



## **Work Session**

Thursday, April 16, 2020 @ 6:00 PM Central  
Middle School, 201 North Marian Road, Hastings, NE 68901

1. Roll Call -

2. Oath of Office to new Board member - Jeff Schneider -

3. Second Superintendent Evaluation - Jim Boeve -

4. Announcement - Jim Boeve -

5. Welcome to HEA reps and guests - Jim Boeve -

6. Review Board Norms/Goal - Jim Boeve -

7. \*Graduation Requirement Waiver - Jeff Schneider -

8. \*Approve 21st Century Grant at Lincoln Elementary - Jeff Schneider -

9. \*Review of hearing and approval on lunch prices, ticket prices, and student fees for 2020-2021 - David

Essink -

10. \*Consent Agenda - David Essink -

11. \*Approve the bid for the Middle School lunchroom tables - Dave Essink -

12. \*Approve the bid for Middle School lunchroom chairs - Dave Essink -

13. \*Approve new science curriculum - Lawrence Tunks -

14. HPS Update - Kandace Garwood -

15. \*Approve Longfellow Change Order #14 (credit) - Trent Kelly -

16. \*Approve Hawthorne HVAC bid - Trent Kelly -

17. \*Approve Chromebook bid - Trent Kelly -

18. HPS Bond Update - Jeff Schneider -

19. Reminders - Jim Boeve -

## 20. Reports, etc., at Board Meeting - Jim Boeve -

## 21. Adjournment - Jim Boeve -

**\*Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

**\*\*Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

**\*\*\*Action Item:** The board reserves the right to take action on an item listed on the board agenda.

**HASTINGS PUBLIC SCHOOLS  
SUPERINTENDENT APPRAISAL PROCESS**

1. At, or before, the November Board of Education Meeting, each Board Member will receive the appraisal instrument that outlines the responsibilities of the Superintendent. Each Board Member will review the Indicators associated with each Dimension of Performance and will score each Indicator. In accordance with Policy 302.05, Superintendent Evaluation 6b, the appraisal process will strive to evaluate the Superintendent's performance and to clarify for the Superintendent his/her role as seen by the Board of Education.
2. In order to ensure the ability to complete the evaluation in a timely manner, the Board President will set a deadline for individual evaluations to be submitted and may exclude any individual evaluation that is not submitted on time.
3. The Board President will compile the individual evaluations. A "majority rule" methodology will be used to determine the summarized Board rating and documentation of comments.
4. At the Superintendent's request, all individual evaluations and comments will be made available for his/her review.
5. At the December Work Session, the Board President will meet with the Board in closed session to discuss the summary appraisal.
6. The Board will meet with the Superintendent to review the appraisal, in closed session, during the regular meeting of the Board in December.
7. The Board may vote to extend/renew the Superintendent's contract in December or at a time of the Board's choosing.
8. In January, the Superintendent will communicate to the Board a goal for the organization that he/she will attempt to attain through his/her leadership and an individual goal he/she has set for himself/herself as a professional. In June, the Superintendent will communicate to the Board how he/she has worked to accomplish those goals.
9. If the Superintendent is in hers or his first year of service as Superintendent, the Board will also evaluate the Superintendent a second time with the above steps being initiated in April of that first school year.

**HASTINGS PUBLIC SCHOOLS  
SUPERINTENDENT DEVELOPMENT**

<b>SUPERINTENDENT'S PERFORMANCE GOALS plus Indicators and Measurements</b>	<b>SCORE</b>	<b>EMPHASIS</b>
<b>The Superintendent will develop a plan for the future use of Morton Elementary School</b>		
<ul style="list-style-type: none"> <li>- The Superintendent will form and meet with a community facility advisory group in the fall</li> <li>- The Superintendent will make a recommendation to the Board of Education on a possible May 20 bond election</li> <li>- The Superintendent, if directed by the Board of Education, will form and meet with a Bond committee</li> </ul>		
<ul style="list-style-type: none"> <li>- Quarterly, the Superintendent will provide the Board of Education a report (verbal and/or written) on activities related to the outline indicators</li> </ul>		
<b>The Superintendent will provide leadership to the District in embedding and streamlining a culture of best educational practices, emphasizing Professional Learning Communities and district-wide assessment</b>		
<ul style="list-style-type: none"> <li>- The Superintendent will develop an instrument and use it to interview a minimum of 70 teachers</li> <li>- The Superintendent will visit a minimum of seven PLC meetings</li> <li>- The Superintendent will develop an instrument with which to gather input and recommendations from the administrative team</li> <li>- The Superintendent will work with the administrative team to identify and implement developmental activities</li> </ul>		
<ul style="list-style-type: none"> <li>- Annually (December), the Superintendent will provide the Board of Education a report of findings and recommendations based on the meetings and activities outlined in the indicators</li> </ul>		
<b>The Superintendent will provide proactive leadership to the District to enhance the two-way communication with all District stakeholders</b>		
<ul style="list-style-type: none"> <li>- The Superintendent will participate in at least three community organizations</li> <li>- The Superintendent will attend a minimum of 20 events covering a broad variety of school activities</li> <li>- The Superintendent will serve as a visible representative of the District in speaking to community groups</li> </ul>		
<ul style="list-style-type: none"> <li>- Annually, the Superintendent will provide the Board of Education a summary report of school activities attended and community functions attended</li> <li>- Semi-annually (or more frequently, if appropriate), the Superintendent will provide the Board of Education a list of; a) positive activities, programs, accomplishments, and district improvements shared with the community; and b) concerns and celebrations shared with the Superintendent by stakeholders and educators</li> </ul>		

