM

City of Gering Council Chambers 1025 P St
Gering, NE
1519 10th Street
Gering, NE 69341

Agenda

1. Signature of Notification
2. Call to Order, Pledge of Allegiance, Roll Call, Welcome Visitors
    1. Acknowledge Open Meetings Law
    2. Notice of this meeting was published in the Gering Courier on February 11, 2016.
3. Excuse Absent Board Members
4. Consent Agenda
    1. Approval of Agenda/Amendment of Agenda Items
    2. Minutes From Previous Board Meeting
    3. Approval of Claims/Bills
    4. First Reading of Board Policies
        i. 402.7 - Transporting of Students by Employees
        ii. 403.1 - Release of Employee Information
        iii. 403.2 - Child Abuse Reporting
        iv. 403.3 - Abuse of Students by School District Employees
        v. 403.4 - Gifts to Employees
        vi. 403.5 - Public Complaints about Employees
        vii. 403.6 - Employee Outside Employment
        viii. 404.1 - Employee Physical Examinations
        ix. 404.2 - Employee Injury on the Job
        x. 404.3 - Employees Personal Security and Safety
        xi. 404.4 - Communicable Diseases Employees
    5. Second Reading of Board Policies
        i. Policy 402.6 - Employee Records
        ii. Policy 402.8 - Employee Travel Compensation
        iii. Policy 402.9 - Recognition for Service of Employees and Others
        iv. Policy 402.10 - Employee Political Activity
        v. Policy 402.11 - Credit Cards
        vi. Policy 402.12 - Employee Involvement in Decision Making
        vii. Policy 402.13 - Communication with Employees
        viii. Policy 402.14 - Employee Use of District Technology
        ix. Policy 607.9 - Service Animals
    6. Personnel Items
        i. Contract Approvals
        ii. Resignations
            1. Junior High Industrial Tech & Cedar Canyon PE Teacher Chuck Richter
            2. High School English Mary Jo Huelle
5. Patron Comments
6. Reports and Discussions

1. Curriculum Committee Report
2. Facilities Committee Report
3. Business Committee Report
    i. Trial Balance Summary
    ii. Fund Balances
    iii. Schedule of Investments
    iv. Financial Statements
4. Superintendent's Report

7. Action Items
    1. Acceptance of the revised Nebraska State Mathematics Standards
    2. Approval of the updated Gering Public Schools Mathematics Curriculum
8. Tentative Committee and Meeting Dates
9. Board Comments
10. Executive Session
11. Adjourn

Board of Education Regular Meeting
January 18, 2016 6:00 PM
City of Gering Council Chambers
1025 P Street
Gering, NE

Attendance Taken at 6:00 PM:

Present Board Members:
Brian Copsey
Alan Doll
BJ Peters
Brady Shaul
Mary Winn

Absent Board Members:
Dr. Jerry Upp

1. Signature of Notification

2. Call to Order, Pledge of Allegiance, Roll Call, Welcome Visitors
2.1. Acknowledge Open Meetings Law

Rationale:
The Board of Education reserves the right to enter into Executive Session for the protection of the public interest; or the prevention of needless injury to the reputation of an individual, and if the individual has not requested a public meeting.
2.2. Notice of this meeting was published in the Gering Courier on January 14, 2016.

3. Excuse Absent Board Members

Motion Passed: Excuse Dr. Upp's absence passed with a motion by Alan Doll and a second by Brian Copsey.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

4. Action Items
4.1. Election of New Officers
4.1.1. President

Discussion:
Brian Copsey was nominated by Brady Shaul for Board President. B.J. Peters was also nominated for Board President by Mary Winn. The Board of Education voted Brian Copsey as the new Board President with three votes in favor.
4.1.2. Vice President

Discussion:
Mary Winn was nominated by Alan Doll for Vice President. The Board of Education made an unanimous vote to appoint Mary Winn as the Board Vice President.

4.2. Appointments
4.2.1. Board Secretary

Motion Passed: Appoint Allison Luehring to serve as the Secretary to the Board of Education passed with a motion by Alan Doll and a second by Mary Winn.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

4.2.2. Board Treasure

Motion Passed: Appoint Tim Meisner to serve as the Treasure to the Board of Education passed with a motion by Mary Winn and a second by BJ Peters.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

5. Consent Agenda

Motion Passed: Approval of the Consent Agenda passed with a motion by Alan Doll and a second by Mary Winn.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

5.1. Approval of Agenda/Amendment of Agenda Items
5.2. Minutes From Previous Board Meeting
5.3. Approval of Claims/Bills
5.4. First Reading of Board Policies
5.4.1. Policy 402.6 - Employee Records
5.4.2. Policy 402.7 - Transporting of Students by Employees
5.4.3. Policy 402.8 - Employee Travel Compensation
5.4.4. Policy 402.9 - Recognition for Service of Employees and Others
5.4.5. Policy 402.10 - Employee Political Activity
5.4.6. Policy 402.11 - Credit Cards
5.4.7. Policy 402.12 - Employee Involvement in Decision Making
5.4.8. Policy 402.13 - Communication with Employees
5.4.9. Policy 402.14 - Employee Use of District Technology
5.4.10. Policy 607.9 - Service Animals
5.5. Second Reading of Board Policies
5.5.1. Policy 304.1 - Development and Enforcement of Administrative Regulations
5.5.2. Policy 304.2 - Monitoring of Administrative Regulations
5.5.3. Policy 304.3 - Handbooks and Directives
5.5.4. Policy 305 - Administrator Code of Ethics
5.5.5. Policy 401 - Role and Guiding Principles for Employees
5.5.6. Policy 402.2 - Employee Orientation
5.5.7. Policy 402.3 - Employee Conflict of Interest

5.5.8. Policy 402.4 - Anti-Nepotism
5.5.9. Policy 402.5 - Employee Grievances
5.5.10. Policy 504.21 - Dating Violence Prevention
5.6. Early Graduation Request -- Jasmyn Boles

Rationale:
Jasmyn Boles as applied for early graduation from Gering High School in December of 2016. After review, Mr. Hubbard has confirmed that all requirements set forth in policy 611.08 for Early Graduation have been met and recommends that Jasmyn's request be approved.
5.7. Approval of Depository for Funds for Gering Public Schools - Valley Bank, First State Bank, US Bank, Platte Valley Bank, Nebraska Liquid Asset Fund, BOK Financial Services, Wells Fargo Corporate Trust Services
5.8. Approve Corporate Resolution for Valley Bank
5.9. Approve Corporate Resolution for US Bank
5.10. Approve Corporate Resolution for First State Bank
5.11. Approve Corporate Resolution for Platte Valley Bank
5.12. Approve Corporate Resolution for Nebraska Liquid Asset Fund
5.13. Approve Corporate Resolution for BOK Financial Services
5.14. Approve Corporate Resolution for Wells Fargo Corporate Trust
5.15. Appoint Superintendent Bob Hastings as the Authorized Representative to secure funds for the district
5.16. Appoint Superintendent Bob Hastings or his designee as the Authorized Representative for Gering Public Schools for Federal Programs
5.17. Set Dates and Times for Gering Public Schools Regular Board of Education Meetings for 2016
5.18. Personnel Items
5.18.1. Resignations
5.18.1.1. 6th Grade Teacher Kathleen Kniss (Northfield Elementary)

6. Patron Comments

7. Reports and Discussions
7.1. Curriculum Committee Report

Discussion:
B.J. Peters reported for the Curriculum Committee which discussed the external review term report. The report showed that the Gering Public Schools has shown to have great relationships between the staff and students. A weakness that was observed were the lack of consistencies in the technology and facilities plan which are to be addressed in the near future.
7.2. Facilities Committee Report

Discussion:
B.J. Peters reported the Facilities Committee went through the RB&B facilities report closer. During the committee meeting, they laid out options improving the High School facility. A prospective community group will be arranged to help with decisions and improvements that are needed to be made to the facility. Mr. Hastings mentioned there has been great progress going forward with arranging the community group and has received considerable recommendations. They are predicting the group will begin discussing in February.
7.3. Business Committee Report

Discussion:
Mr. Shaul reported on behalf of the Business Committee which approved the AP listing. They also discussed the continuation of the agreement with First Student for student transportation through June, 2020.

7.3.1. Trial Balance Summary
7.3.2. Fund Balances
7.3.3. Schedule of Investments
7.3.4. Financial Statements
7.4. Superintendent's Report

Discussion:
Mr. Hastings discussed extending the contract with First Student as Gering Public Schools student transportation. First Student has agreed for a contract extension through June, 2020. The contract includes a 12.1% rate increase due to maintenance and labor. Mr. Hasting is very appreciative to First Student for their work with the school district and would like to continue with the business relationship. The 2016 Legislative 60 day session has started. Mr. Hastings plans on retaining more information from the Governor and the Senator at future conventions.

8. Action Items
8.1. Designation of Newspaper of Record
8.1.1. Gering Citizen
8.1.2. Gering Courier

Motion Passed: Approval of the Gering Courier Record of Request passed with a motion by BJ Peters and a second by Mary Winn.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

8.1.3. Star Herald
8.2. Accept the 2014-2015 Financial Audit

Rationale:
Mike Skow from Dana F. Cole & Company presented the 2013-2014 independent financial audit to the Business Committee earlier this month. The audit was presented page-by-page and all questions from the Business Committee were answered by Mr. Skow.

Motion Passed: Accept the 2014-2015 Gering Public Schools Independent Financial Audit Report from Dana F. Cole & Company as presented passed with a motion by Brady Shaul and a second by Alan Doll.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

Motion Passed: Accept the 2014-2015 Gering Public Schools Independent Financial Audit Report from Dana F. Cole & Company as presented passed with a motion by Brady Shaul and a second by Alan Doll.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes

Dr. Jerry Upp	Absent
Mary Winn	Yes

8.3. Resolution forming a Board of Education Facilities Advisory Committee

Rationale:
As a result of strategic planning goals, the district has been studying potential changes to grade configurations and associated facilities needs. The committee that recommended a change in grade configuration to K-5, 6-8, and 9-12 also recommended to the administration that the Board of Education form a task force to study the facilities needs created by this move.
Over the past several months, district administration has been working closely with consultants to determine space needs and general facilities upgrades needs in the district. We are now ready to form a Board of Education Advisory Committee who will make facilities upgrade recommendations to the Board of Education.
In order to form a formal Board of Education Advisory Committee, state law and board policy require the Board of Education to pass a resolution that creates the committee and provides direction. The administration and Board Facilities Committee ask that you approve this resolution tonight so that we may begin the formation of this committee.

Motion Passed: Approve the resolution forming a Board of Education Advisory Committee to study facilities passed with a motion by Mary Winn and a second by BJ Peters.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	Yes
Dr. Jerry Upp	Absent
Mary Winn	Yes

8.4. First Student Contract Renewal

Rationale:
In 2012, GPS partnered with Scottsbluff Public Schools to form an interlocal agency termed "Panhandle Interlocal Transportation Association" and jointly entered into a contract for pupil transportation services with First Student. This contract with First Student is scheduled to end on June 30, 2016. However, it offers an option to extend. Working with Scottsbluff Public Schools and First Student, we have reached a renewal agreement with the following updates to the contract:

- Rate adjustment to accommodate increased costs in vehicle maintenance and labor
- Termination clause due to financial constraints with notification no later than December 1 with the contract then running through June 30
- Option to extend commencing July 1, 2016, and unless terminated earlier as allowed through the contract, ending on June 30, 2020
- Provision to allow additional districts to be added by mutual agreement of all existing parties
- Addition of coach bus for Gering
- Additional location to provide services to coach bus at Gering High School
- Miscellaneous housekeeping items such as address changes for both Gering and Scottsbluff District Offices

	Current	2016-2017	2017-2018	2018-2019	2019-2020
Home to School routes		12.7%	2.5	2.5	2.5
Rate/Mile	0.28	0.31	0.32	0.33	0.34
Rate/Day	225.34	252.67	260.25	268.06	276.10
¼ hour increments	8.20	9.19	9.47	9.75	10.04
Mid-Day Routes	32.80	36.78	37.88	39.02	40.19
Trips					
Rate per mile	0.16	0.18	0.18	0.19	.20
Rate per hour	21.86	24.51	25.25	26.01	26.79
Minimum	54.64	61.27	63.11	65.00	66.95
Driver Standby	21.86	24.51	25.25	26.01	26.79
Driver Layover	131.13	147.04	151.45	155.99	160.67
Bus Rate Extra Day	109.27	122.52	126.20	129.99	133.89
Shop Rates	43.71	50.00	50.00	50.00	50.00

Motion Passed: Authorize the District Administration to extend the contract with First Student for pupil transportation services signed jointly with Scottsbluff Public Schools and the Panhandle Interlocal Transportation Association commencing July 1, 2016, and unless terminated earlier, through June 30, 2020. passed with a motion by Alan Doll and a second by Mary Winn.

Brian Copsey	Yes
Alan Doll	Yes
BJ Peters	Yes
Brady Shaul	No
Dr. Jerry Upp	Absent
Mary Winn	Yes

9. Tentative Committee and Meeting Dates

Rationale:

Policy Review Committee	Monday, January 25th @ 4:30 p.m.
Personnel Committee	
Curriculum Committee	Thursday, January 4th @ 7 a.m.
Facilities Committee	
Business Committee	Monday, February 8 @ 4:30 p.m.
February Regular Meeting	Monday, February 15th @ 6 p.m.

10. Board Comments

Discussion:
Mr. Copsey was extremely grateful to Kathleen Kniss for her many years of service at the Gering Public School district. Mr. Doll attended the Doane Honor Choir performance and was extremely impressed.

11. Adjourn

Discussion:

Meeting adjourned 6:30 p.m.

_____
Chairperson

_____
Superintendent

Gering Public Schools

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: VB & T-General				Bank Account: 109033			
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1136.0344.1.00.06	Admin - Internet	$250.00
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1136.0344.1.00.06	NF Internet	$250.00
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1136.0344.1.00.06	Geil - Internet	$250.00
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1136.0344.1.00.06	Lincoln - Internet	$250.00
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1136.0344.2.00.06	HS - Internet	$1,200.00
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1136.0344.2.00.06	JH Internet	$250.00
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.1290.0382.1.09.99	Preschool - Tele - SPED 25%	$19.89
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.1.04.14	Preschool - Tele - General 75%	$59.66
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.1.04.14	Lincoln - Tele	$973.69
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.1.05.15	NF - Tele	$97.10
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.1.06.16	Geil - Tele	$91.76
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.2.01.21	HS - Tele	$608.25
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.2.01.21	FA - Tele	$31.81
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2410.0342.2.02.22	JH Tele	$325.21
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2510.0342.1.00.00	Admin - Tele	$344.84
10586	01/05/2016	1109	Allo Communications	3826 Nov/Dec 2015	01.2.2510.0342.2.00.00	WH Tele	$57.98
						Check Total:	$5,060.19
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.1.04.14	Copier Lincoln 11/12/15 to 12/11/15	$911.26
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.1.05.15	Copier NF 11/12/15 to 12/11/15	$709.07
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.1.06.16	Copier Geil 11/12/15 to 12/11/15	$656.03
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.1.18.18	Copier CC 11/12/15 to 12/11/15	$388.39

Gering Public Schools

Disbursement Detail Listing

Bank Name: VB & T-General **Date Range:** 01/01/2016 - 01/31/2016 **Sort By:** Check

Bank Account: 109033 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2015-2016

☑ **Print Employee Vendor Names** ☐ **Exclude Voided Checks** ☐ **Exclude Manual Checks** ☐ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.2.01.21	Copier FA 11/12/15 to 12/11/15	$458.47
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.2.01.21	Copier HS 11/12/15 to 12/11/15	$714.38
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2410.0315.2.02.22	Copier JH 11/12/15 to 12/11/15	$548.90
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2510.0315.2.00.00	Canon Booklet Finish	$43.74
10587	01/05/2016	1109	Capital Business Systems, Inc.-Texas	18022382	01.2.2510.0315.2.00.00	Copier Admin 11/12/15 to 12/11/15	$478.47
						Check Total:	$4,908.71
10588	01/05/2016	1109	Charter Communications	8356151610147823/Jan	01.2.1136.0344.1.00.06	Internet	$67.50
10588	01/05/2016	1109	Charter Communications	8356151610147823/Jan	01.2.1136.0344.2.00.06	Internet	$67.50
						Check Total:	$135.00
10589	01/05/2016	1109	City Of Gering	000.100.200.300 Nov	01.2.2610.0322.1.06.00	SW/WA - Geil	$196.99
10589	01/05/2016	1109	City Of Gering	000.100.200.300 Nov	01.2.2610.0322.1.06.00	Elec- Geil 1600 D Street	$3,832.18
10589	01/05/2016	1109	City Of Gering	000.100.200.300 Nov	01.2.2610.0340.1.00.00	SA - Geil	$283.75
10589	01/05/2016	1109	City Of Gering	26093001 FA/JH Nov15	01.2.2610.0322.2.02.00	Elec- JH/FA 835 Q Street	$6,565.00
10589	01/05/2016	1109	City Of Gering	26093001 FA/JH Nov15	01.2.2610.0323.2.02.00	SW/WA - JH/FA	$286.23
10589	01/05/2016	1109	City Of Gering	26093001 FA/JH Nov15	01.2.2610.0340.2.00.00	SA - JH/FA	$964.75
10589	01/05/2016	1109	City Of Gering	3500.3400.3501HS Nov	01.2.2610.0322.2.01.00	Elec - HS U Street + Sign	$379.24
10589	01/05/2016	1109	City Of Gering	3500.3400.3501HS Nov	01.2.2610.0323.2.01.00	WA - HS AG	$15.00
10589	01/05/2016	1109	City Of Gering	412.209..803 Nov 15	01.2.2610.0322.1.00.00	Elec - Admin	$929.35
10589	01/05/2016	1109	City Of Gering	412.209..803 Nov 15	01.2.2610.0323.1.00.00	SW/WA - Admin	$39.05
10589	01/05/2016	1109	City Of Gering	412.209..803 Nov 15	01.2.2610.0340.1.00.00	SA - Admin	$28.38
10589	01/05/2016	1109	City Of Gering	5000.6000 HS Nov 15	01.2.2610.0322.2.01.00	Elec - HS 1500 U Street	$8,880.37
10589	01/05/2016	1109	City Of Gering	5000.6000 HS Nov 15	01.2.2610.0323.2.01.00	SW/WA - HS	$223.09
10589	01/05/2016	1109	City Of Gering	5000.6000 HS Nov 15	01.2.2610.0340.2.00.00	SA - HS	$1,021.50
10589	01/05/2016	1109	City Of Gering	6062101 WH Nov 15	01.2.2610.0322.1.00.00	WH - Electricity	$158.38

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10589	01/05/2016	1109	City Of Gering	7021202 Linc 11/15	01.2.2610.0322.1.04.00	Electricity - Lincoln 1725 13th Street	$3,695.50
10589	01/05/2016	1109	City Of Gering	7021202 Linc 11/15	01.2.2610.0323.1.04.00	SW/WA - Lincoln	$147.27
10589	01/05/2016	1109	City Of Gering	7021202 Linc 11/15	01.2.2610.0340.1.00.00	SA - Lincoln	$567.50
10589	01/05/2016	1109	City Of Gering	7500.8000 Nov 15	01.2.2610.0322.1.05.00	Elec - NF 1900 Flaten Ave	$3,055.99
10589	01/05/2016	1109	City Of Gering	7500.8000 Nov 15	01.2.2610.0323.1.05.00	SW/WA - NF	$153.81
10589	01/05/2016	1109	City Of Gering	7500.8000 Nov 15	01.2.2610.0340.1.00.00	SA - NF	$567.50
10589	01/05/2016	1109	City Of Gering	stadium 26095001 Nov	01.2.2610.0322.1.00.00	Stadium Electricity	$441.67
10589	01/05/2016	1109	City Of Gering	stadium 26095001 Nov	01.2.2610.0322.2.00.00	Stadium Electricity	$441.67
						Check Total:	$32,874.17
10590	01/05/2016	1109	Inland Truck Parts And Svc,Inc	23-32445	01.2.2750.0336.1.00.00	1994 MCI Charter Bus Repairs	$940.55
10590	01/05/2016	1109	Inland Truck Parts And Svc,Inc	23-32445	01.2.2750.0336.2.00.00	1994 MCI Charter Bus Repairs	$940.54
						Check Total:	$1,881.09
10591	01/05/2016	1109	Roosevelt Public Power Dist.	60162 Dec 2015	01.2.2610.0322.1.18.00	Cedar Canyon Electric	$1,937.27
						Check Total:	$1,937.27
10592	01/05/2016	1109	TotalFunds By Hasler	7900011052492694 116	01.2.2510.0341.1.00.00	Postage	$1,000.00
						Check Total:	$1,000.00
10593	01/05/2016	1109	Wal-Mart _18940	01.03 Dec 2015 2	01.2.2610.0410.1.00.00	A doormat for the wet shovels at Central	$4.64
10593	01/05/2016	1109	Wal-Mart _18940	01.03 Dec 2015 2	01.2.2610.0410.1.00.00	Scrapers w brushes for the cars and subs	$98.55
10593	01/05/2016	1109	Wal-Mart _18940	01.03 Dec 2015 2	01.2.2610.0410.1.00.00	Visors holders for the new cars and pickups	$43.77
10593	01/05/2016	1109	Wal-Mart _18940	01.03 Dec 2015 2	01.2.2610.0410.2.01.00	Shark mini vac and warranty for Scott at the HS	$52.88
10593	01/05/2016	1109	Wal-Mart _18940	01.03 Dec 2015 2	01.2.2610.0410.2.01.00	Flood Lights for the FA	$47.28
10593	01/05/2016	1109	Wal-Mart _18940	P927300A3014LSYBM	01.2.1130.0408.1.06.16	Nov. Dec. Principal award	$20.85
10593	01/05/2016	1109	Wal-Mart _18940	P927300A40150P75Y	01.2.2610.0409.1.00.00	Laundry bags for the laundry for the district and clorox wipes.	$86.45

Disbursement Detail Listing

Bank Name: VB & T-General **Date Range:** 01/01/2016 - 01/31/2016 **Sort By:** Check

Bank Account: 109033 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2015-2016

☑ **Print Employee Vendor Names** ☐ **Exclude Voided Checks** ☐ **Exclude Manual Checks** ☐ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10593	01/05/2016	1109	Wal-Mart _18940	P927300A40150P75Y	01.2.2610.0410.1.06.00	Shark for Geil with a two warranty.	$52.88
10593	01/05/2016	1109	Wal-Mart _18940	P927300AA01799MTS	01.2.1250.0410.1.09.99	PC 800 CT Baby Wipes	$53.88
10593	01/05/2016	1109	Wal-Mart _18940	P927300AH01A9A8TQ	01.2.1130.0408.1.05.15	Supplies purchased by Kathleen Kniss	$61.38
10593	01/05/2016	1109	Wal-Mart _18940	P927300AH01A9VP8P	01.2.1130.0408.1.06.16	treats for lunches	$13.96
10593	01/05/2016	1109	Wal-Mart _18940	P927300AV01EGFFMJ	01.2.1130.0408.1.05.15	Art Supplies	$14.09
						Check Total:	$550.61
10595	01/08/2016	1112	Duque, Sr. , Jesus	reimbur bomgaars	01.2.2610.0410.1.06.00	Kitchen Warmer Geil	$32.99
						Check Total:	$32.99
10596	01/08/2016	1112	Shell Fleet Plus	65170193 Jan 2016	01.2.2751.0336.1.00.00	District Fuel	$362.37
10596	01/08/2016	1112	Shell Fleet Plus	65170193 Jan 2016	01.2.2751.0336.2.00.00	District Fuel	$362.37
						Check Total:	$724.74
10597	01/08/2016	1112	University Of Nebraska Panhandle Res & E	Petri Dishes	01.2.1109.0318.2.02.22	Petri Dishes (Science)	$98.00
						Check Total:	$98.00
10598	01/15/2016	1118	Cardmember Services	ELAN 0347 JAN 16	01.2.2310.0670.1.00.01	GNSA Trip 12/2-12/5/15 Travel and expenses, Food, Gas	$192.01
10598	01/15/2016	1118	Cardmember Services	ELAN 0347 JAN 16	01.2.2310.0670.2.00.01	GNSA Trip 12/2-12/5/15 Travel and expenses, Food, Gas	$192.00
10598	01/15/2016	1118	Cardmember Services	ELAN 1024 JAN 16	01.2.2310.0410.1.00.01	Nebraska Notary Association, dues and supplies (Alli Luehring)	$67.66
10598	01/15/2016	1118	Cardmember Services	ELAN 1024 JAN 16	01.2.2310.0410.1.00.01	Credit - Nebraska Notary Association	($25.00)
10598	01/15/2016	1118	Cardmember Services	ELAN 1024 JAN 16	01.2.2310.0410.2.00.01	Credit - Nebraska Notary Association	($25.00)
10598	01/15/2016	1118	Cardmember Services	ELAN 1024 JAN 16	01.2.2310.0410.2.00.01	Nebraska Notary Association, dues and supplies (Alli Luehring)	$67.65
10598	01/15/2016	1118	Cardmember Services	ELAN 1024 JAN16	01.2.2751.0336.2.00.00	Casey's General 2 gas station stops Wrestling Invite JJ. Behrens	$89.39

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10598	01/15/2016	1118	Cardmember Services	ELAN 1201 JAN 16	01.2.2751.0336.2.00.00	2 Gas station stops at Grainland CO-OP for Wrestling Invite - JJ Behrens	$113.51
10598	01/15/2016	1118	Cardmember Services	ELAN 1201 JAN 16.	01.2.2310.0689.1.00.01	12/8 Cooperative Career Academy Planning Meeting, coffee	$9.00
10598	01/15/2016	1118	Cardmember Services	ELAN 1201 JAN 16.	01.2.2310.0689.1.00.01	Cooperative Career Academy Planning Meeting, rolls	$13.99
10598	01/15/2016	1118	Cardmember Services	ELAN 1201 JAN 16.	01.2.2310.0689.2.00.01	Cooperative Career Academy Planning Meeting, rolls	$13.99
10598	01/15/2016	1118	Cardmember Services	ELAN 1201 JAN 16.	01.2.2310.0689.2.00.01	12/8 Cooperative Career Academy Planning Meeting, coffee	$9.00
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16	01.2.2610.0410.2.02.00	Doors, screws, handle assembly, shoulder screws, box locker knobs, door hinges and misc	$475.94
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16..	01.2.2610.0409.1.00.00	Gallons of Bleach for District Stock.	$9.00
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16..	01.2.2610.0410.1.00.00	Seat belt covers for Rosie so she cant get out of her seat belt.	$36.95
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16..	01.2.2610.0410.1.04.00	A sign for the parking lot in the front for the Dawgs Van.	$59.80
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16..	01.2.2610.0410.1.04.00	SOS Pads for Lincoln	$6.00
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16..	01.2.2610.0410.1.18.00	Light bulbs... the ones that are energy savers for Cedar Canyon	$34.00
10598	01/15/2016	1118	Cardmember Services	ELAN 1950 JAN 16..	01.2.2610.0410.2.02.00	The tank bottom for the shampooer at the JH	$27.37
10598	01/15/2016	1118	Cardmember Services	ELAN 2225 JAN 16	01.2.1130.0690.1.05.15	Christmas decorations	$16.96
10598	01/15/2016	1118	Cardmember Services	ELAN 2225..jan 16	01.2.1130.0410.1.05.15	120 Chart Mystery Pictures - Winter Math Pack	$3.50
10598	01/15/2016	1118	Cardmember Services	ELAN 2225.JAN 16	01.2.1130.0408.1.05.15	Promethean PRM10 Lamp Original (5 @ $165) Promethean PRM30 Lamp	$1,155.00
10598	01/15/2016	1118	Cardmember Services	ELAN 3199 JAN 16	01.2.1130.0530.2.01.21	Replacement Bulb for Projector @ FA from Amazon.com (Mr. Land's Room) - Order	$44.10

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10598	01/15/2016	1118	Cardmember Services	ELAN 3199....JAN 16	01.2.5020.0410.2.01.21	Print Cartridge from Amazon.com for Yearbook (Schultz) - Order	$61.91
10598	01/15/2016	1118	Cardmember Services	ELAN 3741 JAN 16	01.2.2213.0670.1.00.02	Martin - Hotel Accommodations for AQuEST meeting in Lexington	$99.68
10598	01/15/2016	1118	Cardmember Services	ELAN 3766. JAN 16	01.2.1130.0410.1.04.16	Bracelets for lunch choices	$47.92
10598	01/15/2016	1118	Cardmember Services	ELAN 3766...JAN 16	01.2.2410.0410.1.18.18	Vizio 39 Television	$259.99
10598	01/15/2016	1118	Cardmember Services	ELAN 3832 . JAN 16	01.2.1116.0410.2.02.22	Kool Series Barstool (Couch)	$401.85
10598	01/15/2016	1118	Cardmember Services	ELAN 3832 . JAN 16	01.2.1116.0410.2.02.22	Shipping	$125.20
10598	01/15/2016	1118	Cardmember Services	ELAN 3832 JAN 16	01.2.1112.0530.2.02.22	Fitball Seating Discs (reimbursed by Walmart Grant)	$1,485.72
10598	01/15/2016	1118	Cardmember Services	ELAN 3832 JAN 16	01.2.1168.0410.2.02.22	Storage Totes (girl's PE)	$23.64
10598	01/15/2016	1118	Cardmember Services	ELAN 7108 CREDIT	01.2.1210.0670.1.09.99	Credit - Embassy Suites 12/16/15	($194.58)
10598	01/15/2016	1118	Cardmember Services	ELAN 7108 CREDIT	01.2.1210.0670.1.09.99	Credit - Hilton Hotels 12/16/15	($1,269.06)
10598	01/15/2016	1118	Cardmember Services	ELAN 7108 CREDIT	01.2.1220.0670.1.09.99	Credit - Hampton Inn Kearney 12/12/15	($18.38)
10598	01/15/2016	1118	Cardmember Services	ELAN 7108 JAN 16	01.2.1250.0630.1.09.99	On-line CE fees - Occupational Therapy for Children - Module 3: Motor Control &	$120.00
10598	01/15/2016	1118	Cardmember Services	ELAN 7108 JAN 16	01.2.1290.0630.1.09.99	On-line CE fees - Occupational Therapy for Children - Module 7: Early Intervention, School-Based	$120.00
10598	01/15/2016	1118	Cardmember Services	ELAN 7108.JAN16	01.2.1250.0410.1.09.99	iTunes purchased at Target for resource students use	$180.00
10598	01/15/2016	1118	Cardmember Services	ELAN 7695 JAN 16	01.2.1136.0409.1.00.06	Chromebook Battery replacement 303c	$21.84
10598	01/15/2016	1118	Cardmember Services	ELAN 7695 JAN 16	01.2.1136.0409.2.00.06	Chromebook Battery replacement 303c	$21.84

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10598	01/15/2016	1118	Cardmember Services	ELAN 7695. JAN 16	01.2.1136.0409.1.00.06	6inch s-video to composite video adapter	$11.11
						Check Total:	$4,085.50
10599	01/15/2016	1118	Holiday Inn Lincoln - Downtown	Folio 296014	01.2.1118.0670.2.01.21	Motel/Holiday Inn (3 Nights @ $118 Each X 3 Rooms) - Raines + 3 Students	$1,062.00
10599	01/15/2016	1118	Holiday Inn Lincoln - Downtown	Folio 296014	01.2.1118.0679.2.01.21	Meals/Holiday Inn (Red Onion: $11.98 + $23.96 + $11.98 + $21.90 + $6.18CR = $63.64)-	$63.64
10599	01/15/2016	1118	Holiday Inn Lincoln - Downtown	Folio 296014 JH	01.2.1118.0670.2.02.22	All-State Band Lodging (Prokop)	$236.00
10599	01/15/2016	1118	Holiday Inn Lincoln - Downtown	FOLIO 296014 VOCAL	01.2.1117.0670.2.01.21	Motel/Holiday Inn (Revelle/Prokop) NOTE: Room was $118 per night - Room was	$118.00
10599	01/15/2016	1118	Holiday Inn Lincoln - Downtown	FOLIO 296014 VOCAL	01.2.1117.0670.2.01.21	Parking/Holiday Inn (3 Days @ $24)	$72.00
						Check Total:	$1,551.64
10600	01/15/2016	1118	R & C Welding	0049286	01.2.2610.0410.2.02.00	Sheer and drill stainless sheets for the bathrooms at the JH	$509.30
						Check Total:	$509.30
10601	01/15/2016	1118	Verizon Wireless	486217445-00001Jan16	01.2.1136.0342.1.00.06	Technology Cell Phone 308-641-7506	$20.01
10601	01/15/2016	1118	Verizon Wireless	486217445-00001Jan16	01.2.1136.0342.2.00.06	Tech Cell Phone 308-641-7506	$20.00
						Check Total:	$40.01
10602	01/21/2016	1125	Bluffs Middle School Band	Contest Fees	01.2.1118.0670.2.02.22	W. NE Middle Level Solo/Large Ensemble Contest	$400.00
						Check Total:	$400.00
10603	01/21/2016	1125	Hobby Lobby	53714741	01.2.1160.0410.2.01.21	Supplies for Interior Design Class	$33.25
						Check Total:	$33.25
10604	01/21/2016	1125	J.W. Pepper And Sons, Inc.	4502647 book order	01.2.1118.0410.2.02.22	Alto Saxophone Duet/Baritone Sax	$6.95

Gering Public Schools

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☑ **Print Employee Vendor Names** ☐ **Exclude Voided Checks** ☐ **Exclude Manual Checks** ☐ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10604	01/21/2016	1125	J.W. Pepper And Sons, Inc.	Book order for comp.	01.2.1118.0410.2.02.22	Classic Fest5ival Solos for Flute Volume 2	$5.95
10604	01/21/2016	1125	J.W. Pepper And Sons, Inc.	Book order for comp.	01.2.1118.0410.2.02.22	Basic Solos & Ensembles Book 1 Clarinet	$6.95
10604	01/21/2016	1125	J.W. Pepper And Sons, Inc.	Book order for comp.	01.2.1118.0410.2.02.22	Belwin Master Duets Volume 2 Trumpet Easy	$7.95
10604	01/21/2016	1125	J.W. Pepper And Sons, Inc.	Book order for comp.	01.2.1118.0410.2.02.22	Festival Solos Standards of Excellenct	$14.95
						Check Total:	$42.75
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	Magic 6 pack	$39.88
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	BBL Mailer	$0.87
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	Mounting Puty	$19.70
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	Envelope	$4.47
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	Batteries	$8.97
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	Storage	$3.97
10605	01/21/2016	1125	Wal-Mart _18940	P927300QN01RDPQNS	01.2.1130.0410.1.04.14	Sctch Shp Tpe	$3.97
10605	01/21/2016	1125	Wal-Mart _18940	P927300QR01TA4PYH	01.2.2610.0409.1.00.00	Lightbulbs in 100 w, 60w, 75w, Bleach and Cloroxwipes	$212.01
10605	01/21/2016	1125	Wal-Mart _18940	P927300QS01TM48WG	01.2.2610.0410.2.01.00	Great stuff insulation, kilz primer, superglue and shampooer w warranty for the HS	$134.99
10605	01/21/2016	1125	Wal-Mart _18940	P927300QY01VQRLE8	01.2.2610.0409.1.00.00	Clorox wioes . bleach, detergent and bandaids for District Stock.	$130.81
						Check Total:	$559.64
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.1.04.14	Copier Lincoln 12/11/15 - 1/11/16	$674.93
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.1.05.15	Copier NF 12/11/15 - 1/11/16	$625.32
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.1.06.16	Copier Geil 12/11/15 - 1/11/16	$517.74

Gering Public Schools

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.1.18.18	Copier CC 12/11/15 - 1/11/16	$325.51
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.2.01.21	Copier HS 12/11/15 - 1/11/16	$567.67
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.2.01.21	Copier FA 12/11/15 - 1/11/16	$405.46
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2410.0315.2.02.22	Copier JH 12/11/15 - 1/11/16	$525.14
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2510.0315.2.00.00	Copier Admin 12/11/15 - 1/11/16	$515.75
10626	01/27/2016	1129	Capital Business Systems, Inc.-Texas	107-1032818-001	01.2.2510.0315.2.00.00	Canon Booklet Finish	$43.74
						Check Total:	$4,201.26
10627	01/27/2016	1129	Charter Communications	835615161017823 Feb	01.2.1136.0344.1.00.06	Internet	$67.50
10627	01/27/2016	1129	Charter Communications	835615161017823 Feb	01.2.1136.0344.2.00.06	Internet	$67.50
						Check Total:	$135.00
10628	01/27/2016	1129	Enviro Service, Inc.	151346	01.2.2310.0318.1.00.01	Invoice Numb: 151346 Professional Services for Lab Analysis, Cedar Canyon School,	$9.00
10628	01/27/2016	1129	Enviro Service, Inc.	151346	01.2.2310.0318.2.00.01	Invoice Numb: 151346 Professional Services for Lab Analysis, Cedar Canyon School,	$9.00
						Check Total:	$18.00
10629	01/27/2016	1129	Sourcegas	201092356206 Feb16	01.2.2610.0321.1.00.00	Metered Gas - Tech	$288.19
10629	01/27/2016	1129	Sourcegas	201092356206 Feb16	01.2.2610.0321.2.00.00	Metered Gas - Tech	$288.18
10629	01/27/2016	1129	Sourcegas	211015980733 Feb 16	01.2.2610.0321.2.01.00	Metered Gas - HS Main	$5,999.25
10629	01/27/2016	1129	Sourcegas	211015981083 Feb 16	01.2.2610.0321.1.00.00	Metered Gas - WH	$408.84
10629	01/27/2016	1129	Sourcegas	211015981083 Feb 16	01.2.2610.0321.2.00.00	Metered Gas - WH	$408.83
10629	01/27/2016	1129	Sourcegas	211015981131 Feb 16	01.2.2610.0321.2.02.00	Metered Gas - Jr. High	$3,843.82
10629	01/27/2016	1129	Sourcegas	211015981186 Feb16	01.2.2610.0321.1.06.00	Metered Gas - Geil	$1,310.54
10629	01/27/2016	1129	Sourcegas	211015981234 Feb 16	01.2.2610.0321.1.05.00	Metered Gas - Northfield	$1,682.09
10629	01/27/2016	1129	Sourcegas	211015981282 Feb 16	01.2.2610.0321.2.01.00	Metered Gas - Cafeteria	$1,028.08

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10629	01/27/2016	1129	Sourcegas	211016268061 Feb 16	01.2.2610.0321.2.01.00	Metered Gas - VO Tech Bldg	$458.20
10629	01/27/2016	1129	Sourcegas	211016829177 Feb 16	01.2.2610.0321.1.00.00	Metered Gas - Lincoln	$1,903.90
						Check Total:	$17,619.92
10630	01/29/2016	1132	Act Aspire	6542	01.2.2213.0424.2.00.02	Martin- 9th Gr Act Aspire tests	$3,910.00
						Check Total:	$3,910.00
10631	01/29/2016	1132	Adams Electric Services	5381	01.2.2610.0410.1.04.00	Repair frequency drive issues on hot water loop motors at Lincoln	$300.00
						Check Total:	$300.00
10632	01/29/2016	1132	Advance Ed	00031961	01.2.2310.0360.1.00.01	Airfare Expense (Corey)	$188.00
10632	01/29/2016	1132	Advance Ed	00031961	01.2.2310.0360.1.00.01	Travel/Meal Expenses (Fischer)	$194.76
10632	01/29/2016	1132	Advance Ed	00031961	01.2.2310.0360.1.00.01	Airfare Expense (Fischer)	$209.60
10632	01/29/2016	1132	Advance Ed	00031961	01.2.2310.0360.2.00.01	Airfare Expense (Corey)	$188.00
10632	01/29/2016	1132	Advance Ed	00031961	01.2.2310.0360.2.00.01	Airfare Expense (Fischer)	$209.60
10632	01/29/2016	1132	Advance Ed	00031961	01.2.2310.0360.2.00.01	Travel/Meal Expenses (Fischer)	$194.75
						Check Total:	$1,184.71
10633	01/29/2016	1132	Amsterdam Printing & Litho Co.	C936874	01.2.1130.0408.1.05.15	50 Academic Planners	$166.27
						Check Total:	$166.27
10634	01/29/2016	1132	AS Central Services - OCIO	989182	01.2.1136.0344.1.00.06	Internet Services	$113.74
10634	01/29/2016	1132	AS Central Services - OCIO	989182	01.2.1136.0344.2.00.06	Internet Services	$113.73
						Check Total:	$227.47
10635	01/29/2016	1132	Baird, Allison	Technician Work	01.2.2620.0318.2.00.00	Technician Work in December for the Tabor Dance Academy that rented our facilty	$100.00
						Check Total:	$100.00
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	327348	01.2.2610.0410.1.05.00	A vaccuum part for the back pak at Northfield	$55.68
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	328951	01.2.2610.0410.1.00.00	January Cleaning at the Central Office.	$300.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	328952	01.2.2610.0410.1.04.00	January Cleaning for Lincoln	$2,362.50
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	328952	01.2.2610.0410.1.05.00	January Cleaning for Northfield	$2,362.50
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	328952	01.2.2610.0410.1.06.00	January Cleaning for Geil	$2,362.50
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	328952	01.2.2610.0410.2.02.00	January Cleaning for the JH	$2,362.50
10636	01/29/2016	1132	Bluffs Sanitary Supply, Inc.	328991	01.2.2610.0410.2.01.00	12/10, 12/19, 12/3 Events for sports at the HS	$389.61
						Check Total:	$10,195.29
10637	01/29/2016	1132	Brown/Nelson Electric Nelson Electric Mo	36967	01.2.2610.0410.1.05.00	Northfield motor for heater.	$199.37
						Check Total:	$199.37
10638	01/29/2016	1132	Budget Tire & Service	1-81810	01.2.2750.0337.1.00.00	non stock used tire note mount balance stem and torque lug nuts on the trailer for Maint	$45.00
						Check Total:	$45.00
10639	01/29/2016	1132	Bureau of Lectures & Concert Artists, In	Gerinenort NF	01.2.1130.0690.1.05.15	Ready Set Jump Assembly	$390.00
						Check Total:	$390.00
10640	01/29/2016	1132	Cafeteria Account	HSC012	01.2.2410.0410.2.02.22	Case plastic spoons	$31.20
10640	01/29/2016	1132	Cafeteria Account	HSC012	01.2.2410.0410.2.02.22	Case plastic forks	$31.91
						Check Total:	$63.11
10641	01/29/2016	1132	Capital Business Sytems, Inc.	576726	01.2.1130.0690.1.06.16	Copy count	$8.19
						Check Total:	$8.19
10642	01/29/2016	1132	Ccs Presentation Systems	12162	01.2.2410.0410.2.02.22	Shipping & Handling	$121.70
10642	01/29/2016	1132	Ccs Presentation Systems	12162	01.2.2410.0530.2.02.22	Epson 585W Projector	$3,597.00
10642	01/29/2016	1132	Ccs Presentation Systems	12162	01.2.2410.0530.2.02.22	Smart 87" Dual Touch Board	$1,919.00
						Check Total:	$5,637.70
10643	01/29/2016	1132	City Of Gering	000.100.200.300 Dec	01.2.2610.0322.1.06.00	Elec - Geil - 1600 D Street	$4,518.69
10643	01/29/2016	1132	City Of Gering	000.100.200.300 Dec	01.2.2610.0322.1.06.00	SW / WA - Geil	$163.09

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☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10643	01/29/2016	1132	City Of Gering	000.100.200.300 Dec	01.2.2610.0340.1.00.00	SA - Geil	$283.75
10643	01/29/2016	1132	City Of Gering	26093001 JH/FA Dec15	01.2.2610.0322.2.02.00	Elec - JH/FA 835 Q Street	$6,750.60
10643	01/29/2016	1132	City Of Gering	26093001 JH/FA Dec15	01.2.2610.0323.2.02.00	SW/WA - JH/FA	$273.15
10643	01/29/2016	1132	City Of Gering	26093001 JH/FA Dec15	01.2.2610.0340.2.00.00	SA - JH/FA	$964.75
10643	01/29/2016	1132	City Of Gering	3400.4501 HS Dec 15	01.2.2610.0322.2.01.00	Elec - Sign - HS	$117.75
10643	01/29/2016	1132	City Of Gering	3400.4501 HS Dec 15	01.2.2610.0323.2.01.00	WA - HS AG	$15.00
10643	01/29/2016	1132	City Of Gering	3500.5000.6000 Dec15	01.2.2610.0322.2.01.00	Electricity - HS 1500 U Street	$9,323.06
10643	01/29/2016	1132	City Of Gering	3500.5000.6000 Dec15	01.2.2610.0323.2.01.00	SW/WA - HS	$223.09
10643	01/29/2016	1132	City Of Gering	3500.5000.6000 Dec15	01.2.2610.0340.2.00.00	SA - HS	$1,021.50
10643	01/29/2016	1132	City Of Gering	412.209.803 Dec 15	01.2.2610.0322.1.00.00	Elec - Admin	$1,398.61
10643	01/29/2016	1132	City Of Gering	412.209.803 Dec 15	01.2.2610.0323.1.00.00	SW/WA - Admin	$39.05
10643	01/29/2016	1132	City Of Gering	412.209.803 Dec 15	01.2.2610.0340.1.00.00	SA - Admin	$28.38
10643	01/29/2016	1132	City Of Gering	6062101 WH Dec 15	01.2.2610.0322.1.00.00	WH - Electricity	$263.25
10643	01/29/2016	1132	City Of Gering	7021202 Linc. Dec 15	01.2.2610.0322.1.04.00	Electricity Lincoln 1725 13th Street	$3,905.56
10643	01/29/2016	1132	City Of Gering	7021202 Linc. Dec 15	01.2.2610.0323.1.04.00	SW/WA - Lincoln	$140.73
10643	01/29/2016	1132	City Of Gering	7021202 Linc. Dec 15	01.2.2610.0340.1.00.00	SA - Lincoln	$567.50
10643	01/29/2016	1132	City Of Gering	7500.8000 NF Dec 15	01.2.2610.0322.1.05.00	Elec - NF 1900 Flaten Ave	$3,278.38
10643	01/29/2016	1132	City Of Gering	7500.8000 NF Dec 15	01.2.2610.0323.1.05.00	SW/WA - NF	$141.82
10643	01/29/2016	1132	City Of Gering	7500.8000 NF Dec 15	01.2.2610.0340.1.00.00	SA - NF	$567.50
10643	01/29/2016	1132	City Of Gering	9140	01.2.2610.0409.1.00.00	Mowing 8/3/2015 to 11/2/2015 for the district lawns.	$5,800.00
10643	01/29/2016	1132	City Of Gering	9155	01.2.2610.0410.1.00.00	Garbage pickup at the football field at the warehouse.	$48.80
10643	01/29/2016	1132	City Of Gering	9155	01.2.2610.0410.1.18.00	Garbage pickup at Cedar Canyon	$113.50
10643	01/29/2016	1132	City Of Gering	Stad. 26095001 Dec15	01.2.2610.0322.1.00.00	Stadium Electricity	$553.61
10643	01/29/2016	1132	City Of Gering	Stad. 26095001 Dec15	01.2.2610.0322.2.00.00	Stadium Electricity	$553.61
						Check Total:	$41,054.73

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10644	01/29/2016	1132	Contractors Materials	204472	01.2.1124.0530.2.01.21	Sheathing Stapler - Invoice #204472	$259.00
						Check Total:	$259.00
10645	01/29/2016	1132	Crossroads Music	7747	01.2.1118.0410.2.02.22	Berkeley Freedom Barrel (Tuning Barrel for Raines)	$84.50
10645	01/29/2016	1132	Crossroads Music	7759	01.2.1130.0410.1.05.15	Battery for Behringer EPA40	$49.95
10645	01/29/2016	1132	Crossroads Music	7901	01.2.1118.0410.2.02.22	Yamaha Trombone Mouthpiece	$55.99
10645	01/29/2016	1132	Crossroads Music	8494	01.2.1118.0410.2.02.22	Standard of Excellence (Tuba)	$8.95
10645	01/29/2016	1132	Crossroads Music	8518	01.2.1118.0318.2.01.21	Bass Clarinet Repair - Invoice #8518	$40.00
10645	01/29/2016	1132	Crossroads Music	8584	01.2.1118.0318.2.02.22	French Horn Repair	$6.00
10645	01/29/2016	1132	Crossroads Music	8584	01.2.1118.0318.2.02.22	French Horn Repair	$10.00
10645	01/29/2016	1132	Crossroads Music	8922	01.2.1118.0318.2.01.21	French Horn Service (255746)	$15.00
10645	01/29/2016	1132	Crossroads Music	8922	01.2.1118.0318.2.01.21	Conn Baritone Sax Service	$168.10
10645	01/29/2016	1132	Crossroads Music	8922	01.2.1118.0318.2.01.21	Bass Clarinet (69830)	$5.00
10645	01/29/2016	1132	Crossroads Music	8924	01.2.1118.0410.2.01.21	4 - Viola Strings (C, G, C, A)	$49.10
10645	01/29/2016	1132	Crossroads Music	8924	01.2.1118.0410.2.01.21	3 - Evans E-Rings for Drumset	$14.70
10645	01/29/2016	1132	Crossroads Music	8924	01.2.1118.0410.2.01.21	1 - Bach 22 Tuba Mouthpiece	$98.00
10645	01/29/2016	1132	Crossroads Music	8924	01.2.1118.0410.2.01.21	1 - Remo Snare Side 13" Head	$20.00
10645	01/29/2016	1132	Crossroads Music	8924	01.2.1118.0410.2.01.21	2 - Yamaha Sound Impact Snare Strips	$32.00
						Check Total:	$657.29

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10646	01/29/2016	1132	Culligan of Scottsbluff	5796	01.2.2610.0410.1.00.00	Rent Cold/room temp cooler 12/29 to 1/26/16	$8.00
10646	01/29/2016	1132	Culligan of Scottsbluff	5798	01.2.2410.0318.2.02.22	Water 5 Gal (Media Ctr) - 11/23/15	$6.75
10646	01/29/2016	1132	Culligan of Scottsbluff	5798	01.2.2410.0318.2.02.22	Rental Hot & Cold Cooler (Media Ctr)	$9.00
10646	01/29/2016	1132	Culligan of Scottsbluff	5799	01.2.2410.0318.2.02.22	Water 5 Gal (Tchr Lounge) - 11/23/15	$33.75
10646	01/29/2016	1132	Culligan of Scottsbluff	5799	01.2.2410.0318.2.02.22	Rental Hot & Cold Cooler (Tchr Lounge)	$11.00
10646	01/29/2016	1132	Culligan of Scottsbluff	5875	01.2.2410.0318.2.02.22	Water 5 Gal (Tchr Lounge) - 11/30/15	$6.75
10646	01/29/2016	1132	Culligan of Scottsbluff	5876	01.2.2410.0318.2.02.22	Water 5 Gal (Media Ctr) - 11/30/15	$6.75
10646	01/29/2016	1132	Culligan of Scottsbluff	5930	01.2.2410.0318.2.02.22	Water 5 Gal (Tchr Lounge) - 12/7/15	$27.00
10646	01/29/2016	1132	Culligan of Scottsbluff	5931	01.2.2410.0318.2.02.22	Water 5 Gal (Media Ctr) - 12/7/15	$6.75
10646	01/29/2016	1132	Culligan of Scottsbluff	5932	01.2.2610.0410.1.04.00	Water softner salt for Lincoln	$412.00
10646	01/29/2016	1132	Culligan of Scottsbluff	5937	01.2.2610.0410.2.02.00	Water softner salt for the Jh	$412.00
10646	01/29/2016	1132	Culligan of Scottsbluff	6047	01.2.2410.0318.2.02.22	Water 5 Gal (Tchr Lounge) - 12/14/15	$27.00
10646	01/29/2016	1132	Culligan of Scottsbluff	6048	01.2.2410.0318.2.02.22	Water 5 Gal (Media Ctr) - 12/14/15	$13.50
10646	01/29/2016	1132	Culligan of Scottsbluff	6361	01.2.2610.0410.1.18.00	New filter, big blue carbon filter gallon sanitizer and service filter charge for the machine at Cedar	$220.50
10646	01/29/2016	1132	Culligan of Scottsbluff	Delivery Charges JH	01.2.2410.0318.2.02.22	Delivery/Service Fee	$20.00
10646	01/29/2016	1132	Culligan of Scottsbluff	tck 51179 acct 40741	01.2.2610.0410.1.00.00	water + delivery	$9.25

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10646	01/29/2016	1132	Culligan of Scottsbluff	tck 51609 acct 40741	01.2.2610.0410.1.00.00	Water 5 gallon delivered	$6.75
10646	01/29/2016	1132	Culligan of Scottsbluff	tck 51609 acct 40741	01.2.2610.0410.1.00.00	Delivery /Service Fee	$2.50
10646	01/29/2016	1132	Culligan of Scottsbluff	tck 52078 acct 40741	01.2.2610.0410.1.00.00	5 Gallon Water Delivered	$13.50
10646	01/29/2016	1132	Culligan of Scottsbluff	tck 52078 acct 40741	01.2.2610.0410.1.00.00	Delivery Fee	$2.50
						Check Total:	$1,255.25
10647	01/29/2016	1132	D&H Electronics	79092	01.2.2610.0410.1.00.00	lamp, nutdriver, tamperproof screwdriver kit, and fuses for Maint to use	$84.61
						Check Total:	$84.61
10648	01/29/2016	1132	Dana F. Cole & Co, Llp	Year End Audit	01.2.2310.0302.1.00.01	Year End Audit	$7,487.50
10648	01/29/2016	1132	Dana F. Cole & Co, Llp	Year End Audit	01.2.2310.0302.2.00.01	Year End Audit	$7,487.50
						Check Total:	$14,975.00
10649	01/29/2016	1132	Dennis Supply Co. - Sb	SB00446934-001	01.2.2610.0410.1.06.00	Aluminum tubing for the Geil water heater.	$5.10
10649	01/29/2016	1132	Dennis Supply Co. - Sb	SB00447222-001	01.2.2610.0410.1.06.00	Motor and thermomet for the warmer at Geil lunchroom	$112.00
10649	01/29/2016	1132	Dennis Supply Co. - Sb	SB00451262-001	01.2.2610.0410.2.01.00	Iron body circulating pump for the HS	$256.61
						Check Total:	$373.71
10650	01/29/2016	1132	Doane College	VOCAL FESTIVAL 2016	01.2.1117.0630.2.01.21	Registration for 2015 Doane Vocal Festival (2 Students @ $40 Each) - To be Reimbursed	$80.00
						Check Total:	$80.00
10651	01/29/2016	1132	Docu-Shred	5145	01.2.2610.0318.1.00.00	Lincoln - 1/14/16 - 64 gallon container	$22.00
10651	01/29/2016	1132	Docu-Shred	5145	01.2.2610.0318.1.00.00	Admin - 1/20/15 - 64 gallon container 1/20/16	$22.00
						Check Total:	$44.00
10652	01/29/2016	1132	Duncan, Brenda	Mileage Dec 15	01.2.1220.0671.1.09.99	Mileage expenses incurred on behalf of GP (12-01-15 to 12-18-15)	$21.56
						Check Total:	$21.56
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$22.95

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$19.99
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$33.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$23.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$24.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$19.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$18.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$24.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$215.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$31.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371	01.2.2222.0441.1.05.03	McAndrew- Northfield renewal	$29.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewals	$22.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$19.99
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$33.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$23.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	Muse	$33.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$24.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$99.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$24.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$18.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$24.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$31.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 PART 2	01.2.2222.0441.1.06.03	McAndrew- Geil Renewal	$29.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln renewal	$22.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$19.99
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$23.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$24.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$24.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$18.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$24.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$31.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$117.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 3	01.2.2222.0441.1.04.03	McAndrew- Lincoln Renewal	$29.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC renewal	$19.99
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC renewal	$33.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC Renewal	$24.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC renewal	$18.00
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC renewal	$24.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC renewal	$31.95
10653	01/29/2016	1132	EBSCO INFORMATION SERVICES	1514371 part 4	01.2.2222.0441.1.18.03	McAndrew- CC renewal	$29.95
						Check Total:	$1,367.96
10654	01/29/2016	1132	Escamilla Sr., Juan	Mileage Nov-Dec 15	01.2.2760.0332.1.09.99	Mileage expenses incurred on behalf of GPS while transporting son to and from school (11-02-15	$129.03
10654	01/29/2016	1132	Escamilla Sr., Juan	Mileage Nov-Dec 15	01.2.2760.0332.1.09.99	Mileage expenses incurred on behalf of GPS while transporting son to and from school (12-01-15	$75.90
						Check Total:	$204.93
10655	01/29/2016	1132	eSpecial Needs, LLC	156845	01.2.1250.0410.1.09.99	Seat Belt Buckle Guard	$36.95
						Check Total:	$36.95
10656	01/29/2016	1132	Esu #13 _5760	16-00473	01.2.1230.0370.1.09.99	Contracted Services Invoice Number 16-00473 dated 12-31-15	$15,967.00
10656	01/29/2016	1132	Esu #13 _5760	16-00473	01.2.1290.0370.1.09.99	Contracted Services Invoice Number 16-00473 dated 12-31-15	$2,663.28
10656	01/29/2016	1132	Esu #13 _5760	16-00473	01.2.2760.0331.1.09.99	Transportation Services Invoice Number 16-00473 dated 12-31-15	$385.00
10656	01/29/2016	1132	Esu #13 _5760	Consortium Dec 15	01.2.1136.0496.1.00.06	Consortium Dec. 2015	$834.51
10656	01/29/2016	1132	Esu #13 _5760	Consortium Dec 15	01.2.1136.0496.2.00.06	Consortium Dec. 2015	$834.51
10656	01/29/2016	1132	Esu #13 _5760	J. Selzer Dec 15	01.2.1230.0370.1.09.99	12/31/15 Invoice for OT supervision services by Jamie Selzer	$160.00
10656	01/29/2016	1132	Esu #13 _5760	J. Selzer Dec 15	01.2.1290.0370.1.09.99	12/31/15 Invoice for OT supervision services by Jamie Selzer	$80.00
10656	01/29/2016	1132	Esu #13 _5760	Valts 1 Qtr 2015-16	01.2.1131.0318.2.00.00	Valts 1st Qtr 2015-16	$27,629.55
						Check Total:	$48,553.85
10657	01/29/2016	1132	First Student	11177548	01.2.2750.0676.0.00.00	Activities Trips December 2015	$8,668.74

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
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☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10657	01/29/2016	1132	First Student	11177548	01.2.2750.0676.0.00.00	Regular Route December 2015	$27,066.60
10657	01/29/2016	1132	First Student	11177548	01.2.2760.0331.1.09.99	SpEd Route December 2015	$1,467.76
10657	01/29/2016	1132	First Student	11177548	01.2.2765.0331.1.09.99	SpEd Route December 2015	$1,467.75
10657	01/29/2016	1132	First Student	Credit Nov Act Trips	01.2.2750.0676.0.00.00	Double Charged on November Activity Trips	($2,076.73)
						Check Total:	$36,594.12
10658	01/29/2016	1132	Fresh Foods Inc.	0168400030047 Jan 16	01.2.1160.0410.2.02.22	Food Supplies	$125.62
10658	01/29/2016	1132	Fresh Foods Inc.	0168400040042	01.2.1160.0410.2.01.21	Miscellaneous Groceries for Foods Classes	$69.36
10658	01/29/2016	1132	Fresh Foods Inc.	168400030033	01.2.1160.0410.2.03.21	Christmas Lab for FA FCS Class	$27.36
10658	01/29/2016	1132	Fresh Foods Inc.	168400040035	01.2.1109.0410.2.01.21	Science Supplies for Biology Lab	$20.27
10658	01/29/2016	1132	Fresh Foods Inc.	168400040081	01.2.2410.0410.2.02.22	Staff Meeting Refreshments	$18.24
10658	01/29/2016	1132	Fresh Foods Inc.	168400040156	01.2.2120.0410.2.01.21	Cookies for Financial Aid Night on 1/18/16	$18.00
10658	01/29/2016	1132	Fresh Foods Inc.	168400050193	01.2.1160.0410.2.01.21	Miscellaneous Groceries for Foods Classes	$27.01
						Check Total:	$305.86
10659	01/29/2016	1132	Gering Courier	1GRPSC-53938187	01.2.2310.0350.1.00.01	Notice of Regular Board of Education Meeting 12/21/15	$6.49
10659	01/29/2016	1132	Gering Courier	1GRPSC-53938187	01.2.2310.0350.2.00.01	Notice of Regular Board of Education Meeting 12/21/15	$6.48
10659	01/29/2016	1132	Gering Courier	1GRPSC-53939303	01.2.2310.0350.1.00.01	Board of Education Meeting Minutes 12/21/15	$79.79
10659	01/29/2016	1132	Gering Courier	1GRPSC-53939303	01.2.2310.0350.2.00.01	Board of Education Meeting Minutes 12/21/15	$79.78

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General **Bank Account:** 109033 **Date Range:** 01/01/2016 - 01/31/2016 **Voucher Range:** - **Sort By:** Check **Dollar Limit:** $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10659	01/29/2016	1132	Gering Courier	1GRPSC-53940186	01.2.2310.0350.1.00.01	Notice of the Board of Education Meeting held on 1/18/16	$5.92
10659	01/29/2016	1132	Gering Courier	1GRPSC-53940186	01.2.2310.0350.2.00.01	Notice of the Board of Education Meeting held on 1/18/16	$5.91
						Check Total:	$184.37
10660	01/29/2016	1132	Grease N Go	127089	01.2.2750.0336.1.00.00	Oil Changed in the 03 Dodge caravan which is the Cafe Van on 12/12/2015	$35.84
						Check Total:	$35.84
10661	01/29/2016	1132	Heilbrun Mfg Company	083605	01.2.2610.0410.1.06.00	V belt for Geil	$15.28
10661	01/29/2016	1132	Heilbrun Mfg Company	63296	01.2.2750.0337.1.00.00	Invoice # 63296 is for parts for The mech shop at the HS	$35.88
						Check Total:	$51.16
10662	01/29/2016	1132	Hi Performance Car Wash-Blt, Inc.	14471	01.2.2751.0409.0.00.00	Car washes for the cars, and subs for the Disrtict	$6.79
						Check Total:	$6.79
10663	01/29/2016	1132	Hillyard	23341066	01.2.2610.0409.1.00.00	60 in frames and handles for dust mops and they are for District Stock.	$112.72
10663	01/29/2016	1132	Hillyard	601900909	01.2.2610.0409.1.00.00	Devastator stripper for the District floors	$651.20
10663	01/29/2016	1132	Hillyard	601909661	01.2.2610.0409.1.00.00	Mop buckets for District stock.	$305.44
10663	01/29/2016	1132	Hillyard	601914283	01.2.2610.0409.1.00.00	AFRC, air freshner, liquid swabby, paper towels and lemon counteractant for District stock.	$1,957.53
10663	01/29/2016	1132	Hillyard	601915797	01.2.2610.0409.1.00.00	Trashliners, and paper towels for district stock.	$1,672.70
10663	01/29/2016	1132	Hillyard	601919373	01.2.2610.0409.1.00.00	Non acid restroom dieneffecant for the District stock.	$204.24
10663	01/29/2016	1132	Hillyard	601924819	01.2.2610.0410.2.02.00	5x24 dust mops and frames for the JH	$71.90
10663	01/29/2016	1132	Hillyard	601926820	01.2.2610.0409.1.00.00	Blue rags for the district stock	$267.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10663	01/29/2016	1132	Hillyard	601926821	01.2.2610.0410.1.18.00	Shampooer for Cedar Canyon	$2,460.53
10663	01/29/2016	1132	Hillyard	601929741	01.2.2610.0409.1.00.00	Trashliners, soap, Trash can and kleenex	$1,452.49
10663	01/29/2016	1132	Hillyard	601935196	01.2.2610.0410.2.01.00	2 Half Moon trashcans for the HS	$180.74
10663	01/29/2016	1132	Hillyard	700218769	01.2.2610.0410.2.01.00	A pump assembly for the Cleaning Companion at the High School.	$344.37
						Check Total:	$9,680.86
10664	01/29/2016	1132	Ideal Laundry & Cleaners, Inc.	C0455369	01.2.2610.0410.1.06.00	Credit for the hoses per they were the wrong ones.	($36.40)
10664	01/29/2016	1132	Ideal Laundry & Cleaners, Inc.	S0455369	01.2.2610.0410.1.06.00	Vaccuum bags and hoses for the back back at Geil	$118.80
						Check Total:	$82.40
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Seven Bridges Road by Kirby Shaw - SAB	$1.95
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Seven Bridges Road by Kirby Shaw - SATB	$1.90
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Crazy Little Thing Called Love by Freddie Mercury - SATB	$1.95
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Feeling Good by Billingsley, A. - SATB	$1.95
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	I Go to Rio by Ryan O'Connell - SSA	$2.25
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	I Go to Rio by Ryan O'Connell - SAB	$2.25
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Walking on Sunshine by Huff, M. - SAB	$45.00
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Climb by Brymer, M - SSA	$1.95

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	In Summer by Kristen Anderson-Lopez, Robert Lopez - SAB	$1.95
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Chickery Chick by Sidney Lippman - Three Part Mixed	$1.95
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Tiritomba by Dave & Jean Perry - Three-Part Treble Equal	$1.90
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	On the Atchison Topeka and the Santa Fe by Harry Warren - SAB	$2.00
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	African Gloria by Sonja Poorman - Three-Part Mixed	$1.90
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	This is the Day by Smith, G - SSA	$1.95
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Travelin' Home by Andrea Ramsey - SSAA	$2.25
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Ubi Caritas by Lightfoot, M - Three-Part Mixed	$2.10
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Everlasting Melody by Dilworth, R - Three-Part Mixed	$40.50
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Shenandoah by Dilworth, R - Two Part	$40.50
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	By The Boab Treee by Lojeski, E - SATB	$72.00
10665	01/29/2016	1132	J.W. Pepper And Sons, Inc.	03466246	01.2.1117.0410.2.01.21	Mambo Italiano by Billingsley, A - SAB	$17.24
						Check Total:	$245.44
10666	01/29/2016	1132	Janaeck, Matt	mileage reimb 2nd CC	01.2.2410.0671.1.18.18	Mileage-2nd Quarter	$50.60
10666	01/29/2016	1132	Janaeck, Matt	mileage reimburse	01.2.1130.0670.1.05.15	Matt Janecek, Mileage	$54.38
						Check Total:	$104.98
10667	01/29/2016	1132	Johnson Cashway _8920	179001	01.2.2610.0410.1.00.00	Ring wax bowl for the maint to use.	$2.69

Disbursement Detail Listing

Bank Name: VB & T-General **Date Range:** 01/01/2016 - 01/31/2016 **Sort By:** Check

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Fiscal Year: 2015-2016

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10667	01/29/2016	1132	Johnson Cashway _8920	179079	01.2.1124.0410.2.01.21	Supplies for Woods Class - Invoice #179079	$25.18
10667	01/29/2016	1132	Johnson Cashway _8920	179183	01.2.1124.0410.2.01.21	Supplies for Woods Class - Invoice #179183	$7.19
10667	01/29/2016	1132	Johnson Cashway _8920	179192	01.2.2610.0410.1.00.00	Drill bit oxide for Maint	$13.49
10667	01/29/2016	1132	Johnson Cashway _8920	179413	01.2.2610.0410.1.04.00	Concrete mix and plasctic pails for Linc.	$8.98
10667	01/29/2016	1132	Johnson Cashway _8920	179551	01.2.2610.0410.1.00.00	Tekk splash goggles for the Maint to use when plowing snow.	$11.69
10667	01/29/2016	1132	Johnson Cashway _8920	179892	01.2.2610.0410.1.00.00	Bolt for the blade on the Mule.	$6.45
10667	01/29/2016	1132	Johnson Cashway _8920	179921	01.2.2610.0409.1.00.00	Glue weld and filler glue for the District Stock.	$12.13
10667	01/29/2016	1132	Johnson Cashway _8920	1800888	01.2.2610.0410.1.06.00	Thermocouple and lock for Geil	$38.68
10667	01/29/2016	1132	Johnson Cashway _8920	180268	01.2.2610.0409.1.00.00	Ribbed anchors, flat washer, stop nut, carriage screw, screws and hex key for District stock.	$55.81
10667	01/29/2016	1132	Johnson Cashway _8920	180606	01.2.2610.0410.2.01.00	Waferboard and plastic for the HS gym	$96.79
10667	01/29/2016	1132	Johnson Cashway _8920	180649	01.2.2610.0410.1.04.00	Plywood, screws and magnetic bit holer for the Safety room at Lincoln.	$250.67
						Check Total:	$529.75
10668	01/29/2016	1132	Jostens _9015	18121976	01.2.1130.0313.2.01.21	145 - Diploma Covers - Invoice #18121976	$959.21
						Check Total:	$959.21
10669	01/29/2016	1132	Junior Library Guild	306358	01.2.2222.0430.1.04.03	Boggs-- JLG Subscription renewal	$192.00
10669	01/29/2016	1132	Junior Library Guild	306358	01.2.2222.0430.1.04.03	Boggs- JH Library Subscription renewal	$192.00

Disbursement Detail Listing

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Bank Name: VB & T-General **Bank Account:** 109033 **Date Range:** 01/01/2016 - 01/31/2016 **Voucher Range:** - **Sort By:** Check **Dollar Limit:** $0.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10669	01/29/2016	1132	Junior Library Guild	306358	01.2.2222.0430.1.04.03	Boggs- JH Subscription renewal	$204.00
10669	01/29/2016	1132	Junior Library Guild	306358	01.2.2222.0430.1.04.03	Boggs- JH Subscription renewal	$192.00
						Check Total:	$780.00
10670	01/29/2016	1132	Kochenower, Sharon	REIMB SUPPLIES	01.2.1140.0410.1.04.03	S. Kochenower - Preschool Reimbursement	$15.88
						Check Total:	$15.88
10671	01/29/2016	1132	Kriz-Davis	S101251096-001	01.2.2610.0409.1.00.00	T 12 ballasts for District Stock.	$114.72
						Check Total:	$114.72
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.1.00.01	12/16 Telephone conference with Hastings/Ehrhart re special education issues	$90.00
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.1.00.01	12/18 Telephone conference with Mike Elsken re student; emails with Ehrhart/Hastings;	$135.00
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.1.00.01	12/21 Review and analysis of special education documents; emails with Mike Elsken	$195.00
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.1.00.01	12/30 Reviewing documents received and preparation of documents to be provided to	$52.50
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.2.00.01	12/30 Reviewing documents received and preparation of documents to be provided to	$52.50
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.2.00.01	12/21 Review and analysis of special education documents; emails with Mike Elsken	$195.00
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.2.00.01	12/18 Telephone conference with Mike Elsken re student; emails with Ehrhart/Hastings;	$135.00
10672	01/29/2016	1132	KSB School Law	1163	01.2.2310.0317.2.00.01	12/16 Telephone conference with Hastings/Ehrhart re special education issues	$90.00
						Check Total:	$945.00
10673	01/29/2016	1132	Larue Distributing Inc.	2700: 2703863	01.2.2410.0410.2.02.22	Colombian Coffee	$88.11
						Check Total:	$88.11

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10674	01/29/2016	1132	Main Street Appliance	PUMP ASSEMBLY	01.2.2610.0410.2.02.00	Pump assembly for the washer at JH	$170.00
						Check Total:	$170.00
10675	01/29/2016	1132	Martin, Susan	reimb mileage dec 15	01.2.1250.0671.1.09.99	Mileage expenses incurred on behalf of GPS (December 1-17, 2015)	$9.09
						Check Total:	$9.09
10676	01/29/2016	1132	Maser, Elizabeth	Reimb Blinds/curtian	01.2.1130.0530.1.06.16	Blinds for classroom	$43.94
						Check Total:	$43.94
10677	01/29/2016	1132	Menards	1379	01.2.2610.0410.2.01.00	28 w 2 bulb ballast at the FA.	$98.91
10677	01/29/2016	1132	Menards	3526	01.2.2610.0410.2.01.00	Ceiling tiles for FA commons.	$47.84
10677	01/29/2016	1132	Menards	3683	01.2.2610.0410.1.00.00	9/1 Screwdriver and warehouse pouch for Maint to use.	$38.95
10677	01/29/2016	1132	Menards	3903	01.2.2610.0410.1.18.00	downspout, bands, brown gutter seam sealer, downspout and pvc pipe for the down spouts for the	$129.23
10677	01/29/2016	1132	Menards	4149 - Shop	01.2.1124.0530.2.01.21	2 - 18GA Narrow Crown Stapler & Staples	$169.29
10677	01/29/2016	1132	Menards	4189	01.2.2610.0410.1.00.00	Blue wire nits for maint to use	$4.97
10677	01/29/2016	1132	Menards	4189	01.2.2610.0410.1.18.00	stayplug and heavy duty plug for Cedar Canyons ne shampooer.	$26.94
						Check Total:	$516.13
10678	01/29/2016	1132	Mile Hi Water Tec, Inc.	3811	01.2.2610.0409.1.00.00	Treatment for all the boilers in the District	$325.00
						Check Total:	$325.00
10679	01/29/2016	1132	Money Wise Office Supply	10116-001	01.2.2410.0410.2.02.22	Pencil, Colored Set of 12	$24.90
10679	01/29/2016	1132	Money Wise Office Supply	10116-001	01.2.2410.0410.2.02.22	Crayon, Crayola 24 ct	$10.45
10679	01/29/2016	1132	Money Wise Office Supply	10149-001	01.2.1130.0410.1.04.14	Staples, cartridge	$70.74
10679	01/29/2016	1132	Money Wise Office Supply	10210-001	01.2.2410.0410.2.02.22	Adhesive, Glue Gallon (for refills)	$19.59

Gering Public Schools

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10679	01/29/2016	1132	Money Wise Office Supply	10210-001	01.2.2410.0410.2.02.22	Adhesive, Glue Bottles	$14.95
10679	01/29/2016	1132	Money Wise Office Supply	10210-001	01.2.2410.0410.2.02.22	Battery, Size D (8 pack)	$16.99
10679	01/29/2016	1132	Money Wise Office Supply	10210-001	01.2.2410.0410.2.02.22	Clip, Binder Mini (12 ea)	$1.95
10679	01/29/2016	1132	Money Wise Office Supply	10210-001	01.2.2410.0410.2.02.22	Marker, Sharpie, Ultra Fine Black	$17.98
10679	01/29/2016	1132	Money Wise Office Supply	10261-001	01.2.1130.0410.1.18.18	Tape, Invisible, 3/4"x1000, CL	$8.99
10679	01/29/2016	1132	Money Wise Office Supply	10563-001	01.2.2610.0410.1.00.00	Office Supplies - Accounts Payable Department	$30.99
10679	01/29/2016	1132	Money Wise Office Supply	10571-001	01.2.2410.0410.2.02.22	Dividers, Insert, 5-tab	$39.50
10679	01/29/2016	1132	Money Wise Office Supply	10606-001	01.2.2410.0410.2.02.22	Crtdg (Mathews)	$166.99
10679	01/29/2016	1132	Money Wise Office Supply	10616-001	01.2.2610.0409.1.00.00	Wipes for cleaning computer screens for District Stock.	$35.94
10679	01/29/2016	1132	Money Wise Office Supply	10646-001	01.2.1130.0410.1.05.15	Yellow Highlighter	$16.38
10679	01/29/2016	1132	Money Wise Office Supply	10646-001	01.2.1130.0410.1.05.15	Pink Highlighter	$16.38
10679	01/29/2016	1132	Money Wise Office Supply	10646-001	01.2.1130.0410.1.05.15	Orange Highlighter	$8.19
10679	01/29/2016	1132	Money Wise Office Supply	10646-001	01.2.1130.0410.1.05.15	.47" Label tape	$59.96
10679	01/29/2016	1132	Money Wise Office Supply	10663-001	01.2.2410.0410.2.02.22	Colored Pencil Set	$4.98
10679	01/29/2016	1132	Money Wise Office Supply	10716-001	01.2.1130.0410.1.04.14	Ink Cartridge for fax machine	$23.19
10679	01/29/2016	1132	Money Wise Office Supply	10798-001	01.2.2410.0410.2.02.22	Pencil, Colored Set, 12	$19.92
10679	01/29/2016	1132	Money Wise Office Supply	10819-001	01.2.2410.0410.2.02.22	Notes, Adhesive, 3X5, Yellow	$17.98
10679	01/29/2016	1132	Money Wise Office Supply	10831-001	01.2.2222.0318.2.02.22	Crtdg, Prnt, Blk CC3634A	$175.99
10679	01/29/2016	1132	Money Wise Office Supply	10859-001	01.2.2610.0409.1.00.00	Laminating for the district stock.	$29.99
10679	01/29/2016	1132	Money Wise Office Supply	10880-001	01.2.2120.0410.2.02.22	Binder, View, Round 3", BK	$47.88
10679	01/29/2016	1132	Money Wise Office Supply	10906-001	01.2.1130.0408.1.05.15	Glue Sticks	$59.88

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10679	01/29/2016	1132	Money Wise Office Supply	10915-001	01.2.2610.0409.1.00.00	Wipes to cleen computer screens.	$63.48
10679	01/29/2016	1132	Money Wise Office Supply	10915-002	01.2.2610.0410.1.00.00	File folder labels for Central Office	$26.18
						Check Total:	$1,030.34
10680	01/29/2016	1132	NCSA	400583574 2015-2016	01.2.1130.0670.1.06.16	Nebraska Council of School Administrators Membership	$335.00
						Check Total:	$335.00
10681	01/29/2016	1132	Nebraska Council Of School Attorneys	Subscription Bob H.	01.2.2310.0688.1.00.01	School Law Reporter Subscription (Mr. Hastings)	$40.00
10681	01/29/2016	1132	Nebraska Council Of School Attorneys	Subscription Bob H.	01.2.2310.0688.2.00.01	School Law Reporter Subscription (Mr. Hastings)	$40.00
						Check Total:	$80.00
10682	01/29/2016	1132	Nebraska Safety & Fire Equipment Inc.	22668	01.2.2610.0410.2.01.00	Service call on 11/24/15 for fire alarm trouble at the HS	$212.00
10682	01/29/2016	1132	Nebraska Safety & Fire Equipment Inc.	22675	01.2.2610.0410.2.01.00	Replaced bad duct detector in the wood shop at the HS	$286.00
10682	01/29/2016	1132	Nebraska Safety & Fire Equipment Inc.	22870	01.2.2610.0410.2.01.00	Service call to troubleshoot the duct dectector at the HS wood shop.	$152.00
10682	01/29/2016	1132	Nebraska Safety & Fire Equipment Inc.	76431	01.2.2610.0410.1.04.00	S?A fire alarm system inspection and range hood fire ext system inspection at Lincoln.	$260.00
						Check Total:	$910.00
10683	01/29/2016	1132	New Victorian Inn & Suites - Kearney	32372-73-74	01.2.1117.0670.2.01.21	Motel/2015 Doane Vocal Festival (2 Students & Revelle)	$164.97
						Check Total:	$164.97
10684	01/29/2016	1132	Off Broadway Business Products	55634	01.2.1116.0410.2.02.22	HP 56 Black Ink Cartridge (Couch)	$60.98
10684	01/29/2016	1132	Off Broadway Business Products	55634	01.2.2410.0410.2.02.22	Cord Concealer	$9.24
10684	01/29/2016	1132	Off Broadway Business Products	55923	01.2.2410.0410.2.02.22	Desk Calendars 2016	$11.67
						Check Total:	$81.89
10685	01/29/2016	1132	Omega Laboratories, Inc	11745 12-2015	01.2.2310.0318.1.00.01	Student Drug Tests	$216.00

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10685	01/29/2016	1132	Omega Laboratories, Inc	11745 12-2015	01.2.2310.0318.2.00.01	Student Drug Tests	$216.00
						Check Total:	$432.00
10686	01/29/2016	1132	One Source	2538-20151231	01.2.2310.0318.1.00.01	Pre-employment background checks	$75.00
10686	01/29/2016	1132	One Source	2538-20151231	01.2.2310.0318.2.00.01	Pre-employment background checks	$75.00
						Check Total:	$150.00
10687	01/29/2016	1132	Pat'S Creative D.A. Buskirk & Sons	1-24346	01.2.1160.0318.2.01.21	Repair Foot Control for HS Machine for clothing & Textiles Class	$39.99
						Check Total:	$39.99
10688	01/29/2016	1132	Pearson	10515010	01.2.1250.0410.1.09.99	CASL Record Forms for ages 7-21 (12 per pkg)	$94.00
						Check Total:	$94.00
10689	01/29/2016	1132	Prairie Pines Quilt Shop	Grid Rulers	01.2.1160.0410.2.01.21	Grid Rulers for Clothing & Textiles Class	$38.40
						Check Total:	$38.40
10690	01/29/2016	1132	Print Broker	30074	01.2.2410.0410.2.01.21	Letterhead w/new Logo including Set Up Fee - Invoice #30074	$170.00
10690	01/29/2016	1132	Print Broker	30075	01.2.2410.0410.2.01.21	Fold Over GHS Cards w/Envelopes - Invoice #30075	$165.00
						Check Total:	$335.00
10691	01/29/2016	1132	Print Express	54567	01.2.2410.0410.2.02.22	Envelopes	$187.35
						Check Total:	$187.35
10692	01/29/2016	1132	Pro Tex Systems, Inc.	IN00065054	01.2.2610.0410.2.02.00	The speaker in the girls locker room and tie to existing intercom at the JH girls lockerroom.	$961.78
10692	01/29/2016	1132	Pro Tex Systems, Inc.	IN00065056	01.2.2610.0410.2.02.00	Installed a new speaker in the learning lab at the JH	$944.30
10692	01/29/2016	1132	Pro Tex Systems, Inc.	IN00065083	01.2.2610.0410.2.02.00	In room 118 at the JH the speaker and call switch went bad and so they repalced and tested.	$352.00
						Check Total:	$2,258.08

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General **Bank Account:** 109033 **Date Range:** 01/01/2016 - 01/31/2016 **Voucher Range:** - **Sort By:** Check **Dollar Limit:** $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10693	01/29/2016	1132	Radzymski, Tammy	MILEAGE REIMB	01.2.2410.0671.2.01.21	Mileage Reimbursement for 1st Semester (34.20 Miles X .565 = $19.33)	$19.33
						Check Total:	$19.33
10694	01/29/2016	1132	Revelle, Shelly	Dec Mileage Reimb	01.2.1130.0671.2.02.22	December mileage reimbursement	$10.45
10694	01/29/2016	1132	Revelle, Shelly	MILEAGE REIMB.	01.2.1117.0670.2.01.21	Reimburse/Mileage for December Between Buildings - 37 Miles X .565 = $20.91	$10.46
						Check Total:	$20.91
10695	01/29/2016	1132	Richter, Chuck	Mileage Reimb Dec 15	01.2.1130.0671.2.02.22	Mileage Reimbursement (December)	$35.64
10695	01/29/2016	1132	Richter, Chuck	Mileage Reimb Nov 15	01.2.1130.0671.2.02.22	November Mileage Reimbursement	$50.60
						Check Total:	$86.24
10696	01/29/2016	1132	Roosevelt Public Power Dist.	60162 Feb 2016	01.2.2610.0322.1.18.00	Cedar Canyon Electric	$1,855.45
						Check Total:	$1,855.45
10697	01/29/2016	1132	Rose, Art	mileage reimb	01.2.1130.0670.1.05.15	Art Rose - Mileage	$13.80
						Check Total:	$13.80
10698	01/29/2016	1132	Safety-Kleen Systems, Inc.	69048926	01.2.1121.0318.2.01.21	Parts Cleaning - Invoice #69048926	$460.99
						Check Total:	$460.99
10699	01/29/2016	1132	Sandberg Implement, Inc.	US18658	01.2.2751.0409.0.00.00	Snow blower for snow removal in the School District	$4,926.56
						Check Total:	$4,926.56
10700	01/29/2016	1132	Scottsbluff County Consolidated Communic	9742	01.2.2620.0318.1.00.00	Alarm Monitoring for all Schools	$297.50
10700	01/29/2016	1132	Scottsbluff County Consolidated Communic	9742	01.2.2620.0318.2.00.00	Alarm Monitoring for all schools	$297.50
						Check Total:	$595.00
10701	01/29/2016	1132	Scottsbluff Public Schools	5985	01.2.2510.0318.1.00.00	Attorney Fee - First Student	$87.50

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10701	01/29/2016	1132	Scottsbluff Public Schools	5985	01.2.2510.0318.2.00.00	Attorney Fee - First Student	$87.50
10701	01/29/2016	1132	Scottsbluff Public Schools	5994	01.2.2750.0336.1.00.00	District Fuel December 2015	$1,100.95
10701	01/29/2016	1132	Scottsbluff Public Schools	5994	01.2.2750.0336.2.00.00	District Fuel December 2015	$1,100.94
10701	01/29/2016	1132	Scottsbluff Public Schools	5994	01.2.2760.0331.1.09.99	SpEd Fuel December 2015	$34.92
10701	01/29/2016	1132	Scottsbluff Public Schools	5994	01.2.2765.0331.1.09.99	SpEd Fuel December 2015	$34.92
						Check Total:	$2,446.73
10702	01/29/2016	1132	Siebke, Julie	Reimb Student Awards	01.2.2120.0410.2.02.22	Reimbursement for Student Rewards (candy canes)	$28.00
						Check Total:	$28.00
10703	01/29/2016	1132	Skutt Ceramic Products, Inc.	0256196	01.2.1116.0410.2.02.22	Relay 25A (Deltrol)	$93.00
10703	01/29/2016	1132	Skutt Ceramic Products, Inc.	0256196	01.2.1116.0410.2.02.22	KM 1X27 1ph Master Harness Wires	$32.00
10703	01/29/2016	1132	Skutt Ceramic Products, Inc.	0256196	01.2.1116.0410.2.02.22	Freight	$15.11
						Check Total:	$140.11
10704	01/29/2016	1132	Snell Services, Inc.	139790	01.2.2610.0409.1.00.00	1 LB and 2 Lb thrift for the drains in the district for district stock.	$141.00
10704	01/29/2016	1132	Snell Services, Inc.	6992	01.2.2610.0409.1.00.00	1 lb and 2 lb thrift for the drains in the school district.	$184.00
10704	01/29/2016	1132	Snell Services, Inc.	7138	01.2.2610.0410.2.01.00	Repaired a water softener at the HS	$715.50
10704	01/29/2016	1132	Snell Services, Inc.	7246	01.2.2610.0410.2.01.00	Check exhaust fan in bathroom replaced the belts and serviced at the HS	$496.80
10704	01/29/2016	1132	Snell Services, Inc.	7528	01.2.2610.0409.1.00.00	1lb and 2lb thrift drain cleaner for the drains in the school district.	$141.00
10704	01/29/2016	1132	Snell Services, Inc.	7694	01.2.2610.0410.2.01.00	Dishwasher booster heater not working replaced the contactor and transformer and it is	$702.05
						Check Total:	$2,380.35

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10705	01/29/2016	1132	Source Refrigeration & HVAC, Inc.	2529816	01.2.2610.0410.1.05.00	Oven at Northfield not heating at 300. They found contactor not working correctly and so	$395.93
						Check Total:	$395.93
10706	01/29/2016	1132	Sra/Mcgraw-Hill	90014395001	01.2.2120.0410.2.02.22	Reading Success Student Workbook Foundations	$31.98
10706	01/29/2016	1132	Sra/Mcgraw-Hill	90014395001	01.2.2120.0410.2.02.22	Shipping & Handling	$11.16
						Check Total:	$43.14
10707	01/29/2016	1132	Staples Advantage	order#7149067300	01.2.1130.0410.1.18.18	Hefty 8 7/8" Styrofoam Plates, White, 100/Pk	$22.64
10707	01/29/2016	1132	Staples Advantage	order#7149067300	01.2.1130.0410.1.18.18	Solo Ultra Clear Plastic Cold Cups, 16 oz, 50/Pk	$20.56
10707	01/29/2016	1132	Staples Advantage	order#7149067300	01.2.1130.0410.1.18.18	Scotch Desktop Tape Dispenser, Black	$10.58
						Check Total:	$53.78
10708	01/29/2016	1132	Staples Credit Plan	ZakL Dust Destroyer	01.2.1136.0409.2.00.06	Dust Destroyer 3.5	$4.09
						Check Total:	$4.09
10709	01/29/2016	1132	Star-Herald	13 WKS RENEW HS LIBR	01.2.2222.0440.2.01.21	Renewal Subscription for the Newspaper for the HS Library (13 Weeks - Expiration Date is	$39.65
10709	01/29/2016	1132	Star-Herald	Help Wanted ads 2015	01.2.2310.0350.1.00.01	Help wanted, 12/02/15,12/06/15; Notice of BOE meeting 12/17/15	$158.48
10709	01/29/2016	1132	Star-Herald	Help Wanted ads 2015	01.2.2310.0350.2.00.01	Help wanted, 12/02/15,12/06/15; Notice of BOE meeting 12/17/15	$158.47
						Check Total:	$356.60
10710	01/29/2016	1132	Team Chevrolet	56035	01.2.2750.0337.1.00.00	Sub 8 had a check engine light on and found out it had to get a fuel injection cleaning, then it	$1,247.55
						Check Total:	$1,247.55
10711	01/29/2016	1132	The Library Store, Inc.	184225	01.2.2222.0410.2.01.21	Thermal-Lock Heat Activated Laminating Film - 1.5-mil Gloss, 25" X 500 ft, 1" core (Twin	$210.66
						Check Total:	$210.66
10712	01/29/2016	1132	The Rock Pile Of Paul Reed Constr & Supp	10-04440	01.2.2610.0410.2.01.00	Snow removal on 12/16/2015 for the HS parking lot.	$1,342.50

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General **Bank Account:** 109033 **Date Range:** 01/01/2016 - 01/31/2016 **Voucher Range:** - **Sort By:** Check **Dollar Limit:** $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10712	01/29/2016	1132	The Rock Pile Of Paul Reed Constr & Supp	12008	01.2.2610.0410.2.01.00	Snow removal on 12/28/2015 for the HS parking lot.	$1,382.50
						Check Total:	$2,725.00
10713	01/29/2016	1132	University of Nebraska at Kearney	Transistional Place	01.2.2310.0689.1.00.01	Transitional Teacher Placement Contract- Kristian Schank	$750.00
10713	01/29/2016	1132	University of Nebraska at Kearney	Transistional Place	01.2.2310.0689.2.00.01	Transitional Teacher Placement Contract- Kristian Schank	$750.00
						Check Total:	$1,500.00
10714	01/29/2016	1132	Veal, Linda	reimb supplies	01.2.1140.0410.1.04.03	L. Veal - Preschool Reimbursement	$10.57
						Check Total:	$10.57
10715	01/29/2016	1132	Vohland, Angie	Mileage Reimb	01.2.2212.0418.2.00.02	Vohland- Mileage from HS to FA for ELL instruction	$13.80
10715	01/29/2016	1132	Vohland, Angie	Mileage Reimb	01.2.2212.0418.2.00.02	Vohland- Mileage from HS to FA for ELL instruction	$25.30
10715	01/29/2016	1132	Vohland, Angie	Mileage Reimb	01.2.2212.0418.2.00.02	Vohland- Mileage from HS to FA for ELL instruction	$26.45
10715	01/29/2016	1132	Vohland, Angie	Mileage Reimb	01.2.2212.0418.2.00.02	Vohland- Mileage from HS to FA for ELL instruction	$19.55
10715	01/29/2016	1132	Vohland, Angie	Mileage Reimb	01.2.2212.0418.2.00.02	Vohland- Mileage from HS to FA for ELL instruction	$17.25
						Check Total:	$102.35
10716	01/29/2016	1132	Westco _16360	5123538	01.2.2610.0410.1.18.00	Propane at Cedar Canyon 12/4/2015	$999.00
10716	01/29/2016	1132	Westco _16360	5125037	01.2.2610.0410.1.18.00	Propane at Cedar Canyon 12/22/2015	$1,098.90
10716	01/29/2016	1132	Westco _16360	SLAFTER OIL 111986	01.2.2610.0410.1.00.00	Howes, fuel conditioner, deicer, staring fluid, oil, antifreeze, and heet for Maint use.	$276.35
10716	01/29/2016	1132	Westco _16360	Slafter Oil 112627	01.2.2610.0410.1.00.00	Kerosene for the Charter bus at the HS storage.	$79.20
						Check Total:	$2,453.45

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-General
Bank Account: 109033
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ **Print Employee Vendor Names** ☐ **Exclude Voided Checks** ☐ **Exclude Manual Checks** ☐ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10717	01/29/2016	1132	Western Ne Administrators	WN Admin Dues	01.2.2310.0630.1.00.01	2015-2016 Western Nebraska Administrator Dues EIN:26-3152750	$50.00
10717	01/29/2016	1132	Western Ne Administrators	WN Admin Dues	01.2.2310.0630.2.00.01	2015-2016 Western Nebraska Administrator Dues EIN:26-3152750	$50.00
						Check Total:	$100.00
10718	01/29/2016	1132	Western NE Community College	4777	01.2.1123.0410.2.01.21	Charge for WNCC Portable Welding Lab for FA Industrial Tech Class - Invoice #4777	$100.00
						Check Total:	$100.00
10719	01/29/2016	1132	WPCI	S 109316	01.2.2310.0318.1.00.01	Drug Tests New Employees & Substitutes	$91.00
10719	01/29/2016	1132	WPCI	S 109316	01.2.2310.0318.2.00.01	Drug Tests New Employees & Substitutes	$91.00
						Check Total:	$182.00
						Bank Total:	$290,179.25

Gering Public Schools

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: VB & T-Building
Bank Account: 154559
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ **Print Employee Vendor Names** ☐ **Exclude Voided Checks** ☐ **Exclude Manual Checks** ☐ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description		Amount
Bank Name: VB & T-Building					Bank Account: 154559			
1499	01/04/2016		Platte Valley National Bank	V270641	08.2.2643.0001.0.00.00	BL #10		$3,405.46
1499	01/04/2016		Platte Valley National Bank	V270641	08.2.2643.0002.0.00.00	BL #10		$494.54
							Check Total:	$3,900.00
1500	01/04/2016		Engineered Controls, Inc.	V811957	08.2.2640.0690.0.00.00	Temp Control System @ SH, App 2		$8,430.00
							Check Total:	$8,430.00
1501	01/12/2016		Rb B Architects, Inc.	V537151	08.2.2640.0690.0.00.00	Inv 15-31-4 Pre Bond		$2,790.62
							Check Total:	$2,790.62
1502	01/28/2016		Rb B Architects, Inc.	15-31-3	08.2.2640.0690.0.00.00	Inv 15-31-3 Pre Bond		$7,058.75
							Check Total:	$7,058.75
							Bank Total:	$22,179.37

Manual Checks Recap

1499	01/04/2016	10335	Platte Valley National Bank	MANUAL	08.2.2643.0001.0.00.00	BL #10		$3,405.46
1499	01/04/2016	10335	Platte Valley National Bank	MANUAL	08.2.2643.0002.0.00.00	BL #10		$494.54
							Check Total:	$3,900.00
1500	01/04/2016	10336	Engineered Controls, Inc.	MANUAL	08.2.2640.0690.0.00.00	Temp Control System @ SH,		$8,430.00
							Check Total:	$8,430.00
1501	01/12/2016	10337	Rb B Architects, Inc.	MANUAL	08.2.2640.0690.0.00.00	Inv 15-31-4 Pre Bond		$2,790.62
							Check Total:	$2,790.62
1502	01/28/2016	10338	Rb B Architects, Inc.	MANUAL	08.2.2640.0690.0.00.00	Inv 15-31-3 Pre Bond		$7,058.75
							Check Total:	$7,058.75
							Manual Checks Total:	$22,179.37

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Cafe
Bank Account: 500863874
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: FSB-Cafe				Bank Account: 500863874			
970	01/14/2016	1114	Greeley, Cody and Lori	Reimb. Lunches/Free	06.2.1099.0104.0.00.00	Reimburse lunch money in Maxwell Greeley's account, family qualifies for free	$261.87
970	01/14/2016	1114	Greeley, Cody and Lori	Reimb. Lunches/Free	06.2.1099.0104.0.00.00	Reimburse lunch money in Luke Greeley's lunch account since family qualifies for free	$270.30
970	01/14/2016	1114	Greeley, Cody and Lori	Reimb. Lunches/Free	06.2.1099.0104.0.00.00	Reimburse lunch money in Jackson Greeley's lunch account since family qualifies for free	$317.00
						Check Total:	$849.17
971	01/21/2016	1126	Wal-Mart _18940	P927300QS01TWWWAW6	06.2.1099.0410.0.00.00	Supplies for high school cafeteria	$46.65
						Check Total:	$46.65
972	01/27/2016	1128	Food Distribution Program	14016 / 14434	06.2.1099.0407.0.00.00	Commody Food 14016 11/30/15	$3,566.46
972	01/27/2016	1128	Food Distribution Program	14016 / 14434	06.2.1099.0407.0.00.00	Commody Food 14434 12/31/2015	$6,843.85
						Check Total:	$10,410.31
973	01/27/2016	1128	Long, Jordan	Reimb Lunch Balance	06.2.1099.0104.0.00.00	Reimburse daughter's lunch balance as the family qualifies for free' meals	$13.85
						Check Total:	$13.85
974	01/27/2016	1128	McCoy, Jody	reimb Cadence Lunch	06.2.1099.0104.0.00.00	Reimburse Cadence's Lunch Account Balance - son no longer no longer in school	$15.75
						Check Total:	$15.75
975	01/27/2016	1128	Miller, Patricia	reimb lunch balance	06.2.1099.0104.0.00.00	Christopher Klaassen remaining lunch balance reimbursed due to move	$25.55
						Check Total:	$25.55
976	01/27/2016	1128	Nauenburg, Bonni	Reimb Lunch Balances	06.2.1099.0104.0.00.00	Alexandrah - Moved to another school - reimburse lunch balance	$25.55
976	01/27/2016	1128	Nauenburg, Bonni	Reimb Lunch Balances	06.2.1099.0104.0.00.00	Hallyn - moved to another school - reimburse lunch balance	$26.40
						Check Total:	$51.95

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Cafe
Bank Account: 500863874
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
977	01/29/2016	1133	Cash-Wa Distributing Co., Inc.	10373619	06.2.1099.0407.0.00.00	Concessions	$1,099.95
977	01/29/2016	1133	Cash-Wa Distributing Co., Inc.	10373624	06.2.1099.0410.0.00.00	Supplies	$34.02
						Check Total:	$1,133.97
978	01/29/2016	1133	Fresh Foods Inc.	APPLES 1/5/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$193.75
978	01/29/2016	1133	Fresh Foods Inc.	BANANAS 1/14/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$113.16
978	01/29/2016	1133	Fresh Foods Inc.	CARROTS 1/6/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$37.99
978	01/29/2016	1133	Fresh Foods Inc.	CELERY 1/11/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$79.29
978	01/29/2016	1133	Fresh Foods Inc.	CLEMINTINES 1/13/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$277.54
978	01/29/2016	1133	Fresh Foods Inc.	GRAPE TOMATOES 1/18	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$201.45
978	01/29/2016	1133	Fresh Foods Inc.	KIWI 1/7/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$85.92
978	01/29/2016	1133	Fresh Foods Inc.	PEPPERS 1/12/16	06.2.1097.0407.0.05.00	Northfield/FF & V Program	$75.00
						Check Total:	$1,064.10
979	01/29/2016	1133	Ideal Laundry & Cleaners, Inc.	S0459986	06.2.1099.0410.0.00.00	Dishwasher rinse ayde	$151.20
						Check Total:	$151.20
980	01/29/2016	1133	Starke, Joyce	Reimb Lunch Account	06.2.1099.0104.0.00.00	Jonathon Starke graduated and thus needs his remaining lunch account reimbursed to his	$82.40
						Check Total:	$82.40
981	01/29/2016	1133	TAHER, Inc	0045260-IN	06.2.1099.0318.0.00.00	Operating Expenses for Cafeteria for December 2015	$52,443.00
						Check Total:	$52,443.00
						Bank Total:	$66,287.90

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: FSB-Act				Bank Account: 500863858			
4969	01/05/2016	1108	Schneider, Kenneth	officials cheyenne e	05.2.6064.0100.2.01.17	JV/Varsity vs Cheyenne East	$225.00
						Check Total:	$225.00
4970	01/05/2016	1108	Wal-Mart _18940	P927300AR01D3R1Y7	05.2.5010.0980.2.01.17	Condiments	$20.24
4970	01/05/2016	1108	Wal-Mart _18940	P927300AV01EDELG0	05.2.6108.0980.2.01.21	Xmas Cards for Art Club Project for Burn Victim	$14.30
						Check Total:	$34.54
4971	01/07/2016	1110	Garden County Public Schools	ENTRY FEE	05.2.6064.0150.2.01.17	Entry fee	$65.00
						Check Total:	$65.00
4972	01/07/2016	1110	Gonzales, Timothy	OFFICIALS SEDGWICK.	05.2.6064.0100.2.01.17	JV vs Sedgwick County	$50.00
						Check Total:	$50.00
4973	01/07/2016	1110	Logoz LLC	5417	05.2.8013.0980.2.01.17	Shirts (reimbursed)	$1,994.00
4973	01/07/2016	1110	Logoz LLC	5459	05.2.8017.0980.2.01.17	Shirts (reimubrsed)	$2,718.00
						Check Total:	$4,712.00
4974	01/07/2016	1110	Ogallala Public School	ENTRY FEE	05.2.6064.0150.2.01.17	Entry fee	$100.00
						Check Total:	$100.00
4975	01/07/2016	1110	Pepsi Cola of Western Nebraska	5134756/5135269/5778	05.2.5010.0980.2.01.17	Drink products	$485.30
4975	01/07/2016	1110	Pepsi Cola of Western Nebraska	5135787/5135277	05.2.5010.0980.2.01.17	Drink products	$340.95
						Check Total:	$826.25
4976	01/07/2016	1110	Pizza Hut	42429	05.2.7009.0999.2.02.22	Pennies for Patients Student Reward (STUCO/Malm)	$109.75
						Check Total:	$109.75
4977	01/07/2016	1110	Spirit Gear Direct	8028770	05.2.7010.0980.2.02.22	Spirit Gear Fundraiser (reimbursed by student sales)	$2,243.90
						Check Total:	$2,243.90
4978	01/07/2016	1110	Stone, Jared	OFFICIALS LINGLE	05.2.6064.0100.2.01.17	JV vs. Lingle Ft. Laramie	$100.00
						Check Total:	$100.00
4979	01/07/2016	1110	Thompson, Tyler	REIMB SPEECH CLINIC	05.2.5053.0980.2.01.17	Reimbursement for breakfast & lunch speech clinic	$160.97

Gering Public Schools

Disbursement Detail Listing

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Sort By: Check
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2015-2016

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
4979	01/07/2016	1110	Thompson, Tyler	Reimb Speech Scripts	05.2.5053.0980.2.01.17	Reimbursement for speech scripts (Playscripts, Samuel French, Dramatist Play)	$105.48
4979	01/07/2016	1110	Thompson, Tyler	Reimb Speech Scripts	05.2.8025.0980.2.01.17	Reimbursement for speech script (National Forensic League)	$350.00
						Check Total:	$616.45
4980	01/07/2016	1110	Weborg 21 Centre	Xmas Party/pd staff	05.2.5013.0980.2.01.21	Staff Xmas Party on 12/12/15 (Reimbursed by Staff)	$754.00
						Check Total:	$754.00
4981	01/12/2016	1113	Castaneda, Armond	OFFICIALS 9TH TORRIN	05.2.6040.0100.2.01.17	9th boys vs Torrington	$45.00
4981	01/12/2016	1113	Castaneda, Armond	OFFICIALS 9TH TORRIN	05.2.6052.0100.2.01.17	9th girls vs Torrington	$45.00
						Check Total:	$90.00
4982	01/12/2016	1113	Grasmick, Steve	OFFICIALS 9TH TORRIN	05.2.6040.0100.2.01.17	9th boys vs Torrington	$45.00
4982	01/12/2016	1113	Grasmick, Steve	OFFICIALS 9TH TORRIN	05.2.6052.0100.2.01.17	9th girls vs Torrington	$45.00
						Check Total:	$90.00
4983	01/14/2016	1115	Awards Unlimited	390874	05.2.5053.0980.2.01.17	Medals	$367.80
						Check Total:	$367.80
4984	01/14/2016	1115	Cardmember Services	ELAN 1024.JAN 16	05.2.8012.0980.2.01.17	Team meal & food products (Subway & Safeway)	$188.81
4984	01/14/2016	1115	Cardmember Services	ELAN 1201.JAN 16	05.2.6064.0678.2.01.17	Lodging Goodland KS Invite	$335.95
4984	01/14/2016	1115	Cardmember Services	ELAN 1201.JAN 16	05.2.8012.0980.2.01.17	Team meal ($81.94 Subway & $45.40 Steak n Shake)	$127.34
4984	01/14/2016	1115	Cardmember Services	ELAN 1227 JAN 16	05.2.6114.0980.2.01.17	Fresh Foods Gift Cards - Professional Development	$75.00
4984	01/14/2016	1115	Cardmember Services	ELAN 1227 JAN 16	05.2.6114.0980.2.01.17	Breakout EDU Beta Kit - Professional Development	$245.46
4984	01/14/2016	1115	Cardmember Services	ELAN 2541.JAN15	05.2.8033.0980.2.01.17	Warm ups (Nike)	$342.18
4984	01/14/2016	1115	Cardmember Services	ELAN 3199. JAN 16	05.2.5046.0980.2.01.21	20 - $10 Target Gift Cards for PBS Awards	$200.00
4984	01/14/2016	1115	Cardmember Services	ELAN 3199..JAN 16	05.2.5046.0980.2.01.21	11 - 6 Pack Dilly Bars from Dairy Queen for Xmas Door Decorating Contest Winners	$87.89

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
4984	01/14/2016	1115	Cardmember Services	ELAN 3766 JAN 16	05.2.4001.0980.1.06.16	School Store purchase	$173.20
4984	01/14/2016	1115	Cardmember Services	ELAN 3774 JAN 16	05.2.2005.0980.1.04.14	Peppermint candy canes	$175.80
4984	01/14/2016	1115	Cardmember Services	ELAN3199 JAN16	05.2.5046.0980.2.01.21	10 - $10 Target Gift Cards for FA PBS Awards	$100.00
						Check Total:	$2,051.63
4985	01/14/2016	1115	Castaneda, Armond	OFFICALS	05.2.6040.0100.2.01.17	9th boys vs Douglas	$45.00
4985	01/14/2016	1115	Castaneda, Armond	OFFICALS	05.2.6052.0100.2.01.17	9th girls vs Douglas	$45.00
						Check Total:	$90.00
4986	01/14/2016	1115	Grasmick, Steve	OFFICALS DOUGLAS	05.2.6040.0100.2.01.17	9th boys vs Douglas	$45.00
4986	01/14/2016	1115	Grasmick, Steve	OFFICALS DOUGLAS	05.2.6052.0100.2.01.17	9th girls vs Douglas	$45.00
						Check Total:	$90.00
4987	01/14/2016	1115	Grasmick, Steve	CHEYENNE OFFICIALS	05.2.6052.0100.2.01.17	JV vs Cheyenne East	$45.00
						Check Total:	$45.00
4988	01/14/2016	1115	Greene, Troy	OFFICIALS.TORRINGTON	05.2.6040.0100.2.02.17	8th vs Torrington	$120.00
						Check Total:	$120.00
4989	01/14/2016	1115	Gwynn, Charles	OFFICIALS KELLY WALS	05.2.6052.0100.2.01.17	JV vs Kelly Walsh	$45.00
						Check Total:	$45.00
4990	01/14/2016	1115	Gwynn, Charles	CHADRON OFFICIALS	05.2.6040.0100.2.02.17	8th vs Chadron A, B, C	$120.00
						Check Total:	$120.00
4991	01/14/2016	1115	Key Club International	H86472	05.2.5044.0980.2.01.17	Club & district dues (reimbursed)	$348.00
						Check Total:	$348.00
4992	01/14/2016	1115	Lingle High School	ENTRY FEE	05.2.6064.0150.2.01.17	Entry fee	$125.00
						Check Total:	$125.00
4993	01/14/2016	1115	Logoz LLC	5574	05.2.5045.0980.2.01.17	Shirts	$120.00
						Check Total:	$120.00
4994	01/14/2016	1115	Long, Scott	KW OFFICIALS + MILE	05.2.6052.0100.2.01.17	Varsity vs Kelly Walsh + $25 mileage	$205.00
						Check Total:	$205.00
4995	01/14/2016	1115	McLain, Jacob	OFFICIALS CHEYENNE	05.2.6052.0100.2.01.17	Varsity vs Cheyenne East	$180.00
						Check Total:	$180.00

Disbursement Detail Listing

Fiscal Year: 2015-2016

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Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
4996	01/14/2016	1115	Mitchell Public Schools	OFFICIALS	05.2.6064.0100.2.01.17	Officials for Wheatland at Mitchell	$150.00
						Check Total:	$150.00
4997	01/14/2016	1115	Nebraska Coaches Association	ENTRY FEE DANCE	05.2.6101.0980.2.01.17	State Dance competition	$150.00
						Check Total:	$150.00
4998	01/14/2016	1115	Peters, BJ	OFFICIALS KELLY WALS	05.2.6052.0100.2.01.17	JV vs Kelly Walsh	$45.00
						Check Total:	$45.00
4999	01/14/2016	1115	Peters, BJ	OFFICIALS.CHADRON	05.2.6040.0100.2.02.17	8th vs Chadron	$120.00
						Check Total:	$120.00
5000	01/14/2016	1115	Schadwinkel, Kayleigh	0001	05.2.8033.0980.2.01.17	Choreography /teaching dance	$200.00
						Check Total:	$200.00
5001	01/14/2016	1115	Schmall, Brad	OFFICIALS CHEYENNE E	05.2.6052.0100.2.01.17	JV vs Cheyenne East	$45.00
						Check Total:	$45.00
5002	01/14/2016	1115	Schmall, Brad	OFFICIALS.TORRINGTO N	05.2.6040.0100.2.02.17	8th vs Torrington	$120.00
						Check Total:	$120.00
5003	01/14/2016	1115	Subway - Gering	231769	05.2.5045.0980.2.01.17	Meeting luncheon	$110.00
						Check Total:	$110.00
5004	01/14/2016	1115	Townsend Furniture	Pine/Alder Wood	05.2.5033.0980.2.01.21	Lumber for HS Projects (To Be Reimbursed by Students)	$420.00
						Check Total:	$420.00
5005	01/14/2016	1117	Comfort Suites - Gothenburg	871522 12/5/2015	05.2.6064.0678.2.01.17	Lodging Gothenburg	$332.00
						Check Total:	$332.00
5006	01/18/2016	1119	Gering Public Schools	Nov Bus/Van Costs	05.2.5046.0980.2.01.21	PBS - November 2015 Bus/Van Costs (First Student)	$203.03
						Check Total:	$203.03
5007	01/18/2016	1119	Lordino, Jonathon	OFFICIALS MITCHELL	05.2.6040.0100.2.02.17	7th vs Mitchell	$120.00
						Check Total:	$120.00
5008	01/18/2016	1119	Wolfe, Jeff	OFFICIALS MITCHELL	05.2.6040.0100.2.02.17	7th vs Mitchell	$120.00
						Check Total:	$120.00

Gering Public Schools

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
5009	01/21/2016	1124	Ault, Tim _1228	officials Chadron JV	05.2.6052.0100.2.01.17	JV girls vs Chadron	$50.00
						Check Total:	$50.00
5010	01/21/2016	1124	Balthazor, Jamey	officials Chadron	05.2.6040.0100.2.01.17	Vars boys vs Chadron	$60.00
5010	01/21/2016	1124	Balthazor, Jamey	officials Chadron	05.2.6052.0100.2.01.17	Vars girls vs Chadron	$60.00
						Check Total:	$120.00
5011	01/21/2016	1124	Castaneda, Armond	OFFICIALS CHADRON JV	05.2.6040.0100.2.01.17	JV boys vs Chadron	$50.00
						Check Total:	$50.00
5012	01/21/2016	1124	Castaneda, Armond	OFFICIALS ALLIANCE 7	05.2.6040.0100.2.02.17	7th vs Alliance A, B, C	$120.00
						Check Total:	$120.00
5013	01/21/2016	1124	Domino's Pizza	ORDER 468316	05.2.5059.0980.2.01.17	Student Council Pizza for PBS/Not reimbursed by students order 468316	$55.00
5013	01/21/2016	1124	Domino's Pizza	order 468502	05.2.6110.0980.2.01.21	Pizza for Science Club	$20.47
						Check Total:	$75.47
5014	01/21/2016	1124	Edens, Paul _5061	OFFICIALS CHADRON	05.2.6040.0100.2.01.17	Vars boys vs Chadron	$60.00
5014	01/21/2016	1124	Edens, Paul _5061	OFFICIALS CHADRON	05.2.6052.0100.2.01.17	Vars girls vs Chadron	$60.00
						Check Total:	$120.00
5015	01/21/2016	1124	Goodland High School	Entry Fees Wrestling	05.2.6064.0150.2.01.17	Entry fee	$125.00
						Check Total:	$125.00
5016	01/21/2016	1124	Grasmick, Steve	officials Sidney 9th	05.2.6040.0100.2.01.17	9th boys vs Sidney	$50.00
5016	01/21/2016	1124	Grasmick, Steve	officials Sidney 9th	05.2.6052.0100.2.01.17	9th girls vs Sidney	$50.00
						Check Total:	$100.00
5017	01/21/2016	1124	Gross, Sean _7074	officials Sidney 9th	05.2.6040.0100.2.01.17	9th boys vs Sidney	$50.00
5017	01/21/2016	1124	Gross, Sean _7074	officials Sidney 9th	05.2.6052.0100.2.01.17	9th girls vs Sidney	$50.00
						Check Total:	$100.00
5018	01/21/2016	1124	Gwynn, Charles	officials sc 7/8	05.2.6040.0100.2.02.17	7 & 8 C teams vs Scottsbluff	$80.00
						Check Total:	$80.00
5019	01/21/2016	1124	Hobby Lobby	52915943	05.2.5046.0980.2.01.21	Ribbons for Bulldog Time Xmas Door Decorating Contest Winners/PBS	$7.18
						Check Total:	$7.18
5020	01/21/2016	1124	Logoz LLC	5419	05.2.8012.0980.2.01.17	Singlets	$617.23

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
5020	01/21/2016	1124	Logoz LLC	5474	05.2.8033.0980.2.01.17	Embroidery	$24.00
5020	01/21/2016	1124	Logoz LLC	5566	05.2.8017.0980.2.01.17	Shirts (reimbursed)	$118.00
						Check Total:	$759.23
5021	01/21/2016	1124	Marez, Ricardo	Reimb Supplies Dance	05.2.5059.0980.2.01.17	Student Council/Decorations for Freshman Formal purchased by Mr. Marez at Hobby Lobby.	$33.66
						Check Total:	$33.66
5022	01/21/2016	1124	Marketing Consultants	21179	05.2.8033.0980.2.01.17	Embroidery for warm-ups to stay with school	$402.00
						Check Total:	$402.00
5023	01/21/2016	1124	McKiney, Roger	officials chadron v	05.2.6040.0100.2.01.17	Vars. boys vs Chadron	$60.00
5023	01/21/2016	1124	McKiney, Roger	officials chadron v	05.2.6052.0100.2.01.17	Vars. girls vs Chadron	$60.00
						Check Total:	$120.00
5024	01/21/2016	1124	Mitchell Public Schools	ENTRY FEES WRESTLING	05.2.6064.0150.2.01.17	Entry fee	$150.00
						Check Total:	$150.00
5025	01/21/2016	1124	Nebraska Coaches Association	Cheer State Comp.	05.2.6101.0980.2.01.17	State Cheer Competition	$150.00
						Check Total:	$150.00
5026	01/21/2016	1124	Peters, BJ	officials Alliance 7	05.2.6040.0100.2.02.17	7th vs Alliance A, B, C	$120.00
						Check Total:	$120.00
5027	01/21/2016	1124	Peters, BJ	OFFICIALS SB 7/8	05.2.6040.0100.2.02.17	7 & 8 C teams vs Scottslbuff	$80.00
						Check Total:	$80.00
5028	01/21/2016	1124	Pszanka, Brenda	Reimb Mileage BB	05.2.2415.0671.2.01.17	Mileage to Chadron, Sidney	$134.80
						Check Total:	$134.80
5029	01/21/2016	1124	Schmall, Brad	officials Chadron JV	05.2.6040.0100.2.01.17	JV boys vs Chadron	$50.00
						Check Total:	$50.00
5030	01/21/2016	1124	Scottsbluff Screenprinting _15980	3030595	05.2.6105.0530.2.01.17	Baseball bats	$750.00
5030	01/21/2016	1124	Scottsbluff Screenprinting _15980	3030901	05.2.6105.0410.2.01.17	Baseballs	$31.00
						Check Total:	$781.00
5031	01/21/2016	1124	UNK Wrestling	Entry Fee Wrestling	05.2.6064.0150.2.01.17	Entry fee	$300.00
						Check Total:	$300.00
5032	01/21/2016	1124	Wolfe, Jeff	officials Chadron JV	05.2.6052.0100.2.01.17	JV girls vs Chadron	$50.00

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
						Check Total:	$50.00
5033	01/28/2016	1130	Culligan of Scottsbluff	548687	05.2.5013.0980.2.01.21	6-5 Gal Water Exchanges @ $5.50 Each - Invoice #548687	$33.00
						Check Total:	$33.00
5034	01/28/2016	1130	Erdman, Craig	OFFICIALS SB 9TH	05.2.6040.0100.2.01.17	9th boys vs Scottsbluff	$50.00
5034	01/28/2016	1130	Erdman, Craig	OFFICIALS SB 9TH	05.2.6052.0100.2.01.17	9th girls vs Scottsbluff	$50.00
						Check Total:	$100.00
5035	01/28/2016	1130	Gering Bakery-Ahlers Baking Inc.	183150	05.2.6110.0980.2.01.21	Donuts for Science Club Meeting on 1/22/16 - Invoice #183150	$17.98
5035	01/28/2016	1130	Gering Bakery-Ahlers Baking Inc.	226864	05.2.5013.0980.2.01.21	Bagels & Donuts for Minatare High School Staff for Loss of Teacher - Jerry Strauch - Invoice	$43.96
						Check Total:	$61.94
5036	01/28/2016	1130	Gross, Sean _7074	OFFICIALS SB 9TH	05.2.6040.0100.2.01.17	9th boys vs Scottsbluff	$50.00
5036	01/28/2016	1130	Gross, Sean _7074	OFFICIALS SB 9TH	05.2.6052.0100.2.01.17	9th girls vs Scottsbluff	$50.00
						Check Total:	$100.00
5037	01/28/2016	1130	Gwynn, Charles	OFFICIALS SB 9TH	05.2.6040.0100.2.01.17	9th boys vs Scottsbluff	$50.00
5037	01/28/2016	1130	Gwynn, Charles	OFFICIALS SB 9TH	05.2.6052.0100.2.01.17	9th girls vs Scottsbluff	$50.00
						Check Total:	$100.00
5038	01/28/2016	1130	Logoz LLC	5614	05.2.6109.0980.2.01.21	Advertising T-Shirts for 2nd Semester Library Promotion (Book Club)	$221.00
						Check Total:	$221.00
5039	01/28/2016	1130	Peters, BJ	officials Sidney 8th	05.2.6040.0100.2.02.17	8th vs Sidney A, B	$80.00
						Check Total:	$80.00
5040	01/28/2016	1130	Schmall, Brad	OFFICIALS SIDNEY 8TH	05.2.6040.0100.2.02.17	8th vs Sidney A, B	$80.00
						Check Total:	$80.00
5041	01/28/2016	1130	Schneider, Kenneth	OFFICIALS TORRINGTON	05.2.6064.0100.2.01.17	JV/V vs Torrington	$225.00
						Check Total:	$225.00
5042	01/28/2016	1130	Steel Grill Restaurant	2006 Class Reunion	05.2.5106.0980.2.01.21	Deposit/2006 Class Reunion on 7/8/16	$100.00
						Check Total:	$100.00
5043	01/29/2016	1131	Ault, Tim _1228	OFFICIALS OGALLALA	05.2.6040.0100.2.02.17	7th vs Ogallala	$80.00
						Check Total:	$80.00

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
5044	01/29/2016	1131	Churchill, Maverick	Officials Alliance	05.2.6040.0100.2.01.17	Vars boys vs Alliance 180 + mileage	$232.50
5044	01/29/2016	1131	Churchill, Maverick	Officials Alliance	05.2.6052.0100.2.01.17	Vars girls vs Alliance 180 + mileage	$232.50
						Check Total:	$465.00
5045	01/29/2016	1131	Grasmick, Steve	OFFICIALS SB JV	05.2.6040.0100.2.01.17	JV boys vs Scottsbluff	$50.00
5045	01/29/2016	1131	Grasmick, Steve	OFFICIALS SB JV	05.2.6052.0100.2.01.17	JV girls vs Scottsbluff	$50.00
						Check Total:	$100.00
5046	01/29/2016	1131	Greene, Troy	OFFICIALS OGALLALA	05.2.6040.0100.2.02.17	7th vs Ogallala	$80.00
						Check Total:	$80.00
5047	01/29/2016	1131	Greene, Troy	OFFICIALS ALLIANCE J	05.2.6040.0100.2.01.17	JV vs Alliance	$50.00
						Check Total:	$50.00
5048	01/29/2016	1131	Gross, Sean _7074	OFFICIALS SB JV	05.2.6040.0100.2.01.17	JV boys vs Scottsbluff	$50.00
5048	01/29/2016	1131	Gross, Sean _7074	OFFICIALS SB JV	05.2.6052.0100.2.01.17	JV girls vs Scottsbluff	$50.00
						Check Total:	$100.00
5049	01/29/2016	1131	Gwynn, Charles	OFFICIALS ALLIANCE J	05.2.6052.0100.2.01.17	JV girls vs Alliance	$50.00
						Check Total:	$50.00
5050	01/29/2016	1131	Peters, BJ	OFFICIALS ALLIANCE J	05.2.6040.0100.2.01.17	JV Boys vs Alliance	$50.00
						Check Total:	$50.00
5051	01/29/2016	1131	Schmall, Brad	OFFICIALS OGALLALA	05.2.6040.0100.2.02.17	8th vs Ogallala	$120.00
						Check Total:	$120.00
5052	01/29/2016	1131	Wolfe, Jeff	OFFICIALS ALLIANCE J	05.2.6052.0100.2.01.17	JV girls vs Alliance	$50.00
						Check Total:	$50.00
5053	01/29/2016	1131	Wolfe, Jeff	OFFICIALS SB JV	05.2.6040.0100.2.01.17	JV boys vs Scottsbluff	$50.00
5053	01/29/2016	1131	Wolfe, Jeff	OFFICIALS SB JV	05.2.6052.0100.2.01.17	JV girls vs Scottsbluff	$50.00
						Check Total:	$100.00
5054	01/29/2016	1131	Wolfe, Jeff	OFFICIALS OGALLALA	05.2.6040.0100.2.02.17	8th vs Ogallala	$120.00
						Check Total:	$120.00
						Bank Total:	$22,603.63

Disbursement Detail Listing

Fiscal Year: 2015-2016

Bank Name: FSB-Act
Bank Account: 500863858
Date Range: 01/01/2016 - 01/31/2016
Voucher Range: -
Sort By: Check
Dollar Limit: $0.00

☑ **Print Employee Vendor Names** ☐ **Exclude Voided Checks** ☐ **Exclude Manual Checks** ☐ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount

Fund	Amount
01	$290,179.25
05	$22,603.63
06	$66,287.90
08	$22,179.37
Fund Totals:	$401,250.15

End of Report

Disbursements Grand Total: $401,250.15

POLICY 402.7
GERING PUBLIC SCHOOLS
GERING, NE

TRANSPORTING OF STUDENTS BY EMPLOYEES

Generally, transportation of students shall be in a motor vehicle owned by the school district and driven by an employee. In some cases, it may be more economical or efficient for the school district to allow an employee of the school district to transport the students in the employee's motor vehicle.

Employees who transport students for school purposes must have the permission of the superintendent or his/her designee.

This policy statement applies to transportation of students for school purposes in addition to the regular bus route transporting students to and from their designated attendance center.

Cross Reference: 402.08 Employee Travel Compensation
801 Transportation

Approved 03/15/10 Reviewed 1/4/16 Revised 3/21/16

POLICY 403.1
GERING PUBLIC SCHOOLS
GERING, NE

RELEASE OF EMPLOYEE INFORMATION

The following information will be released to an entity with whom an employee has applied for credit or has obtained credit: title of position, income, and number of years employed. This information will be released without prior written notice to the employee.

If a current or former employee wishes the district to release information to a prospective employer, written consent must be provided on the district's Employee Information Release Form. Even with the receipt of the Employee Information Release Form, the district may, at the superintendent's discretion, refuse to release such information. The Employee Information Release Form will be invalid six months after the signing date.

Cross Reference: 402.06 Employee Records

Approved 03/15/10 Reviewed: 9/28/12, 1/25/16 Adopted: 10/15/12

POLICY 403.2
GERING PUBLIC SCHOOLS
GERING, NE

CHILD ABUSE REPORTING

School employees who have reasonable cause to suspect a child is a victim of abuse or neglect, or who observe conditions which reasonably would result in abuse or neglect, shall report such incidents to the proper authorities.

The employee, after informing the principal, shall make an oral report to the local law enforcement agency by telephone, followed by a written report if necessary. The report will include all information required by law.

Legal Reference: Neb. Statute 28-711

Cross Reference: 403.03 Abuse of Students by School District Employees
504.17 Questioning of Students by Outside Agencies
508 Student Health and Well Being

Approved 03/15/10 Reviewed 1/25/16

POLICY 403.2R1
GERING PUBLIC SCHOOLS
GERING, NE

CHILD ABUSE REPORTING REGULATION

Any school employee shall make an oral report by telephone to the local law enforcement authorities or the Department of Health and Human Services when that employee has reasonable cause to believe that a child has been subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which reasonably would result in abuse or neglect.

"Child abuse" is defined as knowingly, intentionally or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Placed in a situation to be sexually exploited by allowing, encouraging, or forcing such minor child to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or
6. Placed in a situation to be sexually abused as defined in Neb. Statutes 28-319 or 28-320.01.

The oral report shall include the caller's name and address.

The oral report will be followed by a written report that shall include to the extent available, the following:

1. The employee's name and address;
2. The name, address and age of the abused or neglected child;
3. The address of the person(s) having custody of the child;
4. The nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect;
5. Any evidence of previous abuse or neglect, including the nature and extent; and
6. Any other information which in the opinion of the person making the report may be helpful in establishing the cause of such abuse or neglect and the identity of the perpetrator(s).

Any person making such a report as required by law will be immune from any civil or criminal liability, except for in the case of making maliciously false statements.

Failure to make such a required report, or knowingly releasing confidential information other than as permitted by law will result in a Class III misdemeanor.

It is not the responsibility of employees to prove that a child has been abused or neglected. Employees should not take it upon themselves to investigate the case or contact the family of the child. The Department of Health and Human Services is responsible for investigating the incident of alleged abuse.

POLICY 403.3
GERING PUBLIC SCHOOLS
GERING, NE

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The superintendent will appoint an investigator and alternate investigator of opposite sexes. The investigator will pass the findings on to the superintendent who will complete any further investigations as deemed necessary and take appropriate final action.

The superintendent is responsible for implementing this policy and for organizing employee training when needed relating to this policy. Procedures shall be reviewed periodically for adequacy and accuracy.

Cross Reference: 403.02 Child Abuse Reporting
404.06 Harassment by Employees
505.06 Corporal Punishment

Approved 03/15/10 Reviewed 1/25/16

POLICY 403.3R1
GERING PUBLIC SCHOOLS
GERING, NE

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

Definition of Physical Abuse

Physical abuse is non-accidental physical injury to the student as a result of the action of an employee. Injury occurs when evidence of it is still apparent at least twenty-four hours after its occurrence. The following do not constitute physical abuse, and no employee is prohibited from:

1. Using reasonable and necessary force, not designed or intended to cause pain:
    a. To quell a disturbance or prevent an act that threatens physical harm to any person.
    b. To obtain possession of a weapon or other dangerous object within a pupil's control.
    c. For the purposes of self-defense of defense of others as provided for in Neb. Statute 28-1409 and 1410.
    d. For the protection of property as provided for in Neb. Statute 28-1411.
    e. To remove a disruptive pupil from class, or any area of school premises or from school-sponsored activities off school premises.
    f. To prevent a student from the self-infliction of harm.
    g. To protect the safety of others.
2. Using incidental, minor, or reasonable physical contact to maintain order and control. In determining the reasonableness of the contact or force used, the following factors shall be considered:
    a. The nature of the misconduct of the student, if any, precipitating the physical contact by the school employee.
    b. The size and physical condition of the student.
    c. The means or device used in making the physical contact.
    d. The motivation of the school employee in initiating the physical contact.
    e. The extent of injury to the student resulting from the physical contact.

"Reasonable force" is that force and no more which a reasonable person, in like circumstances, would judge to be necessary to prevent an injury or loss and can include deadly force if it is reasonable to believe that such force is necessary to avoid injury or risk to one's life or safety or the life or safety of another, or it is reasonable to believe that such force is necessary to resist a like force or threat.

Definition of Sexual Abuse

Sexual abuse is defined as including sexual acts involving a student, acts that encourage the student to engage in prostitution, inappropriate, intentional sexual behavior or physical manifestations of sexual harassment by the employee toward a student. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
2. Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or
3. The conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive education environment.

Complaint Procedure

An individual who believes he/she has been abused shall notify the building administrator. The alternate investigator is a school counselor/social worker. The investigator may request that the individual complete the Abuse Complaint form. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate a harassment investigation in the absence of a written complaint. The investigator shall have access to the educational records of the student and access to the student for purposes of interviewing the student about the report.

When abuse is reported, the investigator shall make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee named in the report shall not receive a copy of the report until the employee is initially interviewed.

The investigator shall use discretion in handling the information received regarding an investigation of abuse by an employee, and those persons involved in the investigation shall not discuss information regarding the complaint outside the investigation. The entire investigative procedure will be thoroughly explained, including the confidential nature of the proceedings, to the student and other persons involved in the investigation.

The investigator shall notify the parent, guardian or legal custodian of a student of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The investigator shall interview the student as soon as possible, but in no case later than five days from the receipt of a report or notice of the allegation of sexual abuse. The investigator may record the interview electronically.

It is the responsibility of the investigator to determine whether it is more likely than not that an incident took place between the employee and the student. If the investigator believes the employee committed a sex act with a student or sexually exploited a student, the investigator shall defer the investigation and immediately notify law enforcement officials, the superintendent, the student's parents and the person filing the report.

The designated investigator shall not interview the school employee named in a report of abuse until after a determination is made that jurisdiction exists, the alleged victim has been interviewed and a determination made that the investigation will not be deferred.

If the investigator determines an incident occurred, while not an illegal sex act with a student or sexual exploitation of a student, but where the employee engaged in inappropriate, intentional sexual behavior, further investigation is warranted. If further investigation is warranted, the investigator may proceed to interview the employee and other individuals who may have knowledge of the circumstances contained in the report. Prior to interviewing other individuals who may have knowledge of the circumstance contained in the report, the investigator shall provide notice of the impending interview of student witnesses or the student to their parent, guardian, or legal custodian prior to interviewing those students.

Within five days of receipt of an investigable report, the investigator shall complete an informal investigation. The informal investigation shall consist of interviews with the student, the employee and others who may have knowledge of the alleged incident. If the investigator determines that the allegations in the report are founded and that immediate and professional investigation is necessary, the investigator may defer further investigation and contact appropriate law enforcement officials, the student's parents and the person filing the report.

Within fifteen days of receipt of the report, the investigator shall complete a written investigative report, unless the investigation was temporarily deferred. The written investigative report shall include:

1. The name, age, address and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:

    - Unfounded. (It is not likely that an incident, as defined in district rules, took place), or
    - Founded. (It is likely that an incident took place.)
8. The applicability of exceptions to the investigated incident, or reason for the contact or force used.
9. A statement that, in the investigator's opinion, any physical contact that occurred was:
    - Appropriate. (Actions not requiring any disciplinary process), or
    - Inappropriate. (Actions invoking a disciplinary process as defined in district rules).
10. The disposition or current status of the investigation and recommendations regarding the need for further investigation.
11. A listing of the options available to the parents or guardian of the student to pursue the allegations. These options include, but are not limited to:
    - Contacting law enforcement officials.
    - Contacting private counsel for the purpose of filing a civil suit or complaint.
    - Filing a complaint with the Nebraska Professional Practices Commission if the employee is a certificated employee.

The investigator shall retain the original and provide a copy of the written investigative report to the school employee named in the report, the employee's supervisor, the superintendent and the student's parent or guardian. The person filing the report, if not the student's parent or guardian, shall be notified only that the investigation has been concluded and of the disposition or anticipated disposition of the case.

If the investigator's report or law enforcement officials conclude the case involved founded physical or sexual abuse by a certificated employee, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the investigator shall file a complaint on behalf of the district after obtaining the superintendent's signature with the Nebraska Professional Practices Commission. The investigator shall also arrange for counseling services for the student if the student or student's parents request counseling services. Information of unfounded abuse shall not be put in the employee's personnel file.

Approved 03/15/10 Reviewed 1/25/16

POLICY 403.4
GERING PUBLIC SCHOOLS
GERING, NE

GIFTS TO EMPLOYEES

It shall be the responsibility of each employee to know when it is appropriate to accept or reject gifts or an honorarium.

Cross References: 402.03 Employee Conflict of Interest
705.04 Gifts, Grants and Bequests
706.04 Vendor Relations

Approved 03/15/10 Reviewed 1/25/16

POLICY 403.5
GERING PUBLIC SCHOOLS
GERING, NE

PUBLIC COMPLAINTS ABOUT EMPLOYEES

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

While speakers may, during public meetings, offer objective criticism of school operations and programs, the board will not hear personal complaints concerning district personnel nor against any person connected with the school system unless that complaint is an agenda item having followed the process described below. To do so could expose the board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The board president will direct the patron to the appropriate means for board consideration and disposition of legitimate complaints involving individuals.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to any board consideration however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
2. Unsettled matters from (1) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for certificated employees and support staff. At this level, if requested by the administrator, the complainant shall put the complaint in writing.
3. Unsettled matters regarding certificated employees from (2) above or problems and questions concerning the school district should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board in writing. The board will follow policy 1005.01 in handling public complaints.

Cross Reference: 204.10 Agenda
204.12 Public Participation at Board Meetings
1005.01 Public Complaints

Approved 03/15/10 Reviewed 1/25/16

POLICY 403.6
GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE OUTSIDE EMPLOYMENT

The board believes the primary responsibility of employees is to the duties of their position within the school district as outlined in their job description. The board considers an employee's duties as part of a regular, full-time position as full-time employment. The board expects such employees to give the responsibilities of their positions in the school district precedence over any other employment.

It shall be the responsibility of the superintendent to counsel employees, whether full-time or part-time, if, in the judgment of the superintendent and the employee's immediate supervisor, the employee's outside employment interferes with the performance of the employee's duties required in the employee's position within the school district.

The board may request the employee to cease the outside employment as a condition of continued employment with the school district.

Cross Reference: 402.03 Employee Conflict of Interest
409.05 Certificated Employee Tutoring

Approved 03/15/10 Reviewed 1/25/16

POLICY 404.1
GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE PHYSICAL EXAMINATIONS

Good health is important to job performance. All offers of employment may be made contingent on medical examination results.

Employees whose physical or mental health, in the judgment of the administration, may be in doubt shall submit to an examination, when requested to do so, at the expense of the school district.

The cost of the initial examination will be paid by the school district. Medical examinations will be conducted by a medical doctor selected by the district. The school district shall provide the standard examination form to be completed by the physician.

The successful applicant must be qualified and must be able to perform the essential functions of a position with or without reasonable accommodations. The district may withdraw an offer of employment should the medical examination reveal that the individual does not satisfy certain employment criteria under the following conditions:

The exclusionary criteria are job related and consistent with business necessity;

There is no reasonable accommodation that will enable the individual with a disability to perform the essential functions of the job;

The medical condition poses a direct threat to the health or safety of others in the workplace and cannot be eliminated or reduced to an acceptable level by a reasonable modification of policies, practices, procedures or by the provision of auxiliary aids or services;

The requested or necessary accommodation would impose an undue hardship on the district, unless funding is available through other sources. Individuals with a disability may be offered an opportunity of paying for a portion of the costs that constitutes an undue hardship or of personally providing the accommodation.

Employees identified as having reasonably anticipated contact with blood or infectious materials shall receive the Hepatitis B vaccine or sign a written waiver stating that they will not take the vaccine.

It shall be the responsibility of the superintendent to write an exposure control plan to eliminate or minimize district occupational exposure to bloodborne pathogens. The plan for designated employees shall include, but not be limited to, scope and application, definitions, exposure control, methods of compliance, Hepatitis B vaccination and

post-exposure evaluation and follow-up, communication of hazards to employees, and record keeping.

Information the district receives regarding medical examinations and drug testing will be collected and maintained on separate forms and in separate files apart from personnel files. All such records will be kept confidential, maintained for a minimum of one year and released only in accordance with provisions of the Americans with Disabilities Act or other applicable laws.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding physical examinations of such employees shall be followed.

Legal Reference: 29 C.F.R. Pt. 1630

Cross Reference: 404 Employee Health and Well-Being

Approved 03/15/10 Reviewed 1/25/16

POLICY 404.2
GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE INJURY ON THE JOB

When an employee becomes seriously injured on the job, the building principal shall notify a member of the family, or an individual of close relationship, as soon as the building principal becomes aware of the injury.

If possible, an employee may administer emergency or minor first aid. An injured employee shall be turned over to the care of the employee's family or qualified medical employees as quickly as possible. The school district is not responsible for medical treatment of an injured employee.

It shall be the responsibility of the employee injured on the job to inform the superintendent within one business day of the occurrence. It shall be the responsibility of the employee's immediate supervisor to file an accident report within one business day after the employee reported the injury.

It shall be the responsibility of the employee to file claims, such as workers' compensation, through the central administration office.

Cross Reference: 404 Employee Health and Well-Being
410.02 Certificated Employee Personal Illness Leave
415.02 Support Staff Personal Illness Leave
905.06 Accident Reports

Approved 03/15/10 Reviewed 1/25/16

POLICY 404.3
GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEES' PERSONAL SECURITY AND SAFETY

The Board authorizes the superintendent to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties.

The superintendent, in consultation with district and building safety committees, will implement training and/or procedures as necessary to accomplish this goal and to meet the requirements of the law.

All employees shall conduct their work in compliance with the safety rules of the district.

Cross Reference: 905 Safety Program

Approved 03/15/10 Reviewed 1/25/16

POLICY 404.4
GERING PUBLIC SCHOOLS
GERING, NE

COMMUNICABLE DISEASES - EMPLOYEES

Employees with a communicable disease will be allowed to perform their customary employment duties provided they are able to perform the essential functions of their position and their presence does not create a substantial risk of illness or transmission to students or other employees. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases shall be included in the school district's bloodborne pathogens exposure control plan. The procedures shall include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan shall be reviewed annually by the superintendent and school nurse.

The health risk to immunodepressed employees shall be determined by their personal physician. The health risk to others in the school district environment from the presence of an employee with a communicable disease shall be determined on a case-by-case basis by the employee's personal physician, a physician chosen by the school district or public health officials.

An employee who is at work and who has a communicable disease which creates a substantial risk of harm to a student, coworkers, or others at the workplace shall report the condition to the Superintendent any time the employee is aware that the disease actively creates such risk.

Health data of an employee is confidential and it shall not be disclosed to third parties. Employee medical records shall be kept in a file separate from their personal file.

It shall be the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with employees with a communicable disease.

Legal Reference: 29 U.S.C. §§ 794, 1910 (1994).
42 U.S.C. §§ 12101 et seq. (1994).
45 C.F.R. Pt. 84.3 (1996).
Cross Reference: 402.06 Employee Records
404.01 Employee Physical Examinations
508.03 Communicable or Infectious Diseases - Students
Approved 03/15/10 Reviewed 1/25/16

GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE RECORDS

The school district shall maintain personnel records on employees. The records are important for the daily administration of the educational program, for implementing board policy, for budget and financial planning, and for meeting state and federal requirements.

The records shall include, but not be limited to, records necessary for the daily administration of the school district, salary records, evaluations, application for employment, references, and other items needed to carry out board policy. Employee personnel files are school district records and are considered confidential records and therefore are not generally open to public inspection or accessibility. Only in certain limited instances, when the employee has given a signed consent, will employee personnel records be accessible to individuals other than the employee or authorized school officials.

The district will not use or require the use of more than the last four digits of an employee's social security number for:

1. Public posting or display to the general public or an employee's coworkers.
2. Transmission over the internet except on a secure or encrypted connection.
3. Accessing an Internet web site unless a password, personal identification number or other unique authentication is required.
4. Use as an employee number for any type of employment-related activity.

The district may use more than the last four digits of an employee's social security number only for:

1. Compliance with state or federal laws, rules or regulations.
2. Voluntary commercial transactions entered into by the employee with the district for the purchase of goods or services.
3. Internal administrative purposes including providing the number to third parties for such purposes as administration of personnel benefits and employment screening and staffing. However, the following internal administrative purposes do not permit use of employee social security numbers:
   A. As an identification number for occupational licensing.
   B. As an identification number for drug-testing purposes except when required by state or federal law.
   C. As an identification number for district meetings.
   D. In files accessible by any temporary employee unless the temporary employee is bonded or insured under a blanket corporate surety bond or equivalent commercial insurance.
   E. For posting any type of district information.

Employees may have access to their personnel files, with the exception of letters of reference, and copy items from their personnel files at a time mutually agreed upon between the superintendent and the employee. The school district may charge a reasonable fee for each copy made. However, employees will not be allowed access to the employment references written on behalf of the employee. Board members will generally only have access to an employee's file when it is necessary because of an employee related matter before the board.

It shall be the responsibility of the superintendent to keep employees' personnel files current. The copy of the employee's records kept at the superintendent's office is the official copy of their records.

It shall be the responsibility of the superintendent to develop administrative regulations for the implementation of this policy.

Legal Reference: Neb. Statute 79-539
84-1201 et seq.
Nebraska Laws 2007, LB 674

Cross Reference: 403.01 Release of Credit Information
404 Employees' Health and Well-Being

Approved 03/15/10

GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE TRAVEL COMPENSATION

Employees traveling on behalf of the school district and performing approved school district business will be reimbursed for their actual and necessary expenses. Actual and necessary travel expenses shall include, but not be limited to, transportation and/or mileage costs, lodging expenses, meal expenses and registration costs.

It is the policy of the board to pay the actual and necessary expenses incurred by employees at educational workshops, conferences, training programs, official functions, hearings, or meetings, whether incurred within or outside the boundaries of the local government, to include:

1. Registration costs, tuition costs, fees, or charges;
2. Mileage at the current district reimbursement rate or actual travel expense if travel is authorized by commercial or charter means; and
3. Meals and lodging as approved in advance by the superintendent or designee.

Prior to reimbursement of actual and necessary expenses, the employee must submit a detailed receipt indicating the date, purpose and nature of the expense for each claim item within 60 days of the transaction. A credit card receipt is generally **not** considered a detailed receipt. **Failure to provide a detailed receipt shall make the expense non-reimbursable.**

Legal Reference: Neb. Statute 13-2201 et seq.

Cross Reference: 206.04 Board Member Compensation and Expenses
402.07 Transporting of Students by Employees
402.11 Credit Cards
801.13 Use of Private Vehicles on School Business

Approved 03/15/10 Reviewed 5/20/13 Revised

GERING PUBLIC SCHOOLS
GERING, NE

RECOGNITION FOR SERVICE OF EMPLOYEES AND OTHERS

The board recognizes and appreciates service given to the district. Employees, board members, volunteers or others associated with the operations of the district may be honored by the board, administration and staff in an appropriate manner by the awarding of plaques, certificates of achievement, flowers or memorials in times of bereavement, or items of value.

If the form of recognition thought appropriate by the administration and employees involves unusual expense to the school district, the superintendent shall seek prior approval from the board. Any expenditure for recognition of service shall be limited to $100. per individual per occasion.

Legal Reference: Neb. Statute 13-2203

Cross Reference: 408 Certificated Employee Termination of Employment
414 Support Staff Termination of Employment

Approved 03/15/10

GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE POLITICAL ACTIVITY

Employees shall not engage in political activity upon property under the jurisdiction of the board. Activities including, but not limited to, posting of political circulars or petitions, the distribution of political circulars or petitions, the collection of or solicitation for campaign funds, solicitation for campaign workers, and the use of students for writing or addressing political materials, or the distribution of such materials to or by students are specifically prohibited.

Violation of this policy may be grounds for disciplinary action.

Cross Reference: 410.05 Certificated Employee Political Leave
415.05 Support Staff Political Leave

Approved 03/15/10

GERING PUBLIC SCHOOLS
GERING, NE

CREDIT CARDS

Employees may use school district credit cards for the actual and necessary expenses incurred in the performance of work-related duties. Actual and necessary expenses incurred in the performance of work-related duties include, but are not limited to, fuel for school district transportation vehicles used for transporting students to and from school and for school-sponsored events, payment of claims related to professional development of the board and employees, and other expenses required by employees and the board in the performance of their duties.

Employees and officers using a school district credit card must submit a detailed receipt in addition to a credit card receipt indicating the date, purpose and nature of the expense for each claim item. Failure to provide a proper receipt shall make the employee responsible for expenses incurred. Those expenses shall be reimbursed to the school district no later than ten working days following use of the school district's credit card. In exceptional circumstances, the superintendent or board may allow a claim without proper receipt. Written documentation explaining the exceptional circumstances shall be maintained as part of the school district's record of the claim.

The school district may maintain a school district credit card for actual and necessary expenses incurred by employees and officers in the performance of their duties. The superintendent may maintain a school district credit card for actual and necessary expenses incurred in the performance of the superintendent's duties. The transportation director may maintain a school district credit card for fueling school district transportation vehicles in accordance with board policy.

It shall be the responsibility of the superintendent to determine whether the school district credit card use is for appropriate school business. It shall be the responsibility of the board to determine through the audit and approval process of the board whether the school district credit card use by the superintendent and the board is for appropriate school business.

The superintendent shall be responsible for developing administrative regulations regarding actual and necessary expenses and use of a school district credit card. The administrative regulations shall include the appropriate forms to be filed for obtaining a credit card.

Cross Reference: 206.04 Board Member Compensation and Expenses
402.08 Employee Travel Compensation

Approved 03/15/10

GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE INVOLVEMENT IN DECISION MAKING

The Board will encourage employees to contribute their ideas for the betterment of the district. The staff will be asked to help in developing policies and regulations, in establishing goals and objectives, and in planning curriculum, services, budget and facilities.

In devising rules and procedures for the operation of the schools, administrators will seek the suggestions of those employees who will be affected by such provisions. The professional staff will be given opportunities to contribute to curriculum development and to recommend policies and regulations pertaining to students and instruction.

The superintendent will develop channels for the communication of ideas among staff, administrators and Board members and will inform the Board of staff opinion when presenting recommendations for Board actions.

Cross Reference: 402.13 Communications with Employees

Approved 03/15/10

GERING PUBLIC SCHOOLS
GERING, NE

COMMUNICATIONS WITH EMPLOYEES

The Board desires to maintain open communication channels between itself and the staff. The basic line of communication will be through the superintendent. The superintendent will develop and recommend to the Board processes for communications between the Board and district employees.

Communications or reports to the Board or Board committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district.

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate as appropriate to keep staff fully informed of the Board's concerns and actions.

Cross Reference: 301.04 Communication Channels

Approved 03/15/10

GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE USE OF DISTRICT TECHNOLOGY

The Board of Education believes that the availability of computers and computer technology will enhance the learning opportunities of our students and allow the district to deliver educational services more efficiently. Employees are expected to conduct themselves within the guidelines of district computer use policy as stated in Policy 606.06, Acceptable Use of Computers, Technology and the Internet.

Cross Reference:
- 504.03 Student Conduct
- 505 Student Discipline
- 606.06 Acceptable Use of Computers, Technology and the Internet

Approved 03/15/10

POLICY 607.9
GERING PUBLIC SCHOOLS
GERING, NE

SERVICE ANIMALS

The Board recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals are not service animals for the purposes of this definition, though miniature horses are entitled to similar treatment in certain circumstances.

The service animal must perform tasks or do work for the individual with a disability. The work or tasks performed by a service animal must be directly related to the individual's disability, such as:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing non-violent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting individuals to the presence of allergens,
- Retrieving items such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Excluded from the lists of acceptable tasks or work performed by a service animal are:

- The crime deterrent effects of an animal's presence, or
- The provision of emotional support, well-being, comfort, or companionship.

When determining whether an animal qualifies as a service animal, school officials may ask the individual with a disability only two questions:

1. Whether the animal is required because of a disability; and
2. What task or work the animal has been trained to do.

These questions may not be asked if it is readily apparent that the individual has a disability or that the animal is trained to do work or perform tasks for the individual with a disability. School officials may not ask about the nature or extent of a person's disability, nor can a request be made to produce a certificate establishing the dog's qualification as a service animal.

The service animal must remain well-behaved and under control at all times at school. The service animal must have a harness, leash or other tether unless it cannot be used by the person in control because of a disability or if it would interfere with the service animal's performance. In either case, the animal must still be under control by way of voice controls, signals or other means.

The individuals with disabilities are permitted to be accompanied by a service animal in all areas of the district's facilities where members of the public, participants in services, programs, or activities are normally allowed to go. If the service animal had a separate handler, that individual shall also be allowed access to facilities. At events for which an attendance fee is charged, there shall be no additional fee for the service animal.

The district may remove or exclude a service animal from district facilities if:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The presence of the animal poses a direct threat to the health or safety of others; or
4. The presence of an animal would require a fundamental alteration to the service, program, or activity of the district.

In the case of removal of a service animal from the premises, the individual with a disability shall still be provided with the opportunity to participate in the service, program, or activity without the service animal.

The person in control of the service animal, and not the school district, is responsible for caring for the dog's needs. This includes any feeding, exercising, and clean up. The district may charge for any property damage caused by the animal provided the district normally charges individuals for damage they cause.

Legal Reference	ADA of 1990,28 CFR Part 35 ADA of 1990, 42 USC Sec. 12101 et seq. Section 504 of the Rehabilitation Act, 29 USC Sec. 794

Approved 2/15/16

THE MONTH ENDING JANUARY 31, 2016
TRIAL BALANCE SUMMARY- YEAR-TO-DATE

		target $650K	target $750						
	GENERAL	BUILDING	DEPREC'N	FEE	QUALIFIED CAPITAL	EMPL BEN	ACTIVITY	CAFETERIA	BOND
9/1/2015 CD Deposit	$2,406,066.58	$541,831.01	$554,616.67	$506.80	$20,067.88	$11,721.86	$183,187.52	$124,088.69	$531,824.87
+ YTD RECPTS	$9,341,993.91	$481.26	$886.67	$660.00	$0.40	$0.19	$232,069.23	$420,705.55	$281,086.35
+ RECPT ADJ	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
= AVAILABLE FUNDS	$11,748,060.49	$542,312.27	$555,503.34	$1,166.80	$20,068.28	$11,722.05	$415,256.75	$544,794.24	$812,911.22
- YTD EXPENSE	$8,363,782.68	$107,100.66	$0.00	$0.00	$0.00	$0.00	$218,810.82	$518,181.39	$315,446.70
- EXPENSE ADJ	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
= RECEIPT-EXP BALANCES	$3,384,277.81	$435,211.61	$555,503.34	$1,166.80	$20,068.28	$11,722.05	$196,445.93	$26,612.85	$497,464.52

IMPREST	$22,150.19								
PAYROLL	$0.00								
CASH AT COUNTY +	$2,126,680.09								$184,574.46
REGULAR CHECKING +	($248,062.43)			$1,168.80		$11,722.05		($61,815.84)	$238,512.24
MMA ACCOUNT +	$1,890,007.78	$435,211.61	$14,434.16		$20,068.28		$25,700.93	$88,428.69	$74,377.82
IMPREST SUSPENSE +	$4,995.40						$130,831.72		
DUE TO BUILDING DUE FROM BOND	($200,000.00)								
CD'S + or -			$541,069.18						
A/R or (A/P) =	($211,493.22)						$39,913.28		
FUND BALANCES	$3,384,277.81	$435,211.61	$555,503.34	$1,168.80	$20,068.28	$11,722.05	$196,445.93	$26,612.85	$497,464.52

Gering Public Schools
Building Fund
1/31/2016

Cash Balance	1/31/2016	$ 435,211.61
Projected Revenue	02/01/16-08/31/16	
Taxes		$ -
Loan to General Account		$ 200,000.00
Interest		$ 1,650.00
Total		$ 201,650.00
Projected Expenses		$ -
Admin Building		$ 35,100.00
Architech Fees		$ 7,000.00
Total		$ 42,100.00
Cash Balance		$ 594,761.61

Gering Public Schools
Depreciation Fund
1/31/2016

Cash Balance	1/31/2016	$ 555,503.34
Projected Revenue	02/01/16-08/31/16	
Interest		$ 1,700.00
Total		$ -
		$ 557,203.34
Projected Expenses		$ -
		$ -
		$ -
Total		$ -
Cash Balance		$ 555,503.34

SCHEDULE OF INVESTMENTS HELD

AS OF JANUARY 31, 2016

Depository	Number	Fund	Amount	Rate	Date of Issue	Date of Maturity
Valley Bank	1097688	Depreciation	$320,894.18	.45%	11-26-08	11-26-15
Valley Bank	1097480	Depreciation	$220,175.00	.45%	03-18-08	03-18-16
Valley Bank	1097261	Activity-Whitney Parr	$29,341.96	.70%	08-16-07	08-16-16
US Bank	350500161483	Activity-Twyla Fulk	$5,571.32	.45%		08-06-16

3.05te: February 15th, 2016
To: Board of Education
Re: January Financial Statements.

The Business Committee has reviewed the financial records for the month of Janaury, 2015. Items found in the various bill lists needing further description are notated, if necessary, in the right-hand margin of the Schedule of Checks Written. The remainder of items are typical service or supply expenditures and are adequately defined in the descriptive columns.

General Fund revenue was $2,366,758.39. General Fund expenditures were $288,816.05 and the payroll for Janaury totaled $1,400,382.23 Total General Fund expenditures for Janaury were $1,689,198.28.

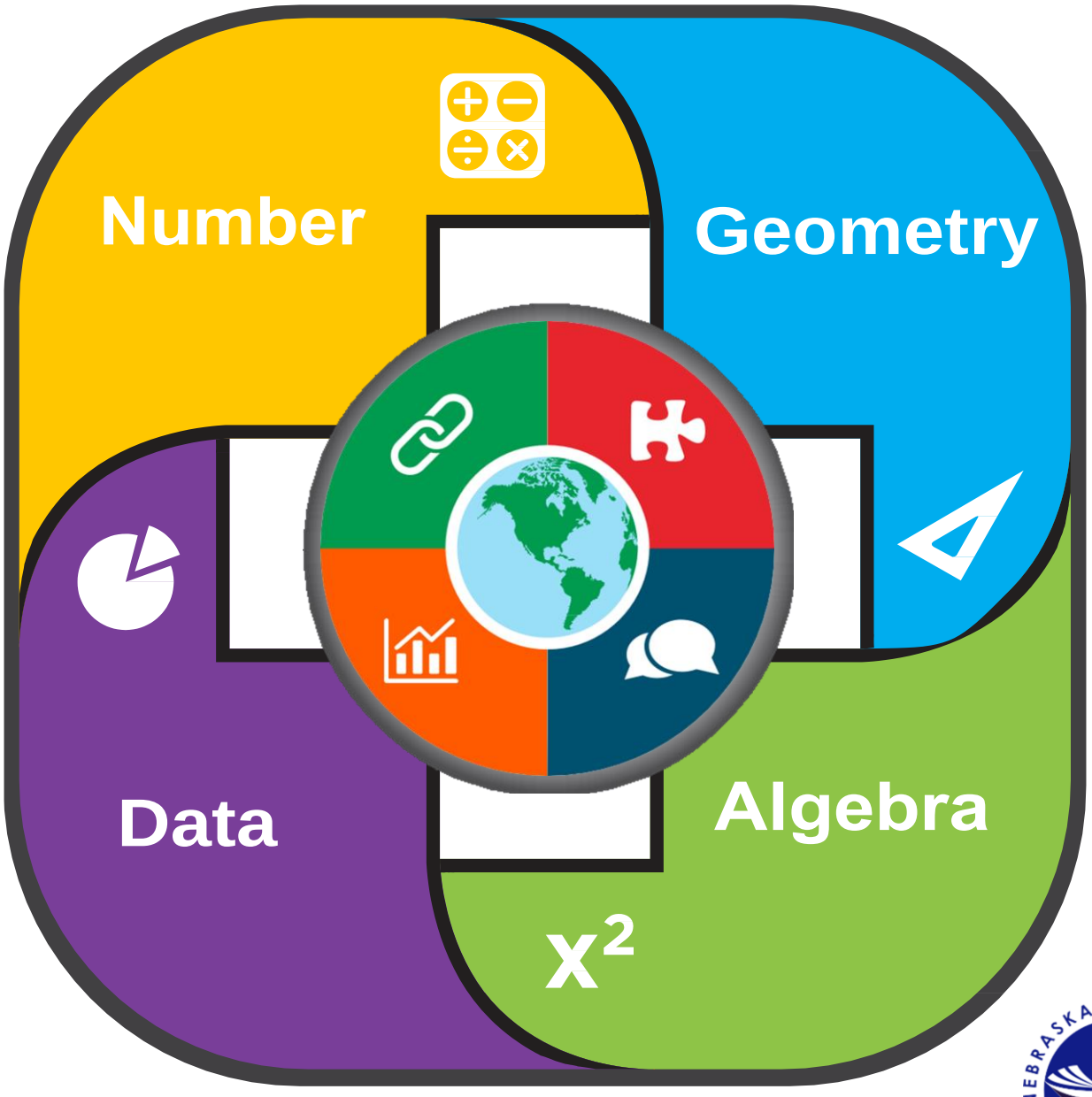
Building Fund revenue was $79.29 and expenditures were $22,220.03 the Depreciation Fund revenue was $5.50 and expenditures were $0.00, the Qualified Capital Fund revenue was $.08 and expenditures were $0.00; the Fee Fund revenue was $0.00 and expenditures were $0.00 and the Employee Benefit Fund revenue was $.04 and expenditures were $0.00.

The Activity Fund revenue was $33,487.82. Activity Fund expenditures totaled $22,215.63.

The Cafeteria Fund revenue was $76,679.17 Cafeteria Fund expenditures were $58,332.11 plus $7,955.79. for payroll for a total of $66,287.90: the Bond Fund revenue was $60,022.81 and expenditures were $0.00.

		EXPENSES	REVENUE
GENERAL FUND		$288,816.05	$2,366,758.39
	Payroll	$1,400,382.23	
BUILDING		$22,220.03	$79.29
DEPRECIATION		$0.00	$5.50
QUALIFIED CAPITAL		$0.00	$.08
EMPLOYEE BENEFIT		$0.00	$0.04
ACTIVITY		$22,215.63	$33,487.82
CAFETERIA		$58,332.11	$76,679.17
	Payroll	$7,955.79	
FEE FUND		$0.00	$0.00
Bond Fund		$0.00	$60,022.81

NEBRASKA
MATHEMATICS
STANDARDS



PROBLEM SOLVING REPRESENTATIONS COMMUNICATION CONNECTIONS

Approved by the Nebraska State Board of Education 9/4/15

Nebraska's College and Career Ready Standards for Mathematics

Table of Contents

Approved by the Nebraska State Board of Education 9/4/15

Categories for Mathematics Standards

NUMBER: Students will communicate number concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Numeric Relationships
Operations

ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Algebraic Relationships
Algebraic Processes
Applications

GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Characteristics
Coordinate Geometry
Measurement

DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Representations
Analysis & Applications
Probability

Approved by the Nebraska State Board of Education 9/4/15

NEBRASKA MATHEMATICAL PROCESSES

The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom.

1. **Solves mathematical problems.**
   Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.

2. **Models and represents mathematical problems.**
   Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.

3. **Communicates mathematical ideas effectively.**
   Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.

4. **Makes mathematical connections.**
   Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.

MA 0.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.0.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.

MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.

MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.

MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.

MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.

MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., 14 = 10 + 4) to record each composition and decomposition.

MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.

MA 0.1.1.i Compare the value of two written numerals between 1 and 10.

MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.

MA 0.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., 7 = 4 + 3 and 7 = 1 + 6).

MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.

MA 0.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.

No additional indicator(s) at this level.

MA 0.2.3 Applications: Students will solve real-world problems involving addition and subtraction.

MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).

MA 0.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).

MA 0.3.1.b Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").

MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number "corners"/vertices), and other attributes (e.g., sides of equal length).

MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.

MA 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).

MA 0.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).

MA 0.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 0.3.3.a Describe measurable attributes of real-world objects (e.g., length or weight).

MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).

MA 0.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.4.1 Representations: Students will create displays that represent data.

No additional indicator(s) at this level.

MA 0.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

MA 0.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

Nebraska Mathematics Standards
Grade 1

MA 1.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.1.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 1.1.1.a Count to 120 by ones and tens, starting at any given number.

MA 1.1.1.b Read and write numerals within the range of 0 – 120.

MA 1.1.1.c Write numerals to match a representation of a given set of objects for numbers up to 120.

MA 1.1.1.d Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., 19 = 10 + 9).

MA 1.1.1.e Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., 50 = 5 tens and 0 ones).

MA 1.1.1.f Compare two two-digit numbers by using symbols <, =, and > and justify the comparison based on the number of tens and ones.

MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

MA 1.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 10.

MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).

MA 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., 90 – 70 = 20).

MA 1.1.2.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).

MA 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.

MA 1.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 1.2.1.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 – 1, 6 + 3 = 3 + 6, and 7 + 2 = 5 + 4).

MA 1.2.1.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find 12 – 9 = ___, using the addition fact 9 + 3 = 12).

MA 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).

MA 1.2.1.d Determine the unknown whole number in an addition or subtraction equation (e.g. 7 + ? = 13).

MA 1.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.

MA 1.2.2.a Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12; using the commutative property to count on 2 + 6 = 6 + 2; and using the associative property to make 10, 5 + 3 + 7 = 5 + (3 + 7) = 5 + 10).

MA 1.2.3 Applications: Students will solve real-world problems involving addition and subtraction.

MA 1.2.3.a Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

MA 1.2.3.b Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.

MA 1.2.3.c Create a real-world problem to represent a given equation involving addition and subtraction within 20.

MA 1.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.

MA 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".

MA 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.

MA 1.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 1.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?).

MA 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks.

MA 1.3.3.c Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.

MA 1.3.3.d Order three objects by directly comparing their lengths, or indirectly by using a third object.

MA 1.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.4.1 Representations: Students will create displays that represent data.

MA 1.4.1.a Organize and represent a data set with up to three categories using a picture graph.

MA 1.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

MA 1.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

MA 2.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.2.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.

MA 2.1.1.b Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.

MA 2.1.1.c Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).

MA 2.1.1.d Demonstrate that 100 represents a group of ten tens.

MA 2.1.1.e Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones.

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

MA 2.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 20.

MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.

MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.

MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.

MA 2.1.2.f Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).

MA 2.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 2.2.1.a Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.

MA 2.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 2.2.3 Applications: Students will solve real-world problems involving addition and subtraction.

MA 2.2.3.a Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.

MA 2.2.3.b Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.

MA 2.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.

MA 2.3.1.b Partition a rectangle into rows and columns of equal sized squares. Count to find the total.

MA 2.3.1.c Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.

MA 2.3.1.d Recognize that equal shares of identical wholes need not have the same shape.

MA 2.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 2.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 2.3.3.a Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

MA 2.3.3.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

MA 2.3.3.c Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).

MA 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

MA 2.3.3.e Measure and estimate lengths using inches, feet, centimeters, and meters.

MA 2.3.3.f Compare the difference in length of objects using inches and feet or centimeters and meters.

MA 2.3.3.g Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line.

MA 2.3.3.h Use measurement lengths and addition and subtraction within 100 to solve real-world problems.

MA 2.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.4.1 Representations: Students will create displays that represent data.

MA 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.

MA 2.4.1.b Create and represent a data set by making a line plot.

MA 2.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.

MA 2.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

MA 3.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.3.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base-ten number system.

MA 3.1.1.a Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation.

MA 3.1.1.b Compare whole numbers through the hundred thousands and represent the comparisons using the symbols >, < or =.

MA 3.1.1.c Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.

MA 3.1.1.d Represent and understand a fraction as a number on a number line.

MA 3.1.1.e Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

MA 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

MA 3.1.1.g Find parts of a whole and parts of a set using visual representations.

MA 3.1.1.h Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual representation.

MA 3.1.1.i Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning.

MA 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.

MA 3.1.2.a Add and subtract within 1,000 with or without regrouping.

MA 3.1.2.b Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).

MA 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.

MA 3.1.2.d Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.

MA 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90.

MA 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4).

MA 3.1.2.g Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.

MA 3.1.2.h Determine the reasonableness of whole number sums and differences in real-world problems using estimation, compatible numbers, mental computations, or other strategies.

MA 3.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 3.2.1.a Identify arithmetic patterns (including patterns in the addition or multiplication tables) using properties of operations.

MA 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret 4 × 6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.

MA 3.2.2 Algebraic Processes: Student will apply the operational properties when multiplying and dividing.

MA 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and divide.

MA 3.2.2.b Solve one-step whole number equations involving addition, subtraction, multiplication, or division, including the use of a letter to represent the unknown quantity.

MA 3.2.3 Applications: Students will solve real-world problems involving equations with whole numbers.

MA 3.2.3.a Solve real-world problems involving two-step equations (involving two operations) involving whole numbers using addition and subtraction.

MA 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real-world problems involving whole numbers.

MA 3.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 3.3.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes.

MA 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles).

MA 3.3.1.c Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.

MA 3.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 3.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 3.3.3.a Find the perimeter of polygons given the side lengths, and find an unknown side length.

MA 3.3.3.b Tell and write time to the minute using both analog and digital clocks.

MA 3.3.3.c Solve real-world problems involving addition and subtraction of time intervals and find elapsed time.

MA 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

MA 3.3.3.e Estimate and measure length to the nearest half inch, quarter inch, and centimeter.

MA 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units.

MA 3.3.3.g Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths.

MA 3.3.3.h Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.

MA 3.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Representations: Students will create displays that represent data.

MA 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories.

MA 3.4.1.b Represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

MA 3.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 3.4.2.a Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information represented in pictographs and bar graphs.

MA 3.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

MA 4.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.4.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.

MA 4.1.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.

MA 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left.

MA 4.1.1.c Classify a number up to 100 as prime or composite.

MA 4.1.1.d Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

MA 4.1.1.e Determine factors of any whole number up to 100.

MA 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using >, <, and = symbols, and visual representations.

MA 4.1.1.g Round a multi-digit whole number to any given place.

MA 4.1.1.h Use decimal notation for fractions with denominators of 10 or 100.

MA 4.1.1.i Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.

MA 4.1.1.j Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.

MA 4.1.1.k Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).

MA 4.1.1.l Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.

MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm.

MA 4.1.2.b Multiply a four-digit whole number by a one-digit whole number.

MA 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.

MA 4.1.2.d Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.

MA 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.

MA 4.1.2.f Add and subtract fractions and mixed numbers with like denominators.

MA 4.1.2.g Multiply a fraction by a whole number.

MA 4.1.2.h Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.

MA 4.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 4.2.1.a Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., 3 + n = 15, 81 ÷ n = 9).

MA 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule, such as y = 3x + 5 is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given.

MA 4.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

MA 4.2.2.a Solve one- and two-step problems which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity.

MA 4.2.3 Applications: Students will solve real-world problems involving equations with fractions.

MA 4.2.3.a Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders.

MA 4.2.3.b Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.

MA 4.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint.

MA 4.3.1.b Classify an angle as acute, obtuse, or right.

MA 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.

MA 4.3.1.d Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.

MA 4.3.1.e Identify right triangles.

MA 4.3.1.f Measure angles in whole number degrees using a protractor.

MA 4.3.1.g Sketch angles of a specified measure.

MA 4.3.1.h Recognize and draw lines of symmetry in two-dimensional shapes.

MA 4.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 4.3.3.a Apply perimeter and area formulas for rectangles.

MA 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.

MA 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

MA 4.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.4.1 Representations: Students will create displays that represent data.

MA 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).

MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots.

MA 4.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

Nebraska Mathematics Standards
Grade 5

MA 5.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers, fractions, and decimals within the base-ten number system.

MA 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.

MA 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols <,>, or =.

MA 5.1.1.c Round whole numbers and decimals to any given place.

MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).

MA 5.1.1.e Write powers of 10 with exponents.

MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.

MA 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm.

MA 5.1.2.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.

MA 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.

MA 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction.

MA 5.1.2.e Explain division of a whole number by a fraction using models and visual representations.

MA 5.1.2.f Interpret a fraction as division of the numerator by the denominator.

MA 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.

MA 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators.

MA 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals.

MA 5.1.2.j Multiply and divide by powers of 10.

MA 5.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 5.2.1.a Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.

MA 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

MA 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).

MA 5.2.3 Applications: Students will solve real-world problems involving equations with fractions and mixed numbers.

MA 5.2.3.a Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.

MA 5.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 5.3.1.a Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.

MA 5.3.1.b Identify faces, edges, and vertices of rectangular prisms.

MA 5.3.1.c Justify the classification of two-dimensional figures based on their properties.

MA 5.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane.

MA 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.

MA 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 5.3.3.a Recognize that solid figures have volume that is measured in cubic units.

MA 5.3.3.b Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.

MA 5.3.3.c Generate conversions within the customary and metric systems of measurement.

MA 5.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.4.1 Representations: Students will create displays that represent data.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 5.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 5.4.2.a Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs.

MA 5.4.2.b Formulate questions that can be addressed with data and make predictions about the data.

MA 5.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

MA 6.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

MA 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents.

MA 6.1.1.b Represent non-negative whole numbers using exponential notation.

MA 6.1.1.c Compare and order rational numbers both on the number line and not on the number line.

MA 6.1.1.d Convert among fractions, decimals, and percents using multiple representations.

MA 6.1.1.e Determine ratios from drawings, words, and manipulatives.

MA 6.1.1.f Explain and determine unit rates.

MA 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols.

MA 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line.

MA 6.1.1.i Determine absolute value of rational numbers.

MA 6.1.2 Operations: Students will compute with fractions and decimals accurately.

MA 6.1.2.a Multiply and divide non-negative fractions and mixed numbers.

MA 6.1.2.b Evaluate expressions with positive exponents.

MA 6.1.2.c Divide multi-digit whole numbers using the standard algorithm.

MA 6.1.2.d Add, subtract, multiply, and divide decimals using the standard algorithms.

MA 6.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.

MA 6.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

MA 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.

MA 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms.

MA 6.2.1.c Represent and analyze the relationship between two variables using graphs, tables, and one-step equations.

MA 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.

MA 6.2.2.a Simplify expressions using the distributive property and combining like terms.

MA 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true.

MA 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations.

MA 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which may include absolute value) with respect to order of operations (non-negative rational numbers).

MA 6.2.2.e Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication and division.

MA 6.2.2.f Use equivalent ratios relating quantities with whole numbers to create a table. Find missing values in the table.

MA 6.2.2.g Represent inequalities on a number line (e.g., graph $x > 3$).

MA 6.2.3 Applications: Students will solve real-world problems involving ratios, unit rates, and percents.

MA 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-world problems involving non-negative rational numbers.

MA 6.2.3.b Solve real-world problems involving non-negative rational numbers.

MA 6.2.3.c Solve real-world problems involving percents of numbers.

MA 6.2.3.d Solve real-world problems using ratios and unit rates.

MA 6.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 6.3.1.a Identify and create nets to represent two-dimensional drawings of prisms, pyramids, cylinders, and cones.

MA 6.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 6.3.2.a Identify the ordered pair of a given point in the coordinate plane.

MA 6.3.2.b Plot the location of an ordered pair in the coordinate plane.

MA 6.3.2.c Identify the quadrant of a given point in the coordinate plane.

MA 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices.

MA 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area.

MA 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 6.3.3.a Determine the area of quadrilaterals, including parallelograms, trapezoids, and triangles by composition and decomposition of polygons as well as application of formulas.

MA 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets.

MA 6.3.3.c Apply volume formulas for rectangular prisms.

MA 6.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.4.1 Representations: Students will create displays that represent data.

MA 6.4.1.a Represent data using line plots, dot plots, box plots, and histograms.

MA 6.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 6.4.2.a Solve problems using information presented in line plots, dot plots, box plots, and histograms.

MA 6.4.2.b Compare and interpret data sets based upon their graphical representations (e.g., center, spread, and shape).

MA 6.4.2.c Find and interpret the mean, median, mode, and range for a set of data.

MA 6.4.2.d Compare the mean, median, mode, and range from two sets of data.

MA 6.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

MA 7.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.7.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 7.1.2 Operations: Students will compute with rational numbers accurately.

MA 7.1.2.a Solve problems using proportions and ratios (e.g., cross products, percents, tables, equations, and graphs).

MA 7.1.2.b Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

MA 7.1.2.c Apply properties of operations as strategies for problem solving with rational numbers.

MA 7.1.2.d Use multiple strategies to add, subtract, multiply, and divide integers.

MA 7.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.

MA 7.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

MA 7.2.1.a Describe and create an inequality from words and pictures (e.g., one-step, one-variable).

MA 7.2.1.b Represent real-world situations with proportions.

MA 7.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

MA 7.2.2.a Solve equations using the distributive property and combining like terms.

MA 7.2.2.b Use factoring and properties of operations to create equivalent algebraic expressions (e.g., $2x + 6 = 2(x + 3)$).

MA 7.2.2.c Given the value of the variable(s), evaluate algebraic expressions (including absolute value).

MA 7.2.2.d Solve two-step equations involving rational numbers which include the integers.

MA 7.2.2.e Solve one-step inequalities involving integers and rational numbers and represent solutions on a number line.

MA 7.2.3 Applications: Students will solve real-world problems involving expressions, equations, and inequalities.

MA 7.2.3.a Describe and write linear equations from words and tables.

MA 7.2.3.b Write a two-step equation to represent real-world problems involving rational numbers in any form.

MA 7.2.3.c Solve real-world problems with equations that involve rational numbers in any form.

MA 7.2.3.d Solve real-world problems with inequalities.

MA 7.2.3.e Use proportional relationships to solve real-world problems, including percent problems, (e.g., % increase, % decrease, mark-up, tip, simple interest).

MA 7.2.3.f Solve real-world problems involving scale drawings using a proportional relationship.

MA 7.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Characteristics: Students will identify and describe geometric characteristics of two-dimensional shapes.

MA 7.3.1.a Apply and use properties of adjacent, complementary, supplementary, and vertical angles to find missing angle measures.

MA 7.3.1.b Draw triangles (freehand, using a ruler and a protractor, and using technology) with given conditions of three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.

MA 7.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 7.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 7.3.3.a Solve real-world problems involving perimeter and area of composite shapes made from triangles, quadrilaterals and polygons.

MA 7.3.3.b Solve real-world problems involving surface area and volume of composite shapes made from rectangular and triangular prisms.

MA 7.3.3.c Determine the area and circumference of circles both on and off the coordinate plane.

MA 7.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Representations: Students will create displays that represent data.

MA 7.4.1.a Represent data using circle graphs.

MA 7.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 7.4.2.a Solve problems using information presented in circle graphs.

MA 7.4.2.b Explain the difference between a population and a sample.

MA 7.4.2.c Generate conclusions about a population based upon a random sample.

MA 7.4.2.d Determine and critique biases in different data representations.

MA 7.4.3 Probability: Students will interpret and apply concepts of probability.

MA 7.4.3.a Generate a list of possible outcomes for a simple event.

MA 7.4.3.b Describe the theoretical probability of an event using a fraction, percentage, and decimal.

MA 7.4.3.c Find theoretical probabilities for independent events.

MA 7.4.3.d Perform simple experiments and express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely); write as fractions and percentages.

MA 7.4.3.e Find experimental probability for independent events.

MA 7.4.3.f Compare and contrast theoretical and experimental probabilities.

MA 7.4.3.g Find the probability of dependent compound events.

MA 7.4.3.h Identify complementary events and calculate their probabilities.

MA 8.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.8.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

MA 8.1.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real, based on the definitions of these sets of numbers.

MA 8.1.1.b Represent numbers with positive and negative exponents and in scientific notation.

MA 8.1.1.c Describe the difference between a rational and irrational number.

MA 8.1.1.d Approximate, compare, and order real numbers (both rational and irrational) and order real numbers both off and on the number line.

MA 8.1.2 Operations: Students will compute with exponents and roots.

MA 8.1.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

MA 8.1.2.b Simplify numerical expressions involving exponents and roots (e.g., $4^{(-2)}$ is the same as 1/16).

MA 8.1.2.c Simplify numerical expressions involving absolute value.

MA 8.1.2.d Multiply and divide numbers using scientific notation.

MA 8.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

MA 8.2.1.a Create algebraic expressions, equations, and inequalities (e.g., two-step, one variable) from word phrases, tables, and pictures.

MA 8.2.1.b Determine and describe the rate of change for given situations through the use of tables and graphs.

MA 8.2.1.c Describe equations and linear graphs as having one solution, no solution, or infinitely many solutions.

MA 8.2.1.d Graph proportional relationships and interpret the slope.

MA 8.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.

MA 8.2.2.a Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equal sign.

MA 8.2.2.b Solve two-step inequalities involving rational numbers and represent solutions on a number line.

MA 8.2.3 Applications: Students will solve real-world problems involving multi-step equations and multi-step inequalities.

MA 8.2.3.a Describe and write equations from words, patterns, and tables.

MA 8.2.3.b Write a multi-step equation to represent real-world problems using rational numbers in any form.

MA 8.2.3.c Solve real-world multi-step problems involving rational numbers in any form.

MA 8.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Characteristics: Students will identify and describe geometric characteristics of two-dimensional shapes.

MA 8.3.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

MA 8.3.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding, alternate interior, and alternate exterior angles to find missing measures.

MA 8.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 8.3.2.a Perform and describe positions and orientation of shapes under single transformations including rotations (in multiples of 90 degrees about the origin), translations, reflections, and dilations on and off the coordinate plane.

MA 8.3.2.b Find congruent two-dimensional figures and define congruence in terms of a series of transformations.

MA 8.3.2.c Find similar two-dimensional figures and define similarity in terms of a series of transformations.

MA 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 8.3.3.a Explain a model of the Pythagorean Theorem.

MA 8.3.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve real-world problems.

MA 8.3.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

MA 8.3.3.d Determine the volume of cones, cylinders, and spheres, and solve real-world problems using volumes.

MA 8.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.4.1 Representations: Students will create displays that represent data.

MA 8.4.1.a Represent bivariate data (i.e. ordered pairs) using scatter plots.

MA 8.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 8.4.2.a Solve problems and make predictions using an approximate line of best fit.

MA 8.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 11.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.11.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

MA 11.1.1.a Compare and contrast subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers.

MA 11.1.1.b Recognize that closure properties apply to the subsets of the complex number system, under the standard operations.

MA 11.1.1.c Use drawings, words, and symbols to explain the effects of operations such as multiplication and division on the magnitude of quantities in the real number system, including powers and roots (e.g., if you take the square root of a number, will the result always be smaller than the original number?).

MA 11.1.2 Operations: Students will compute with real and complex numbers.

MA 11.1.2.a Compute with subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers.

MA 11.1.2.b Simplify expressions with rational exponents.

MA 11.1.2.c Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology).

MA 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

MA 11.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 11.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with functions.

MA 11.2.1.a Define a function and use function notation.

MA 11.2.1.b Analyze a relation to determine if it is a function given graphs, tables, or algebraic notation.

MA 11.2.1.c Classify a function given graphs, tables, or algebraic notation, as linear, quadratic, or neither.

MA 11.2.1.d Identify domain and range of functions represented in either algebraic or graphical form.

MA 11.2.1.e Analyze and graph linear functions and inequalities (point-slope form, slope-intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities).

MA 11.2.1.f Analyze and graph absolute value functions (finding the vertex, symmetry, transformations, determine intercepts, and minimums or maximums using the piecewise definition).

MA 11.2.1.g Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums).

MA 11.2.1.h Represent, interpret, and analyze inverses of functions algebraically and graphically.

MA 11.2.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions, and solving linear and quadratic equations, and inequalities.

MA 11.2.2.a Convert equivalent rates (e.g., miles per hour to feet per second).

MA 11.2.2.b Identify and explain the properties used in solving equations and inequalities.

MA 11.2.2.c Simplify algebraic expressions involving integer and fractional exponents.

MA 11.2.2.d Perform operations on rational expressions (add, subtract, multiply, divide, and simplify).

MA 11.2.2.e Evaluate expressions at specified values of their variables (polynomial, rational, radical, and absolute value).

MA 11.2.2.f Solve an equation involving several variables for one variable in terms of the others.

MA 11.2.2.g Solve linear and absolute value equations and inequalities.

MA 11.2.2.h Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically.

MA 11.2.2.i Perform operations (addition subtraction, multiplication, and division) on polynomials.

MA 11.2.2.j Factor polynomials to include factoring out monomial terms and factoring quadratic expressions.

MA 11.2.2 k. Recognize polynomial multiplication patterns and their related factoring patterns (e.g., $(a + b)^2 = a^2 + 2ab + b^2$, $a^2 – b^2 = (a + b)(a - b)$).

MA 11.2.2.l Make the connection between the factors of a polynomial and the zeros of a polynomial.

MA 11.2.2.m Combine functions by composition and perform operations (addition, subtraction, multiplication, division) on functions.

MA 11.2.2.n Solve quadratic equations involving real coefficients and real or imaginary roots.

MA 11.2.3 Applications: Students will solve real-world problems involving linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.

MA 11.2.3.a Analyze, model, and solve real-world problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions).

MA 11.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 11.3.1.a Know and use precise definitions of ray, line segment, angle, perpendicular lines, parallel lines, and congruence based on the undefined terms of geometry: point, line and plane.

MA 11.3.1.b Prove geometric theorems about angles, triangles, congruent triangles, similar triangles, parallel lines with transversals, and quadrilaterals using deductive reasoning.

MA 11.3.1.c Apply geometric properties to solve problems involving similar triangles, congruent triangles, quadrilaterals, and other polygons.

MA 11.3.1.d Identify and apply right triangle relationships including sine, cosine, tangent, special right triangles, and the converse of the Pythagorean Theorem.

MA 11.3.1.e Create geometric models to visualize, describe, and solve problems using similar triangles, right triangles, and trigonometry.

MA 11.3.1.f Know and use precise definitions and terminology of circles, including central angle, inscribed angle, arc, intercepted arc, chord, secant, and tangent.

MA 11.3.1.g Apply the properties of central angles, inscribed angles, angles formed by intersecting chords, and angles formed by secants and/or tangents to find the measures of angles related to the circle.

MA 11.3.1.h Sketch, draw, and construct appropriate representations of geometric objects using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

MA 11.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 11.3.2.a Derive and apply the midpoint formula.

MA 11.3.2.b Use coordinate geometry to analyze linear relationships to determine if lines are parallel or perpendicular.

MA 11.3.2.c Given a line, write the equation of a line that is parallel or perpendicular to it.

MA 11.3.2.d Derive and apply the distance formula.

MA 11.3.2.e Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

MA 11.3.2.f Use coordinate geometry to prove quadrilaterals are trapezoids, isosceles trapezoids, parallelograms, rectangles, rhombi, kites, or squares.

MA 11.3.2.g Perform and describe positions and orientation of shapes under a single translation using algebraic notation on a coordinate plane.

MA 11.3.2.h Perform and describe positions and orientation of shapes under a rotation about the origin in multiples of 90 degrees using algebraic notation on a coordinate plane.

MA 11.3.2.i Perform and describe positions and orientation of shapes under a reflection across a line using algebraic notation on a coordinate plane.

MA 11.3.2.j Perform and describe positions and orientation of shapes under a single dilation on a coordinate plane.

MA 11.3.2.k Derive the equation of a circle given the radius and the center.

MA 11.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 11.3.3.a Convert between various units of length, area, and volume (e.g., such as square feet to square yards).

MA 11.3.3.b Convert between metric and standard units of measurement.

MA 11.3.3.c Apply the effect of a scale factor to determine the length, area, and volume of similar two- and three-dimensional shapes and solids.

MA 11.3.3.d Find arc length and area of sectors of a circle.

MA 11.3.3.e Determine surface area and volume of spheres, cones, pyramids, and prisms using formulas and appropriate units.

MA 11.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 11.4.1 Representations: Students will create displays that represent data.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 11.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 11.4.2.a Identify and compute measures of central tendency (mean, median, mode) when provided data both with and without technology.

MA 11.4.2.b Explain how transformations of data, including outliers, affect measures of central tendency.

MA 11.4.2.c Compare data sets and formulate conclusions.

MA 11.4.2.d Support conclusions with valid arguments.

MA 11.4.2.e Develop linear equations for linear models to predict unobserved outcomes using the regression line and correlation coefficient with technology.

MA 11.4.2.f Describe the shape, identify any outliers, and determine the spread of a data set.

MA 11.4.2.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection, and the conclusions that can rightfully be made.

MA 11.4.2.h Explain the differences between a randomized experiment and observational studies.

MA 11.4.2.i Using scatter plots, analyze patterns and describe relationships in paired data.

MA 11.4.2.j Recognize when arguments based on data confuse correlation with causation.

MA 11.4.2.k Interpret data represented by the normal distribution, formulate conclusions, and recognize that some data sets are not normally distributed.

MA 11.4.3 Probability: Students will interpret and apply concepts of probability.

MA 11.4.3.a Construct sample spaces and probability distributions.

MA 11.4.3.b Use appropriate counting techniques to determine the probability of an event.

MA 11.4.3.c Determine if events are mutually exclusive and calculate their probabilities in either case.

MA 12.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.12.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the complex numbers.

MA 12.1.1.a (AT) Graph complex numbers on the complex plane.

MA 12.1.1.b (AT) Determine the magnitude of complex numbers.

MA 12.1.1.c (AT) Use matrices to represent and manipulate data.

MA 12.1.1.d (AT) Recognize the role that additive and multiplicative identities play in matrix operations.

MA 12.1.1.e (AT) Recognize that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

MA 12.1.1.f (AT) Derive and use the formulas for the general term and summation of finite arithmetic and geometric series.

MA 12.1.2 Operations: Students will compute with matrices.

MA 12.1.2.a (AT) Multiply matrices by scalars to produce new matrices.

MA 12.1.2.b (AT) Add, subtract, and multiply matrices of appropriate dimensions.

MA 12.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear and trigonometric functions.

MA 12.2.1.a (AT) Analyze and graph non-linear functions (e.g., quadratic, trigonometric, square root, logarithmic, rational, higher-order polynomials, exponential, absolute value, piecewise, and sinusoidal).

MA 12.2.1.b (AT) Use the unit circle to define the trigonometric functions on all real numbers.

MA 12.2.1.c (AT) Evaluate sine, cosine, and tangent functions at positive and negative multiples of 30, and 45 degrees.

MA 12.2.1.d (AT) Create new functions out of existing functions using addition, subtraction, multiplication, division, translation, dilation, and composition.

MA 12.2.1.e (AT) Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

MA 12.2.1.f (AT) Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by that angle.

MA 12.2.1.g (AT) Convert between radian and degree measures of an angle.

MA 12.2.2 Algebraic Processes: Students will apply the identities when evaluating and solving trigonometric equations.

MA 12.2.2.a (AT) Use trigonometric identities to solve trigonometric equations.

MA 12.2.2.b (AT) Explain symmetry (odd and even) and periodicity of trigonometric functions.

MA 12.2.2.c (AT) Create an invertible function from a non-invertible function by restricting the domain (e.g.,arcsin, arccos, and arctan).

MA 12.2.2.d (AT) Find the period, amplitude, and midline of a trigonometric function of the form y=A + Bsin (Cx), where A, B, and C are parameters, and identify these properties on a graph of the function.

MA 12.2.3 Applications: Students will solve real-world problems involving trigonometric functions.

MA 12.2.3.a (AT) Model periodic events with specified amplitude, frequency, and shifts.

MA 12.2.3.b (AT) Solve real-world problems using trigonometric and inverse trigonometric functions.

MA 12.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

MA 12.3.1.a (AT) Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

MA 12.3.1.b (AT) Prove and apply properties of lengths of chords, secant segments, and tangent segments.

MA 12.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 12.3.2.a (AT) Identify features of a function (e.g., local and global maxima and minima, concavity, approximate locations of points of inflection and vertical and horizontal asymptotes) from its graph.

MA 12.3.2.b (AT) Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

MA 12.3.2.c (AT) Recognize that vector quantities have both magnitude and direction and can be represented by directed line segments.

MA 12.3.2.d (AT) Add and subtract vectors graphically and algebraically.

MA 12.3.2.e (AT) Perform scalar multiplication of a vector and show it graphically.

MA 12.3.2.f (AT) Derive the equations of parabolas, ellipses, and hyperbolas from a graph or given parameters.

MA 12.3.2.g (AT) Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

MA 12.3.2.h (AT) Determine the shape of a two-dimensional cross-section of a three-dimensional object.

MA 12.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 12.3.3.a (AT) Use Cavalieri's Principle to determine the volume of a sphere and other solid figures.

MA 12.3.3.b (AT) Determine the tolerance interval and percent of error in measurement.

MA 12.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Representations: Students will create displays that represent data.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 12.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 12.4.2.a (AT) Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

MA 12.4.3 Probability: Students will interpret and apply concepts of probability.

MA 12.4.3.a (AT) Calculate the expected value of a random variable and interpret it as the mean of a probability distribution.

MA 12.4.3.b (AT) Determine possible outcomes of a decision by assigning probabilities to outcome values and finding expected values.

MA 12.4.3.c (AT) Evaluate and compare strategies on the basis of expected values.

MA 12.4.3.d (AT) Analyze decisions and strategies using probability concepts (e.g., medical testing and product testing).

Gering Public Schools Math Standards (Aligned with 2014 Nebraska State Standards)
Pages 2-47

Standards Alignment - Scope & Sequence:

Gering Elementary Math Standards Alignment / Scope & Sequence:

Gering Junior High Math Standards Alignment / Scope & Sequence:

Gering High School Math Standards Alignment / Scope & Sequence:

GERING PUBLIC SCHOOLS
MATHEMATICS CURRICULUM

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ADOPTED:

KINDERGARTEN

MA 0.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade (multiple of 10) number.

MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.

MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.

MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.

MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.

MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., 14 = 10 + 4) to record each composition and decomposition.

MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.

MA 0.1.1.i Compare the value of two written numerals between 1 and 10.

MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.

MA 0.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., 7 = 4 + 3 and 7 = 1 + 6).

MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.

MA 0.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting. No additional indicator(s) at this level.

MA 0.2.3 Applications: Students will solve real-world problems involving addition and subtraction.

MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).

MA 0.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).

MA 0.3.1.b Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).

MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number “corners”/vertices), and other attributes (e.g., sides of equal length).

MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.

MA 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).

MA 0.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).

MA 0.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 0.3.3.a Describe measurable attributes of real-world objects (e.g., length or weight).

MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).

MA 0.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.4.1 Representations: Students will create displays that represent data.

No additional indicator(s) at this level.

MA 0.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

MA 0.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

GRADE 1

MA 1.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.1.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 1.1.1.a Count to 120 by ones and tens, starting at any given number.

MA 1.1.1.b Read and write numerals within the range of 0 – 120.

MA 1.1.1.c Write numerals to match a representation of a given set of objects for numbers up to 120.

MA 1.1.1.d Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., 19 = 10 + 9).

MA 1.1.1.e Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., 50 = 5 tens and 0 ones).

MA 1.1.1.f Compare two two-digit numbers by using symbols <, =, and > and justify the comparison based on the number of tens and ones.

MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

MA 1.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 10.

MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).

MA 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., 90 – 70 = 20).

MA 1.1.2.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).

MA 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.

Gering Public School Additions:

- MA 1.1.2 d: Additional explanation -- The digit in the ten's place increases and/or decreases.

MA 1.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 1.2.1.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 – 1, 6 + 3 = 3 + 6, and 7 + 2 = 5 + 4).

MA 1.2.1.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find 12 – 9 = ___, using the addition fact 9 + 3 = 12).

MA 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).

MA 1.2.1.d Determine the unknown whole number in an addition or subtraction equation (e.g. 7 + ? = 13).

Gering Public School Additions:

- MA 1.2.1.d: Could use various other shapes, such as a box, in place of the question mark.

MA 1.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.

MA 1.2.2.a Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12; using the commutative property to count on 2 + 6 = 6 + 2; and using the associative property to make 10, 5 + 3 + 7 = 5 + (3 + 7) = 5 + 10).

MA 1.2.3 Applications: Students will solve real-world problems involving addition and subtraction.

MA 1.2.3.a Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

MA 1.2.3.b Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.

MA 1.2.3.c Create a real-world problem to represent a given equation involving addition and subtraction within 20.

MA 1.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.

MA 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms “halves”, “fourths” and “quarters”, and use the phrases “half of”, “fourths of”, and “quarter of”.

MA 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.

MA 1.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 1.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes

and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?).

MA 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks.

MA 1.3.3.c Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.

MA 1.3.3.d Order three objects by directly comparing their lengths, or indirectly by using a third object.

MA 1.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.4.1 Representations: Students will create displays that represent data.

MA 1.4.1.a Organize and represent a data set with up to three categories using a picture graph.

MA 1.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

MA 1.4.3 Probability: Students will interpret and apply concepts of probability.
No additional indicator(s) at this level.

GRADE 2

MA 2.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.2.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.

MA 2.1.1.b Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.

MA 2.1.1.c Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).

MA 2.1.1.d Demonstrate that 100 represents a group of ten tens.

MA 2.1.1.e Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones.

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

MA 2.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 20.

MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.

MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.

MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.

MA 2.1.2.f Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).

MA 2.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 2.2.1.a Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.

MA 2.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 2.2.3 Applications: Students will solve real-world problems involving addition and subtraction.

MA 2.2.3.a Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.

MA 2.2.3.b Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.

MA 2.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.

MA 2.3.1.b Partition/Divide a rectangle into rows and columns of equal sized squares. Count to find the total.

MA 2.3.1.c Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.

MA 2.3.1.d Recognize that equal shares of identical wholes need not have the same shape.

MA 2.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 2.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 2.3.3.a Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

MA 2.3.3.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

MA 2.3.3.c Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).

MA 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

MA 2.3.3.e Measure and estimate lengths using inches, feet, centimeters, and meters.

MA 2.3.3.f Compare the difference in length of objects using inches and feet or centimeters and meters.

MA 2.3.3.g Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line.

MA 2.3.3.h Use measurement lengths and addition and subtraction within 100 to solve real-world problems.

MA 2.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.4.1 Representations: Students will create displays that represent data.

MA 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.

MA 2.4.1.b Create and represent a data set by making a line plot.

MA 2.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.

MA 2.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

GRADE 3

MA 3.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.3.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base-ten number system.

MA 3.1.1.a Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation.

MA 3.1.1.b Compare whole numbers through the hundred thousands and represent the comparisons using the symbols >, < or =.

MA 3.1.1.c Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.

MA 3.1.1.d Represent and understand a fraction as a number on a number line.

MA 3.1.1.e Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

MA 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

MA 3.1.1.g Find parts of a whole and parts of a set using visual representations.

MA 3.1.1.h Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual representation.

MA 3.1.1.i Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning.

MA 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.

MA 3.1.2.a Add and subtract within 1,000 with or without regrouping.

MA 3.1.2.b Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).

MA 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.

MA 3.1.2.d Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.

MA 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90.

MA 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4).

MA 3.1.2.g Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.

MA 3.1.2.h Determine the reasonableness of whole number sums and differences in real-world problems using estimation, compatible numbers, mental computations, or other strategies.

MA 3.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 3.2.1.a Identify arithmetic patterns (including patterns in the addition or multiplication tables) using properties of operations.

MA 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret 4 × 6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.

MA 3.2.2 Algebraic Processes: Student will apply the operational properties when multiplying and dividing.

MA 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and divide.
MA 3.2.2.b Solve one-step whole number equations involving addition, subtraction, multiplication, or division, including the use of a letter to represent the unknown quantity.

MA 3.2.3 Applications: Students will solve real-world problems involving equations with whole numbers.

MA 3.2.3.a Solve real-world problems involving two-step equations (involving two operations) involving whole numbers using addition and subtraction.

MA 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real-world problems involving whole numbers.

MA 3.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 3.3.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes.

MA 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles).

MA 3.3.1.c Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.

MA 3.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 3.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 3.3.3.a Find the perimeter of polygons given the side lengths, and find an unknown side length.

MA 3.3.3.b Tell and write time to the minute using both analog and digital clocks.

MA 3.3.3.c Solve real-world problems involving addition and subtraction of time intervals and find elapsed time.

MA 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

MA 3.3.3.e Estimate and measure length to the nearest half inch, quarter inch, and centimeter.

MA 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units.

MA 3.3.3.g Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths.

MA 3.3.3.h Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.

MA 3.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Representations: Students will create displays that represent data.

MA 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories.

MA 3.4.1.b Represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

MA 3.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 3.4.2.a Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information represented in pictographs and bar graphs.

MA 3.4.3 Probability: Students will interpret and apply concepts of probability.
No additional indicator(s) at this level.

GRADE 4

MA 4.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.4.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.

MA 4.1.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.

A 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left.

MA 4.1.1.c Classify a number up to 100 as prime or composite.

MA 4.1.1.d Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

MA 4.1.1.e Determine factors of any whole number up to 100.

MA 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using >, <, and = symbols, and visual representations.

MA 4.1.1.g Round a multi-digit whole number to any given place.

MA 4.1.1.h Use decimal notation for fractions with denominators of 10 or 100.

MA 4.1.1.i Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.

MA 4.1.1.j Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.

MA 4.1.1.k Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).

MA 4.1.1.l Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.

MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm.

MA 4.1.2.b Multiply a four-digit whole number by a one-digit whole number.

MA 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.

MA 4.1.2.d Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.

MA 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.

MA 4.1.2.f Add and subtract fractions and mixed numbers with like denominators.

MA 4.1.2.g Multiply a fraction by a whole number.

MA 4.1.2.h Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.

MA 4.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 4.2.1.a Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., 3 + n = 15, 81 ÷ n = 9).

MA 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule, such as y = 3x + 5 is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given.

MA 4.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

MA 4.2.2.a Solve one- and two-step problems which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity.

MA 4.2.3 Applications: Students will solve real-world problems involving equations with fractions.

MA 4.2.3.a Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders.

MA 4.2.3.b Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.

MA 4.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint.

MA 4.3.1.b Classify an angle as acute, obtuse, or right.

MA 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.

MA 4.3.1.d Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.

MA 4.3.1.e Identify right triangles.

MA 4.3.1.f Measure angles in whole number degrees using a protractor.

MA 4.3.1.g Sketch angles of a specified measure.

MA 4.3.1.h Recognize and draw lines of symmetry in two-dimensional shapes.

MA 4.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 4.3.3.a Apply perimeter and area formulas for rectangles.

MA 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.

MA 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

Gering Public School Additions:

- Formulas for perimeter of various shapes as well as area should be taught.

MA 4.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.4.1 Representations: Students will create displays that represent data.

MA 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).

MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots.

MA 4.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

GRADE 5

MA 5.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers, fractions, and decimals within the base-ten number system.

MA 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.

MA 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols <,>, or =.

MA 5.1.1.c Round whole numbers and decimals to any given place.

MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).

MA 5.1.1.e Write powers of 10 with exponents.

MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.

MA 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm.

MA 5.1.2.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.

MA 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.

MA 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction.

MA 5.1.2.e Explain division of a whole number by a fraction using models and visual representations.

MA 5.1.2.f Interpret a fraction as division of the numerator by the denominator.

MA 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.

MA 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators.

MA 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals.

MA 5.1.2.j Multiply and divide by powers of 10.

MA 5.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

MA 5.2.1.a Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.

MA 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

MA 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).

MA 5.2.3 Applications: Students will solve real-world problems involving equations with fractions and mixed numbers.

MA 5.2.3.a Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.

MA 5.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 5.3.1.a Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.

MA 5.3.1.b Identify faces, edges, and vertices of rectangular prisms.

MA 5.3.1.c Justify the classification of two-dimensional figures based on their properties.

MA 5.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane.

MA 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.

MA 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 5.3.3.a Recognize that solid figures have volume that is measured in cubic units.

MA 5.3.3.b Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.

MA 5.3.3.c Generate conversions within the customary and metric systems of measurement.

MA 5.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.4.1 Representations: Students will create displays that represent data.
No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 5.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 5.4.2.a Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs.

MA 5.4.2.b Formulate questions that can be addressed with data and make predictions about the data.

MA 5.4.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

GRADE 6

MA 6.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

MA 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents.

MA 6.1.1.b Represent non-negative whole numbers using exponential notation.

MA 6.1.1.c Compare and order rational numbers both on the number line and not on the number line.

MA 6.1.1.d Convert among fractions, decimals, and percents using multiple representations.

MA 6.1.1.e Determine ratios from drawings, words, and manipulatives.

MA 6.1.1.f Explain and determine unit rates.

MA 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols.

MA 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line.

MA 6.1.1.i Determine absolute value of rational numbers.

MA 6.1.2 Operations: Students will compute with fractions and decimals accurately.

MA 6.1.2.a Multiply and divide non-negative fractions and mixed numbers.

MA 6.1.2.b Evaluate expressions with positive exponents.

MA 6.1.2.c Divide multi-digit whole numbers using the standard algorithm.

MA 6.1.2.d Add, subtract, multiply, and divide decimals using the standard algorithms.

MA 6.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.

MA 6.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

MA 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.

MA 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms.

MA 6.2.1.c Represent and analyze the relationship between two variables using graphs, tables, and one-step equations.

MA 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.

MA 6.2.2.a Simplify expressions using the distributive property and combining like terms.

MA 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true.

MA 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations.

MA 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which may include absolute value) with respect to order of operations (non-negative rational numbers).

MA 6.2.2.e Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication and division.

MA 6.2.2.f Use equivalent ratios relating quantities with whole numbers to create a table. Find missing values in the table.

MA 6.2.2.g Represent inequalities on a number line (e.g., graph $x > 3$).

MA 6.2.3 Applications: Students will solve real-world problems involving ratios, unit rates, and percents.

MA 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-world problems involving nonnegative rational numbers.

MA 6.2.3.b Solve real-world problems involving non-negative rational numbers.

MA 6.2.3.c Solve real-world problems involving percents of numbers. (e.g., percentage, sales tax, discount, tips)

MA 6.2.3.d Solve real-world problems using ratios and unit rates.

MA 6.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 6.3.1.a Identify and create nets to represent two-dimensional drawings of prisms, pyramids, cylinders, and cones.

MA 6.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 6.3.2.a Identify the ordered pair of a given point in the coordinate plane.

MA 6.3.2.b Plot the location of an ordered pair in the coordinate plane.

MA 6.3.2.c Identify the quadrant of a given point in the coordinate plane.

MA 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices.

MA 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area.

MA 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 6.3.3.a Determine the area of quadrilaterals, including parallelograms, trapezoids, and triangles by composition and decomposition of polygons as well as application of formulas.

MA 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets.

MA 6.3.3.c Apply volume formulas for rectangular prisms.

MA 6.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.4.1 Representations: Students will create displays that represent data.

MA 6.4.1.a Represent data using line plots, dot plots, box plots, and histograms.

MA 6.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 6.4.2.a Solve problems using information presented in line plots, dot plots, box plots, and histograms.

MA 6.4.2.b Compare and interpret data sets based upon their graphical representations (e.g., center, spread, and shape).

MA 6.4.2.c Find and interpret the mean, median, mode, and range for a set of data.

MA 6.4.2.d Compare the mean, median, mode, and range from two sets of data.

MA 6.4.3 Probability: Students will interpret and apply concepts of probability.
No additional indicator(s) at this level.

GRADE 7

MA 7.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.7.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system. No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 7.1.2 Operations: Students will compute with rational numbers accurately.

MA 7.1.2.a Solve problems using proportions and ratios (e.g., cross products, percents, tables, equations, and graphs).

MA 7.1.2.b Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

MA 7.1.2.c Apply properties of operations as strategies for problem solving with rational numbers.

MA 7.1.2.d Use multiple strategies to add, subtract, multiply, and divide integers.

MA 7.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.

MA 7.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

MA 7.2.1.a Describe and create an inequality from words and pictures (e.g., one-step, one-variable).

MA 7.2.1.b Represent real-world situations with proportions.

MA 7.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

MA 7.2.2.a Solve equations using the distributive property and combining like terms.

MA 7.2.2.b Use factoring and properties of operations to create equivalent algebraic expressions (e.g., 2x + 6 = 2(x + 3)).

MA 7.2.2.c Given the value of the variable(s), evaluate algebraic expressions (including absolute value).

MA 7.2.2.d Solve two-step equations involving rational numbers which include the integers.

MA 7.2.2.e Solve one-step inequalities involving integers and rational numbers and represent solutions on a number line.

MA 7.2.3 Applications: Students will solve real-world problems involving expressions, equations, and inequalities.

MA 7.2.3.a Describe and write linear equations from words and tables.

MA 7.2.3.b Write a two-step equation to represent real-world problems involving rational numbers in any form.

MA 7.2.3.c Solve real-world problems with equations that involve rational numbers in any form.

MA 7.2.3.d Solve real-world problems with inequalities.

MA 7.2.3.e Use proportional relationships to solve real-world problems, including percent problems, (e.g., % increase, % decrease, markup, tip, simple interest).

MA 7.2.3.f Solve real-world problems involving scale drawings using a proportional relationship.

MA 7.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Characteristics: Students will identify and describe geometric characteristics of two dimensional shapes.

MA 7.3.1.a Apply and use properties of adjacent, complementary, supplementary, and vertical angles to find missing angle measures.

MA 7.3.1.b Draw triangles (freehand using a ruler and a protractor, and using technology) with given conditions of three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.

MA 7.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane. No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 7.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 7.3.3.a Solve real-world problems involving perimeter and area of composite shapes made from triangles, quadrilaterals and polygons.

MA 7.3.3.b Solve real-world problems involving surface area and volume of composite shapes made from rectangular and triangular prisms.

MA 7.3.3.c Determine the area and circumference of circles both on and off the coordinate plane.

MA 7.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Representations: Students will create displays that represent data.

MA 7.4.1.a Represent data using circle graphs.

MA 7.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 7.4.2.a Solve problems using information presented in circle graphs.

MA 7.4.2.b Explain the difference between a population and a sample.

MA 7.4.2.c Generate conclusions about a population based upon a random sample.

MA 7.4.2.d Determine and critique biases in different data representations.

MA 7.4.3 Probability: Students will interpret and apply concepts of probability.

MA 7.4.3.a Generate a list of possible outcomes for a simple event.

MA 7.4.3.b Describe the theoretical probability of an event using a fraction, percentage, and decimal.

MA 7.4.3.c Find theoretical probabilities for independent events.

MA 7.4.3.d Perform simple experiments and express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely); write as fractions and percentages.

MA 7.4.3.e Find experimental probability for independent events.

MA 7.4.3.f Compare and contrast theoretical and experimental probabilities.

MA 7.4.3.g Find the probability of dependent compound events.

MA 7.4.3.h Identify complementary events and calculate their probabilities.

GRADE 8

MA 8.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.8.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

MA 8.1.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real, based on the definitions of these sets of numbers.

MA 8.1.1.b Represent numbers with positive and negative exponents and in scientific notation.

MA 8.1.1.c Describe the difference between a rational and irrational number.

MA 8.1.1.d Approximate, compare, and order real numbers (both rational and irrational) and order real numbers both off and on the number line.

MA 8.1.2 Operations: Students will compute with exponents and roots.

MA 8.1.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

MA 8.1.2.b Simplify numerical expressions involving exponents and roots (e.g., 4(-2) is the same as 1/16).

MA 8.1.2.c Simplify numerical expressions involving absolute value.

MA 8.1.2.d Multiply and divide numbers using scientific notation.

MA 8.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

MA 8.2.1.a Create algebraic expressions, equations, and inequalities (e.g., two-step, one variable) from word phrases, tables, and pictures.

MA 8.2.1.b Determine and describe the rate of change for given situations through the use of tables and graphs.

MA 8.2.1.c Describe equations and linear graphs as having one solution, no solution, or infinitely many solutions.

MA 8.2.1.d Graph proportional relationships and interpret the slope.

MA 8.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.

MA 8.2.2.a Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equal sign.

MA 8.2.2.b Solve two-step inequalities involving rational numbers and represent solutions on a number line.

MA 8.2.3 Applications: Students will solve real-world problems involving multi-step equations and multistep inequalities.

MA 8.2.3.a Describe and write equations from words, patterns, and tables.

MA 8.2.3.b Write a multi-step equation to represent real-world problems using rational numbers in any form.

MA 8.2.3.c Solve real-world multi-step problems involving rational numbers in any form.

MA 8.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Characteristics: Students will identify and describe geometric characteristics of two dimensional shapes.

MA 8.3.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

MA 8.3.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding, alternate interior, and alternate exterior angles to find missing measures.

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*MA 8.3.2 Coordinate Ge*ometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 8.3.2.a Perform and describe positions and orientation of shapes under single transformations including rotations (in multiples of 90 degrees about the origin), translations, reflections, and dilations on and off the coordinate plane.

MA 8.3.2.b Find congruent two-dimensional figures and define congruence in terms of a series of transformations.

MA 8.3.2.c Find similar two-dimensional figures and define similarity in terms of a series of transformations.

MA 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 8.3.3.a Explain a model of the Pythagorean Theorem.

MA 8.3.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve real-world problems.

MA 8.3.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

MA 8.3.3.d Determine the volume of cones, cylinders, and spheres, and solve real-world problems using volumes.

MA 8.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.4.1 Representations: Students will create displays that represent data.

MA 8.4.1.a Represent bivariate data (i.e. ordered pairs) using scatter plots.

MA 8.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 8.4.2.a Solve problems and make predictions using an approximate line of best fit.

MA 8.4.3 Probability: Students will interpret and apply concepts of probability. No additional indicator(s) at this level. Mastery is expected at previous grade levels.

GRADES 9-11

MA 11.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.11.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

MA 11.1.1.a Compare and contrast subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers.

MA 11.1.1.b Recognize that closure properties apply to the subsets of the complex number system, under the standard operations.

MA 11.1.1.c Use drawings, words, and symbols to explain the effects of operations such as multiplication and division on the magnitude of quantities in the real number system, including powers and roots (e.g., if you take the square root of a number, will the result always be smaller than the original number?

Gering Public Schools Additions:

- Additional example for MA 11.1.1.c:
    - Square Root of (¼) = (½)

MA 11.1.2 Operations: Students will compute with real and complex numbers.

MA 11.1.2.a Compute with subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers.

MA 11.1.2.b Simplify expressions with rational exponents.

MA 11.1.2.c Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology).

MA 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

MA 11.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 11.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with functions.

MA 11.2.1.a Define a function and use function notation.

MA 11.2.1.b Analyze a relation to determine if it is a function given graphs, tables, or algebraic notation.

MA 11.2.1.c Classify a function given graphs, tables, or algebraic notation, as linear, quadratic, or neither.

MA 11.2.1.d Identify domain and range of functions represented in either algebraic or graphical form.

MA 11.2.1.e Analyze and graph linear functions and inequalities (point-slope form, slope-intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities).

MA 11.2.1.f Analyze and graph absolute value functions (finding the vertex, symmetry, transformations, determine intercepts, and minimums or maximums using the piecewise definition).

MA 11.2.1.g Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums).

MA 11.2.1.h Represent, interpret, and analyze inverses of functions algebraically and graphically.

MA 11.2.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions, and solving linear and quadratic equations, and inequalities.

MA 11.2.2.a Convert equivalent rates (e.g., miles per hour to feet per second).

MA 11.2.2.b Identify and explain the properties used in solving equations and inequalities.

MA 11.2.2.c Simplify algebraic expressions involving integer and fractional exponents.

MA 11.2.2.d Perform operations on rational expressions (add, subtract, multiply, divide, and simplify).

MA 11.2.2.e Evaluate expressions at specified values of their variables (polynomial, rational, radical, and absolute value).

MA 11.2.2.f Solve an equation involving several variables for one variable in terms of the others.

MA 11.2.2.g Solve linear and absolute value equations and inequalities.

MA 11.2.2.h Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically.

MA 11.2.2.i Perform operations (addition subtraction, multiplication, and division) on polynomials.

MA 11.2.2.j Factor polynomials to include factoring out monomial terms and factoring quadratic expressions.

MA 11.2.2 k. Recognize polynomial multiplication patterns and their related factoring patterns (e.g., $(a + b)^2 = a^2 + 2ab + b^2$; $a^2 – b^2 = (a + b)(a - b)$).

MA 11.2.2.l Make the connection between the factors of a polynomial and the zeros of a polynomial.

MA 11.2.2.m Combine functions by composition and perform operations (addition, subtraction, multiplication, division) on functions.

MA 11.2.2.n Solve quadratic equations involving real coefficients and real or imaginary roots.

MA 11.2.3 Applications: Students will solve real-world problems involving linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.

MA 11.2.3.a Analyze, model, and solve real-world problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions).

MA 11.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 11.3.1.a Know and use precise definitions of ray, line segment, angle, perpendicular lines, parallel lines, and congruence based on the undefined terms of geometry: point, line and plane.

MA 11.3.1.b Prove geometric theorems about angles, triangles, congruent triangles, similar triangles, parallel lines with transversals, and quadrilaterals using deductive reasoning.

MA 11.3.1.c Apply geometric properties to solve problems involving similar triangles, congruent triangles, quadrilaterals, and other polygons.

MA 11.3.1.d Identify and apply right triangle relationships including sine, cosine, tangent, special right triangles, and the converse of the Pythagorean Theorem.

MA 11.3.1.e Create geometric models to visualize, describe, and solve problems using similar triangles, right triangles, and trigonometry.

MA 11.3.1.f Know and use precise definitions and terminology of circles, including central angle, inscribed angle, arc, intercepted arc, chord, secant, and tangent.

MA 11.3.1.g Apply the properties of central angles, inscribed angles, angles formed by intersecting chords, and angles formed by secants and/or tangents to find the measures of angles related to the circle.

MA 11.3.1.h Sketch, draw, and construct appropriate representations of geometric objects using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

MA 11.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 11.3.2.a Derive and apply the midpoint formula.

MA 11.3.2.b Use coordinate geometry to analyze linear relationships to determine if lines are parallel or perpendicular.

MA 11.3.2.c Given a line, write the equation of a line that is parallel or perpendicular to it.

MA 11.3.2.d Derive and apply the distance formula.

MA 11.3.2.e Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

MA 11.3.2.f Use coordinate geometry to prove quadrilaterals are trapezoids, isosceles trapezoids, parallelograms, rectangles, rhombi, kites, or squares.

MA 11.3.2.g Perform and describe positions and orientation of shapes under a single translation using algebraic notation on a coordinate plane.

MA 11.3.2.h Perform and describe positions and orientation of shapes under a rotation about the origin in multiples of 90 degrees using algebraic notation on a coordinate plane.

MA 11.3.2.i Perform and describe positions and orientation of shapes under a reflection across a line using algebraic notation on a coordinate plane.

MA 11.3.2.j Perform and describe positions and orientation of shapes under a single dilation on a coordinate plane.

MA 11.3.2.k Derive the equation of a circle given the radius and the center.

MA 11.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 11.3.3.a Convert between various units of length, area, and volume (e.g., such as square feet to square yards).

MA 11.3.3.b Convert between metric and standard units of measurement.

MA 11.3.3.c Apply the effect of a scale factor to determine the length, area, and volume of similar two- and three dimensional shapes and solids.

MA 11.3.3.d Find arc length and area of sectors of a circle.

MA 11.3.3.e Determine surface area and volume of spheres, cones, pyramids, and prisms using formulas and appropriate units.

MA 11.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 11.4.1 Representations: Students will create displays that represent data. No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 11.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 11.4.2.a Identify and compute measures of central tendency (mean, median, mode) when provided data both with and without technology.

MA 11.4.2.b Explain how transformations of data, including outliers, affect measures of central tendency.

MA 11.4.2.c Compare data sets and formulate conclusions.

MA 11.4.2.d Support conclusions with valid arguments.

MA 11.4.2.e Develop linear equations for linear models to predict unobserved outcomes using the regression line and correlation coefficient with technology.

MA 11.4.2.f Describe the shape, identify any outliers, and determine the spread of a data set.

MA 11.4.2.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection, and the conclusions that can rightfully be made.

MA 11.4.2.h Explain the differences between a randomized experiment and observational studies.

MA 11.4.2.i Using scatter plots, analyze patterns and describe relationships in paired data.

MA 11.4.2.j Recognize when arguments based on data confuse correlation with causation.

MA 11.4.2.k Interpret data represented by the normal distribution, formulate conclusions, and recognize that some data sets are not normally distributed.

MA 11.4.3 Probability: Students will interpret and apply concepts of probability.

MA 11.4.3.a Construct sample spaces and probability distributions.

MA 11.4.3.b Use appropriate counting techniques to determine the probability of an event.

MA 11.4.3.c Determine if events are mutually exclusive and calculate their probabilities in either case.

GRADE 12 - ADVANCED TOPICS (AT)

MA 12.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA.12.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the complex numbers.

MA 12.1.1.a (AT) Graph complex numbers on the complex plane.

MA 12.1.1.b (AT) Determine the magnitude of complex numbers.

MA 12.1.1.c (AT) Use matrices to represent and manipulate data.

MA 12.1.1.d (AT) Recognize the role that additive and multiplicative identities play in matrix operations.

MA 12.1.1.e (AT) Recognize that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

MA 12.1.1.f (AT) Derive and use the formulas for the general term and summation of finite arithmetic and geometric series.

MA 12.1.2 Operations: Students will compute with matrices.

MA 12.1.2.a (AT) Multiply matrices by scalars to produce new matrices.

MA 12.1.2.b (AT) Add, subtract, and multiply matrices of appropriate dimensions.

MA 12.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear and trigonometric functions.

MA 12.2.1.a (AT) Analyze and graph nonlinear functions (e.g., quadratic, trigonometric, square root, logarithmic, rational, higher-order polynomials, exponential, absolute value, piecewise, and sinusoidal).

MA 12.2.1.b (AT) Use the unit circle to define the trigonometric functions on all real numbers.

MA 12.2.1.c (AT) Evaluate sine, cosine, and tangent functions at positive and negative multiples of 30, and 45 degrees.

MA 12.2.1.d (AT) Create new functions out of existing functions using addition, subtraction, multiplication, division, translation, dilation, and composition.

MA 12.2.1.e (AT) Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

MA 12.2.1.f (AT) Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by that angle.

MA 12.2.1.g (AT) Convert between radian and degree measures of an angle.

MA 12.2.2 Algebraic Processes: Students will apply the identities when evaluating and solving trigonometric equations.

MA 12.2.2.a (AT) Use trigonometric identities to solve trigonometric equations.

MA 12.2.2.b (AT) Explain symmetry (odd and even) and periodicity of trigonometric functions.

MA 12.2.2.c (AT) Create an invertible function from a non-invertible function by restricting the domain (e.g.,arcsin, arccos, and arctan).

MA 12.2.2.d (AT) Find the period, amplitude, and midline of a trigonometric function of the form $y=A + B\sin(Cx)$, where A, B, and C are parameters, and identify these properties on a graph of the function.

MA 12.2.3 Applications: Students will solve real-world problems involving trigonometric functions.

MA 12.2.3.a (AT) Model periodic events with specified amplitude, frequency, and shifts.

MA 12.2.3.b (AT) Solve real-world problems using trigonometric and inverse trigonometric functions.

MA 12.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Characteristics: Students will identify and describe geometric characteristics and create two and three-dimensional shapes.

MA 12.3.1.a (AT) Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

MA 12.3.1.b (AT) Prove and apply properties of lengths of chords, secant segments, and tangent segments.

MA 12.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

MA 12.3.2.a (AT) Identify features of a function (e.g., local and global maxima and minima, concavity, approximate locations of points of inflection and vertical and horizontal asymptotes) from its graph.

MA 12.3.2.b (AT) Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

MA 12.3.2.c (AT) Recognize that vector quantities have both magnitude and direction and can be represented by directed line segments.

MA 12.3.2.d (AT) Add and subtract vectors graphically and algebraically.

MA 12.3.2.e (AT) Perform scalar multiplication of a vector and show it graphically.

MA 12.3.2.f (AT) Derive the equations of parabolas, ellipses, and hyperbolas from a graph or given parameters.

MA 12.3.2.g (AT) Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

MA 12.3.2.h (AT) Determine the shape of a two-dimensional cross-section of a three-dimensional object.

MA 12.3.3 Measurement: Students will perform and compare measurements and apply formulas.

MA 12.3.3.a (AT) Use Cavalieri's Principle to determine the volume of a sphere and other solid figures.

MA 12.3.3.b (AT) Determine the tolerance interval and percent of error in measurement.

MA 12.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Representations: Students will create displays that represent data. No additional indicator(s) at this level. Mastery is expected at previous grade levels.

MA 12.4.2 Analysis & Applications: Students will analyze data to address the situation.

MA 12.4.2.a (AT) Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

MA 12.4.3 Probability: Students will interpret and apply concepts of probability.

MA 12.4.3.a (AT) Calculate the expected value of a random variable and interpret it as the mean of a probability distribution.

MA 12.4.3.b (AT) Determine possible outcomes of a decision by assigning probabilities to outcome values and finding expected values.

MA 12.4.3.c (AT) Evaluate and compare strategies on the basis of expected values.

MA 12.4.3.d (AT) Analyze decisions and strategies using probability concepts (e.g., medical testing and product testing).

GERING PUBLIC SCHOOLS
MATHEMATICS CURRICULUM

Standards Alignment
Scope & Sequence

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Kindergarten

Date Completed	Nebraska State Math Standard
	First Semester
	MA 0.1.1.b Demonstrate cardinality (i.e., the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.
	MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.
	MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.
	MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.
	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., 14 = 10 + 4) to record each composition and decomposition.
	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
	MA 0.1.1.i Compare the value of two written numerals between 1 and 10.
	MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).
	MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).
	MA 0.3.1.b Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").
	MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).
	MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

	Second Semester
	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number. Definition: Decade is every 10 years (groups of 10).
	MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
	MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5. MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., 7 = 4 + 3 and 7 = 1 + 6).
	MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.
	MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).
	MA 0.3.1.b Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").
	MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number "corners"/vertices), and other attributes (e.g., sides of equal length).
	MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.
	MA 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).
	MA 0.3.3.a Describe measurable attributes of real-world objects (e.g., length or weight).
	MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
First Grade

Date Completed	**Nebraska State Math Standard**
	First Semester
	MA 1.1.1.a Count to 120 by ones and tens, starting at any given number.
	MA 1.1.1.b Read and write numerals within the range of 0 – 120.
	MA 1.1.1.c Write numerals to match a representation of a given set of objects for numbers up to 120.
	MA 1.1.1.d Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a "ten" and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., 19 = 10 + 9).
	MA 1.1.1.e Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., 50 = 5 tens and 0 ones).
	MA 1.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 10.
	MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten). Example: The value of the tens place is increased/decreased by 1. The digit holding the ten's place value is increased/decreased by 1.
	MA 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
	MA 1.2.3.c Create a real-world problem to represent a given equation involving addition and subtraction within 20.
	MA 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
	MA 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".
	MA 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.

	MA 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?).
	MA 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks.
	MA 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.
	Second Semester
	MA 1.1.1.a Count to 120 by ones and tens, starting at any given number.
	MA 1.1.1.b Read and write numerals within the range of 0 – 120.
	MA 1.1.1.c Write numerals to match a representation of a given set of objects for numbers up to 120.
	MA 1.1.1.d Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a "ten" and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., 19 = 10 + 9).
	MA 1.1.1.e Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., 50 = 5 tens and 0 ones).
	MA 1.1.1.f Compare two two-digit numbers by using symbols <, =, and > and justify the comparison based on the number of tens and ones.
	MA 1.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 10.
	MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).
	MA 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., 90 – 70 = 20).
	MA 1.1.2.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
	MA 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place

	value.
	MA 1.2.1.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 – 1, 6 + 3 = 3 + 6, and 7 + 2 = 5 + 4).
	MA 1.2.1.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find 12 – 9 = ___, using the addition fact 9 + 3 = 12).
	MA 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
	MA 1.2.1.d Determine the unknown whole number in an addition or subtraction equation (e.g. 7 + ? = 13). Definition: Variables may be letters, questions marks, boxes or any picture/shape to hold a position.
	MA 1.2.2.a Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, 7 + 5 =12; 7 + (3 + 2) = 12; (7 + 3) + 2 = 12; 10 + 2 = 12 using the commutative property to count on 2 + 6 = 6 + 2; and using the associative property to make 10, 5 + 3 + 7 = 5 + (3 + 7) = 5 + 10).
	MA 1.2.3.a Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
	MA 1.2.3.b Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.
	MA 1.2.3.c Create a real-world problem to represent a given equation involving addition and subtraction within 20.
	MA 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
	MA 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".
	MA 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.
	MA 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a

	dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?).
	MA 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks.
	MA 1.3.3.c Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.
	MA 1.3.3.d Order three objects by directly comparing their lengths, or indirectly by using a third object.
	MA 1.4.1.a Organize and represent a data set with up to three categories using a picture graph.
	MA 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Second Grade

Date Completed	Nebraska State Math Standard
	First Semester
	MA 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.
	MA 2.1.1.c Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).
	MA 2.1.1.d Demonstrate that 100 represents a group of ten tens.
	MA 2.1.1.e Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones.
	MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.
	MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.
	MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.
	MA 2.2.1.a Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.
	MA 2.3.1.c Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.
	MA 2.3.3.c Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).
	MA 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.
	MA 2.3.3.e Measure and estimate lengths using inches, feet, centimeters, and meters.
	MA 2.3.3.f Compare the difference in length of objects using inches and feet or centimeters and meters.
	MA 2.3.3.g Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and

	represent whole number sums and differences within 100 on a number line.
	MA 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.
	MA 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.
	Second Semester
	MA 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.
	MA 2.1.1.b Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.
	MA 2.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 20.
	MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.
	MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.
	MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.
	MA 2.1.2.f Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).
	MA 2.2.3.a Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.
	MA 2.3.1.b Partition/divide a rectangle into rows and columns of equal sized squares. Count to find the total.
	MA 2.3.1.d Recognize that equal shares of identical wholes need not have the same shape.
	MA 2.3.3.a Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
	MA 2.3.3.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

	MA 2.3.3.e Measure and estimate lengths using inches, feet, centimeters, and meters.
	MA 2.3.3.f Compare the difference in length of objects using inches and feet or centimeters and meters.
	MA 2.3.3.g Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line.
	MA 2.3.3.h Use measurement lengths and addition and subtraction within 100 to solve real-world problems.
	MA 2.4.1.b Create and represent a data set by making a line plot.

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Third Grade

Date Completed	**Nebraska State Math Standard**
	First Semester
	MA 3.1.1.a Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation
	MA 3.1.1.b Compare whole numbers through the hundred thousands and represent the comparisons using the symbols >, < or =
	MA 3.1.1.c Round a whole number to the tens or **hundred**s place, using place value understanding or a visual representation.
	MA 3.1.1.d Represent and understand a fraction as a number on a number line
	MA 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.
	MA 3.1.1.g Find parts of a whole and parts of a set using visual representations
	MA 3.1.1.i Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning
	MA 3.1.2.a Add and subtract within 1,000 with or without regrouping.
	MA 3.1.2.b Select and apply the appropriate methods of computation when solving one- and **two- step** addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).
	MA 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and **number lines to explain the meaning of multiplication.**
	MA 3.1.2.d Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.
	MA 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90
	MA 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4).
	MA 3.1.2.h Determine the reasonableness of whole number sums and differences in real-world problems using **estimation**, compatible numbers, mental computations, or other strategies

	MA 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret 4 × 6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations
	MA 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and **divide**
	MA 3.2.2.b Solve one-step whole number equations involving addition, subtraction, multiplication, or **division**, including the use of a letter to represent th**e unknown quantity** Example: 9 divided by a = 3
	MA 3.2.3.a Solve real-world problems involving **two-step equations** (involving two operations) involving whole numbers using addition and subtraction
	MA 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real-world problems involving whole numbers.
	MA 3.3.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes.
	MA 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles)
	MA 3.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the **coordinate plane**.
	MA 3.3.3.a Find the perimeter of polygons given the side lengths, and find an unknown side length.
	MA 3.3.3.b Tell and write time to the minute using both analog and digital clocks.
	MA 3.3.3.c Solve real-world problems involving addition and subtraction of time intervals and find elapsed time
	MA 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, **weigh**t, mass, **liquid volume**, and **capacity** (within the same system and unit)
	MA 3.3.3.e Estimate and measure length to the nearest half inch, quarter inch, and centimeter
	MA 3.3.3.g Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths.
	MA 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories.
	MA 3.4.1.b Represent data using **line plots** where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

	MA 3.4.2.a Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information represented in pictographs and bar graphs.
	Second Semester
	MA 3.1.1.e Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers
	MA 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.
	MA 3.1.1.h Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual representation
	MA 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90
	MA 3.1.2.g Fluently (i.e. automatic recall based on understanding) multiply and divide within 100
	MA 3.2.1.a Identify arithmetic patterns (including patterns in the addition or multiplication tables) using properties of operations
	MA 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and **divide**
	MA 3.2.2.b Solve one-step whole number equations involving addition, subtraction, multiplication, or **division**, including the use of a letter to represent the **unknown quantity**
	MA 3.2.3.a Solve real-world problems involving **two-step equations** (involving two operations) involving whole numbers using addition and subtraction
	MA 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles)
	MA 3.3.1.c Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.
	MA 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit)
	MA 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units
	MA 3.3.3.h Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
	MA 3.4.2.a Solve problems and make simple statements about quantity differences

	(e.g., how many more and how many less) using information represented in pictographs and bar graphs.

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Fourth Grade

Date Completed	Nebraska State Math Standard
	First Semester
	MA 4.1.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.
	MA 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left. Example: 4.2 x 10 = 42; 36.3 divided by 10 = 3.63
	MA 4.1.1.c Classify a number up to 100 as prime or composite.
	MA 4.1.1.d Determine whether a given whole number up to 100 is a multiple of a given one-digit number.
	MA 4.1.1.e Determine factors of any whole number up to 100.
	MA 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using >, <, and = symbols, and visual representations.
	MA 4.1.1.g Round a multi-digit whole number to any given place
	MA 4.1.1.h Use decimal notation for fractions with denominators of 10 or 100.
	MA 4.1.1.i Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.
	MA 4.1.1.j Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.
	MA 4.1.1.k Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators)
	MA 4.1.1.l Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.
	MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm.
	MA 4.1.2.b Multiply a four-digit whole number by a one-digit whole number.
	MA 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.

	MA 4.1.2.d Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.
	MA 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.
	MA 4.1.2.f Add and subtract fractions and mixed numbers with like denominators.
	MA 4.1.2.g Multiply a fraction by a whole number.
	MA 4.1.2.h Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.
	MA 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths). MA 4.4.2 Analysis & Applications: Students
	MA 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots. Comment: Will include order of operations in instruction.
	Second Semester
	MA 4.2.1.a Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., 3 + n = 15, 81 ÷ n = 9).
	MA 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule, such as y = 3x + 5 is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given.
	MA 4.2.2.a Solve one- and two-step problems which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity.
	MA 4.2.3.a Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders.
	MA 4.2.3.b Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.
	MA 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint.
	MA 4.3.1.b Classify an angle as acute, obtuse, or right.
	MA 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.
	MA 4.3.1.d Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.

	MA 4.3.1.e Identify right triangles.
	MA 4.3.1.f Measure angles in whole number degrees using a protractor.
	MA 4.3.1.g Sketch angles of a specified measure.
	MA 4.3.1.h Recognize and draw lines of symmetry in two-dimensional shapes.
	MA 4.3.3.a Apply perimeter and area formulas for rectangles
	MA 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.
	MA 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

*Those standards highlighted are those different or new from the previous standards.

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Fifth Grade

Date Completed	Nebraska State Math Standard
	First Semester
	MA 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.
	MA 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols <,>, or =.
	MA 5.1.1.c Round whole numbers and decimals to any given place.
	MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).
	MA 5.1.1.e Write powers of 10 with exponents. Example: $10^2 = 100$; $10^3 = 1000$
	MA 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm.
	MA 5.1.2.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.
	MA 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.
	MA 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction.
	MA 5.1.2.e Explain division of a whole number by a fraction using models and visual representations
	MA 5.1.2.f Interpret a fraction as division of the numerator by the denominator.
	MA 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations. Examples: Commutative Property: a x b = b x a Associative Property: a + (b + c) = (a + b) + c Distributive Property: a(b + c) = ab + ac Identity Property: a + 0 = a; a - 0 = a; a x 1 = a; a divided by 1 = a Zero Property: a + 0 = a; a - 0 = a; a x 0 = 0; 0 divided by a = 0; a divided by 0 is undefined

	MA 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators.
	MA 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals.
	MA 5.1.2.j Multiply and divide by powers of 10.
	MA 5.2.1.a Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.
	MA 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).
	MA 5.2.3.a Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.
	MA 5.4.2.a Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs.
	MA 5.4.2.b Formulate questions that can be addressed with data and make predictions about the data.
	Second Semester
	MA 5.2.1.a Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.
	MA 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).
	MA 5.2.3.a Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.
	MA 5.3.1.a Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.
	MA 5.3.1.b Identify faces, edges, and vertices of rectangular prisms.
	MA 5.3.1.c Justify the classification of two-dimensional figures based on their properties.
	MA 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane.
	MA 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.
	MA 5.3.3.a Recognize that solid figures have volume that is measured in cubic units.
	MA 5.3.3.b Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.

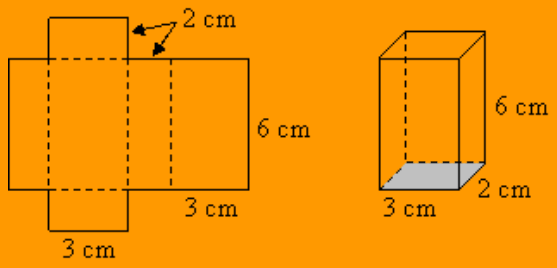
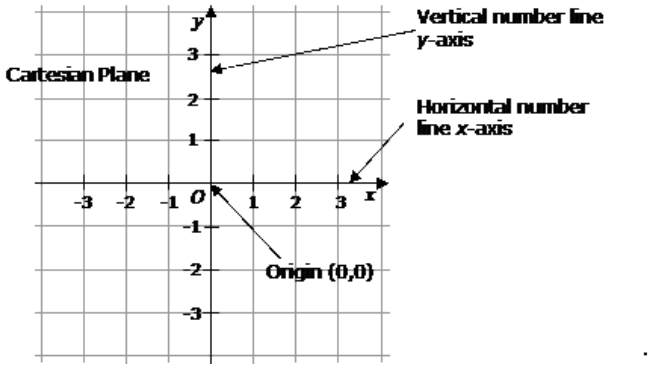
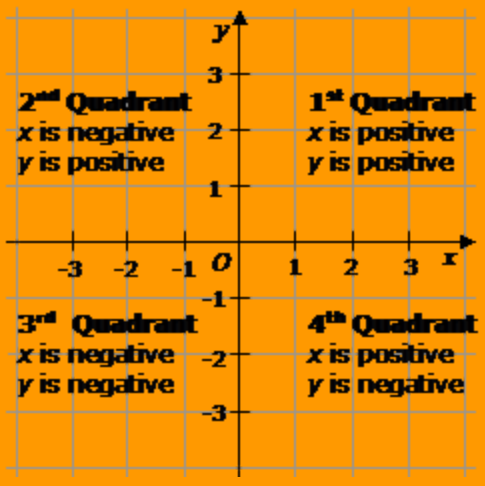
	MA 5.3.3.c Generate conversions within the customary and metric systems of measurement.

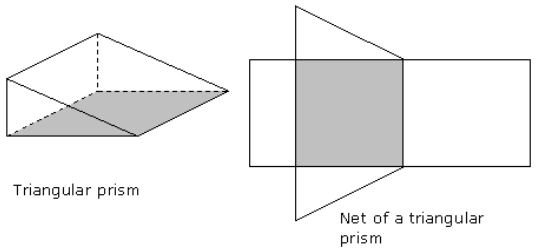
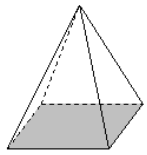
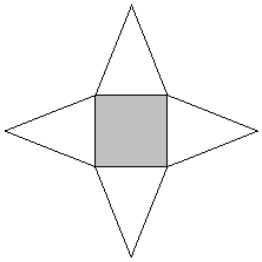
*Those standards highlighted are those different or new from the previous standards.

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Sixth Grade

Date Completed	Nebraska State Math Standard
	First Semester
	MA 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents.
	MA 6.1.1.b Represent non-negative whole numbers using exponential notation.
	MA 6.1.1.c Compare and order rational numbers both on the number line and not on the number line.
	MA 6.1.1.d Convert among fractions, decimals, and percents using multiple representations.
	MA 6.1.1.e Determine ratios from drawings, words, and manipulatives.
	MA 6.1.1.f Explain and determine unit rates.
	MA 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols.
	MA 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line
	MA 6.1.1.i Determine absolute value of rational numbers.
	MA 6.1.2.a Multiply and divide non-negative fractions and mixed numbers.
	MA 6.1.2.b Evaluate expressions with positive exponents.
	MA 6.1.2.c Divide multi-digit whole numbers using the standard algorithm. Definition of algorithm: a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer
	MA 6.1.2.d Add, subtract, multiply, and divide decimals using the standard algorithms.
	MA 6.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.
	MA 6.4.1.a Represent data using line plots, dot plots, box plots, and histograms.
	MA 6.4.2.a Solve problems using information presented in line plots, dot plots, box plots, and histograms.
	MA 6.4.2.b Compare and interpret data sets based upon their graphical

	representations (e.g., center, spread, and shape).
	MA 6.4.2.c Find and interpret the mean, median, mode, and range for a set of data.
	MA 6.4.2.d Compare the mean, median, mode, and range from two sets of data
	MA 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases. Example: x + 3=10; x + 3 x 2=14
	MA 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms Example: 2x + 2x =12 4x =12 x =3 Example: (3 x 5) + (3 x 2)
	MA 6.2.1.c Represent and analyze the relationship between two variables using graphs, tables, and one-step equations
	MA 6.2.2.a Simplify expressions using the distributive property and combining like terms.
	MA 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true.
	MA 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations.
	MA 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which may include absolute value) with respect to order of operations (non-negative rational numbers).
	MA 6.2.2.e Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication and division
	MA 6.2.2.f Use equivalent ratios relating quantities with whole numbers to create a table. Find missing values in the table.
	MA 6.2.2.g Represent inequalities on a number line (e.g., graph x > 3).
	Second Semester
	MA 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-world problems involving nonnegative rational numbers.
	MA 6.2.3.b Solve real-world problems involving non-negative rational numbers.
	MA 6.2.3.c Solve real-world problems involving percents of numbers. Example: Sales tax, tips, discounts

	MA 6.2.3.d Solve real-world problems using ratios and unit rates.
	MA 6.3.1.a Identify and create nets to represent two-dimensional drawings of prisms, pyramids, cylinders, and cones Example: 
	MA 6.3.2.a Identify the ordered pair of a given point in the coordinate plane. Example: (0, 0) =a 
	MA 6.3.2.b Plot the location of an ordered pair in the coordinate plane.
	MA 6.3.2.c Identify the quadrant of a given point in the coordinate plane. Example: 
	MA 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices.

	MA 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area.
	MA 6.3.3.a Determine the area of quadrilaterals, including parallelograms, trapezoids, and triangles by composition and decomposition of polygons as well as application of formulas.
	MA 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets.
	MA 6.3.3.c Apply volume formulas for rectangular prisms. Example:  Triangular prism Net of a triangular prism  Rectangular pyramid 

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GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Seventh Grade Math

7th Grade Math

Standard Number	Description	Completed (Date)
	FIRST SEMESTER	
7.1.2.a	Solve problems using proportions and ratios (e.g., cross products, percents, tables, equations, and graphs).	
7.1.2.b	Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).	
7.1.2.c	Apply properties of operations as strategies for problem solving with rational numbers.	
7.1.2.d	Use multiple strategies to add, subtract, multiply, and divide integers.	
7.1.2.e	Estimate and check reasonableness of answers using appropriate strategies and tools.	
7.2.1.a	Describe and create an inequality from words and pictures (e.g., one-step, one-variable).	
7.2.1.b	Represent real-world situations with proportions.	
7.2.2.a	Solve equations using the distributive property and combining like terms.	
7.2.2.b	Use factoring and properties of operations to create equivalent algebraic expressions (e.g., 2x + 6 = 2(x +3)	
7.2.2.c	Given the value of the variable(s), evaluate algebraic expressions (including absolute value).	
7.2.2.d	Solve two-step equations involving rational numbers which include the integers.	
7.2.2.e	Solve one-step inequalities involving integers and rational numbers and represent solutions on a number	
7.2.3.a	Describe and write linear equations from words and tables.	
7.2.3.b	Write a two-step equation to represent real-world problems involving rational numbers in any form.	
7.2.3.c	Solve real-world problems with equations that involve rational numbers in any form.	

7.2.3.d	Solve real-world problems with inequalities.	
7.2.3.e	Use proportional relationships to solve real-world problems, including percent problems, (e.g., % increase, % decrease, mark-up, tip, simple interest).	
7.2.3.f	Solve real-world problems involving scale drawings using a proportional relationship.	

7th Grade Math

	Second Semester	
7.3.1.a	Apply and use properties of adjacent, complementary, supplementary, and vertical angles to find missing angle measures.	
7.3.1.b	Draw triangles (freehand, using a ruler and a protractor, and using technology) with given conditions of three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.	
7.3.3.a	Solve real-world problems involving perimeter and area of composite shapes made from triangles, quadrilaterals and polygons.	
7.3.3.b	Solve real-world problems involving surface area and volume of composite shapes made from rectangular and triangular prisms.	
7.3.3.c	Determine the area and circumference of circles both on and off the coordinate plane.	
7.4.1.a	Represent data using circle graphs.	
7.4.2.a	Solve problems using information presented in circle graphs.	
7.4.2.b	Explain the difference between a population and a sample.	
7.4.2.c	Generate conclusions about a population based upon a random sample.	
7.4.2.d	Determine and critique biases in different data representations.	
7.4.3.a	Generate a list of possible outcomes for a simple event.	
7.4.3.b	Describe the theoretical probability of an event using a fraction, percentage, and decimal.	early 2nd semester(before NeSA)
7.4.3.c	Find theoretical probabilities for independent events.	early 2nd semester(before NeSA)
7.4.3.d	Perform simple experiments and express the degree of likelihood	early 2nd

	(possible, impossible, certain, more likely, equally likely, or less likely); write as fractions and percentages.	semester(before NeSA)
7.4.3.e	Find experimental probability for independent events.	early 2nd semester(before NeSA)
7.4.3.f	Compare and contrast theoretical and experimental probabilities.	early 2nd semester(before NeSA)
7.4.3.g	Find the probability of dependent compound events.	early 2nd semester(before NeSA)
7.4.3.h	Identify complementary events and calculate their probabilities.	early 2nd semester(before NeSA)

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Pre-Algebra

8th Grade Pre-Algebra

Standard Number	Description	Completed (Date)
	First Semester	
8.1.1.a	Determine subsets of numbers as natural, whole, integer, rational, irrational, or real, based on the definitions of these sets of numbers.	
8.1.1.c	Describe the difference between a rational and irrational number.	
8.1.1.d	Approximate, compare, and order real numbers (both rational and irrational) and order real numbers both off and on the number line.	
8.1.2.a	Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.	
8.1.2.b	Simplify numerical expressions involving exponents and roots (e.g., 4(-2) is the same as 1/16).	
8.1.2.c	Simplify numerical expressions involving absolute value.	
8.1.2.e	Estimate and check reasonableness of answers using appropriate strategies and tools.	
8.2.1.a	Create algebraic expressions, equations, and inequalities (e.g., two-step, one variable) from word phrases, tables, and pictures.	
8.2.1.b	Determine and describe the rate of change for given situations through the use of tables and graphs.	
8.2.1.c	Describe equations and linear graphs as having one solution, no solution, or infinitely many solutions.	
8.2.1.d	Graph proportional relationships and interpret the slope.	
8.2.2.a	Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equal sign.	
8.2.2.b	Solve two-step inequalities involving rational numbers and represent solutions on a number line.	
8.2.3.a	Describe and write equations from words, patterns, and tables.	
8.2.3.b	Write a multi-step equation to represent real-world problems using rational numbers in any form.	
8.2.3.c	Solve real-world multi-step problems involving rational numbers in any form.	

8th Grade Pre-Algebra

	Second Semester	
8.3.1.a	Determine and use the relationships of the interior angles of a triangle to solve for missing measures.	
8.3.1.b	Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding, alternate interior, and alternate exterior angles to find missing measures.	
8.3.2.a	Perform and describe positions and orientation of shapes under single transformations including rotations (in multiples of 90 degrees about the origin), translations, reflections, and dilations on and off the coordinate plane.	
8.3.2.b	Find congruent two-dimensional figures and define congruence in terms of a series of transformations.	
8.3.2.c	Find similar two-dimensional figures and define similarity in terms of a series of transformations.	
8.3.3.a	Explain a model of the Pythagorean Theorem.	
8.3.3.b	Apply the Pythagorean Theorem to find side lengths of triangles and to solve real-world problems.	
8.3.3.c	Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.	
8.3.3.d	Determine the volume of cones, cylinders, and spheres, and solve real-world problems using volumes.	
8.4.1.a	Represent bivariate data (i.e. ordered pairs) using scatter plots.	
8.4.2.a	Solve problems and make predictions using an approximate line of best fit.	
8.1.1.b	Represent numbers with positive and negative exponents and in scientific notation.	
8.1.2.d	Multiply and divide numbers using scientific notation.	

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Algebra I

ALGEBRA I

Standard Number	Description	Completed (Date)
	First Semester	
11.1.1.a	Compare and contrast subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers	
11.1.1.c	Use drawings, words, and symbols to explain the effects of operations such as multiplication and division on the magnitude of quantities in the real number system, including powers and roots (e.g. in you take the square root of a number, will the result always be smaller than the original number?)	
11.1.2.a	Compute with subsets of the complex number system, including imaginary, rational, irrational, integers, whole and natural numbers.	
11.1.2.b	Simplify expressions with rational exponents	
11.1.2.c	Select, apply, and explain the method of computation when problem solving using real number (e.g. models, mental computation, paper-pencil, or technology)	
11.1.2.d	Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number	
11.2.1.a	Define a function and use function notation	
11.2.1.b	Analyze a relation to determine if it is a function given graphs, tables, or algebraic notation.	
11.2.1.d	Identify domain, and range of functions represented in either algebraic or graphical form	
11.2.1.e	Analyze and graph linear functions and inequalities (point-slope form, slope-intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities)	
11.2.2.a	Convert between equivalent rates (e.g. miles per hour to feet per second)	
11.2.2.b	Identify and explain the properties used in solving equations and inequalities	
11.2.2.e	Evaluate expressions and specified values of their tables (polynomial, rational, radical, and absolute value)	
11.2.2.f	Solve an equation involving several variables for one variable in terms of others	
11.2.2.g	Solve linear and absolute value equations and inequalities	
11.2.3.a	Analyze, model, and solve real-world problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions)	
11.3.3.a	Convert between various units of length, area, and volume (e.g. such as square feet to square yards)	
11.3.3.b	Convert between metric and standards units of measurement	

	Definition: standard is also sometimes referred to as customary.	

ALGEBRA I

Standard Number	Description	Completed (Date)
	Second Semester	
11.2.1.c	Classify a function given graphs, tables, or algebraic notation, as linear, quadratic or neither	
11.2.1.f	Analyze and graph absolute value function(finding the vertex, symmetry, transformations, determine intercepts, and minimums or maximums using the piecewise definition)	
11.2.1.g	Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximum)	
11.2.2.c	Simplify algebraic expressions involving integer and fractional exponents (Introduction only)	
11.2.2.h	Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically	
11.2.2.i	Perform operations on polynomials (addition, subtraction, multiplication, and division)	
11.2.2.j	Factor polynomials to include factoring out monomial terms and factoring quadratic expressions	
11.2.2.k	Recognize polynomial multiplication patterns and their related factoring patterns (e.g. $(a+b)^2 = a^2 + 2ab + b^2$ *and* $a^2 - b^2 = (a+b)(a-b)$)	
11.2.2.l	Make the connection between the factors of a polynomial and the zeros of a polynomial	
11.2.2.n	Solve quadratic equations involving real coefficients and real or imaginary roots	
11.2.3.a	Analyze, model, and solve real-world problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.	

GERING PUBLIC SCHOOLS
NEBRASKA MATH STANDARDS ALIGNMENT
Algebra II

ALGEBRA II

Standard Number	Description	Completed (Date)
	First Semester	
11.1.1.a	Compare and contrast subsets of the complex number systems, including imaginary, rational, irrational, integers, whole, and natural numbers	
11.1.1.b	Recognize that closure properties apply to the subsets of the complex number systems, under the standard operations.	
11.1.2.a	Compute with subsets of the complex numbers system, including imaginary, irrational, integers, whole and natural numbers.	
11.2.1.c	Classify a function given graphs, tables, or algebraic notation as linear, quadratic or neither.	
11.2.1.e	Analyze and graph and linear functions and inequalities (point-slope form, intercept- form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal line, and inequalities)REVIEW ONLY	
11.2.1.f	Analyze and graph absolute value functions(finding the vertex, symmetry, transformations, determine intercepts, and minimums and maximums using the piecewise definition).	
11.2.1.g	Analyze and graph quadratic functions(standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums.)	
11.2.2.a	Convert equivalent rates (e.g. miles per hour to feet per second)	
11.2.2.n	Solve quadratic equations involving real coefficients and real or imaginary roots. INCLUDE FACTORING, QUADRATIC FORMULA	

ALGEBRA II

Standard Number	Description	Completed (Date)
	Second Semester	
11.1.2.b	Simplify expressions with rational exponents	
11.2.1.d	Identify domain and range of functions represented in either algebraic or graphical form.	
11.2.1.h	Represent, interpret, and analyze inverse functions.	
11.2.2.c	Simplify algebraic expressions involving integer and fractional exponents.	
11.2.2.d	Perform operations on rational expressions (add, subtract, multiply, divide, and simplify).	
11.2.2.m	Combine functions by compositions and perform operations (addition, subtraction, multiplication, division on functions).	
11.2.3.a	Analyze, model, and solve real-world problems using various representations (graphs, table, linear equations and inequalities,	

	systems of linear equations, quadratic, exponential, square root, and absolute value functions).	
11.4.2.a	Identify and compute measures of central tendency (mean, median, mode) when provided data both with and without technology.	
11.4.2.b	Explain how transformations of data, including outliers, affect measures of central tendency.	
11.4.2.c	Compare data sets and formulate conclusions.	
11.4.2.d	Support conclusions with valid arguments.	
11.4.2.e	Develop linear equations for linear models to predict unobserved outcomes using the regression line and correlation coefficient with technology.	
11.4.2.f	Describe the shape, identify any outliers, and determine the spread of a data set.	
11.4.2.g	Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection, and the conclusions that can rightfully be made.	
11.4.2.h	Explain the differences between a randomized experiment and observational studies.	
11.4.2.i	Using scatter plots, analyze patterns and describe relationships in paired data.	
11.4.2.j	Recognize when arguments based on data confuse correlation with causation.	
11.4.2.k	Interpret data represented by the normal distribution, formulate conclusions, and recognize that some date sets are not normally distributed.	
11.4.3.a	Construct sample spaces and probability distributions.	
11.4.3.b	Use appropriate counting techniques to determine the probability of an event.	
11.4.3.c	Determine if events are mutually exclusive and calculate their probabilities in either case.	

GERING PUBLIC SCHOOLS

NEBRASKA MATH STANDARDS ALIGNMENT
Geometry

GEOMETRY

Standard Number	Description	Completed (Date)
	First Semester	
11.3.1.a	Know and use precise definitions of ray, line segment, angle, perpendicular lines, and congruence based on the undefined terms of geometry; point, line and plane.	
11.3.1.h	Sketch, draw, and construct appropriate representations of geometric objects using a variety of tools and methods which may include ruler/straightedge, protractor, compass, reflective devices, paper folding, or dynamic geometric software	
11.3.2.a	Derive and apply the midpoint formula	
11.3.2.b	Use coordinate geometry to analyze linear relationships to determine if lines are parallel or perpendicular	
11.3.2.c	Given a line, write the equation of a line that is parallel or perpendicular to it	
11.3.2.d	Derive and apply the distance formula	

GEOMETRY

Standard Number	Description	Completed (Date)
	Second Semester	
11.3.1.b	Prove geometric theorems about angles, triangles, congruent triangles, similar triangles, parallel lines with transversals, and quadrilaterals using deductive reasoning	
11.3.1.c	Apply geometric properties to solve problems to solve problems involving similar triangles, congruent triangles, quadrilaterals and other polygons	
11.3.1.d	Identify and apply right triangle relationships including sine, cosine, tangent, special right triangles, right triangles and trigonometry	
11.3.1.e	Create geometric models to visualize, describe, and solve problems using similar triangles, right triangles, and trigonometry	
11.3.1.f	Know and use precise definitions and terminology of circles, including central angle, inscribed angle, arc, intercepted arc, chord, secant, and tangents	
11.3.1.g	Apply the properties of central angles, inscribed angles, angles formed by intersecting chords, and angles formed by secants and/or tangents to find the measures of angles related to the circle.	
11.3.2.e	Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene	

11.3.2.f	Use coordinate geometry to prove quadrilaterals are trapezoids, isosceles trapezoids, parallelograms, rectangles, rhombi, kites, or squares	
11.3.2.g	Perform and describe positions and orientation of shapes under a single translation using algebraic notation on a coordinate plane	
11.3.2.h	Perform and describe positions and orientation of shapes under a rotation about the origin in multiples of 90 degrees using algebraic notation on a coordinate plane	
11.3.2.i	Perform and describe positions and orientation of shapes under a reflection across a line using algebraic notation on a coordinate plane	
11.3.2.j	Perform and describe positions and orientation of shapes under a single dilation on a coordinate plane.	
11.3.2.k	Derive the equation of a circle given the radius and the center.	
11.3.3.c	Apply the effect of a scale factor to determine the length, area, and volume of similar two and three dimensional shapes and solids	
11.3.3.d	Find arc length and area of sectors of a circle	
11.3.3.e	Determine surface area and volume of spheres, cones, pyramids and prisms using formulas and appropriate units.	