Score:      NA = Did not observe  
              0 = Unsatisfactory  
              1 = Needs to Improve  
              2 = Met Expectations  
              3 = Exceeded Expectations  
              4 = Outstanding

All six blocks should be scored

Emphasis:   +       = Needs More Emphasis  
              XXX     = Can be deleted from instrument  
              -       = Needs Less Emphasis

Marking any or all of the Emphasis blocks is optional

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Board Member

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Date

## **SUPERINTENDENT EVALUATION**

The Board will conduct an ongoing evaluation of the Superintendent's skills, abilities, and competence. At a minimum, the Board will formally evaluate the Superintendent twice in the first year and annually thereafter but, as determined by the Board, no later than April 15 of each school year. The goal of the Superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the Superintendent's role, clarify the immediate priorities of the Board, and develop a working relationship between the Board and the Superintendent.

The formal evaluation will be based upon the following principles:

1. The evaluation criteria shall be in writing, clearly stated, and mutually agreed upon by the Board and the Superintendent. The criteria will be related to the job description and the School District's goals;
2. At a minimum, the evaluation process will be conducted annually at a time agreed upon;
3. Each Board member shall have an opportunity to individually evaluate the Superintendent, and these individual evaluations will be compiled into an overall evaluation by the Board President;
4. The Board, as a whole, may discuss its evaluation with the Superintendent or delegate that discussion to the President of the Board;
5. The Board may discuss its evaluation of the Superintendent in closed session upon a request from the Superintendent.
6. Through the evaluation process, the Board of Education will strive to accomplish the following:
  - a. Evaluate the Superintendent's performance over the past year.
  - b. Clarify for the Superintendent his/her role as seen by the Board of Education.

The Board President will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the Superintendent, and place it in the Superintendent's personnel file to be incorporated into the next cycle of evaluations.

This policy supports and does not preclude the ongoing, informal evaluation of the Superintendent's skills, abilities, and competence.

The appraisal process, individual Board member summary page, and final report summary page are attached hereto as Exhibit 302.05 and included herein as though fully set forth.

Legal Reference: Neb. Statute 79-828

Cross Reference: 202.03 Board Self-Evaluation  
204.06 Closed Sessions  
302.01 Superintendent Qualifications, Recruitment,  
Appointment

Approved 3-17-03 Reviewed 6-21/7-19-04; 7/18/16, 8/15/16 Revised  
8/15/16

HASTINGS PUBLIC SCHOOLS

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

# Hastings Public Schools

## Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

***Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.***

## RESOLUTION

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

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

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

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

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

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

The foregoing Resolution having been read in its entirety, Member \_\_\_\_\_ moved for their passage and adoption. Member \_\_\_\_\_ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

\_\_\_\_\_

The following members voted against the same: \_\_\_\_\_

The following members were absent or not voting: \_\_\_\_\_

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

DATED this \_\_\_ day of April, 2020.

[NAME] PUBLIC SCHOOL DISTRICT

BY: \_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

**Hastings Public Schools  
Proposed Breakfast/Lunch Prices  
2020-2021**

	Paid	Reduced	Free
<b>Lunch Prices</b>			
K-5 Lunch	\$2.70	\$0.40	\$0.00
6-12 Lunch	\$2.95	\$0.40	\$0.00
Extra Lunch Entrée	\$1.70	\$1.70	\$1.70
Chef Prepared Entrée (MS/HS only)	\$2.25	\$2.25	\$2.25
Extra Branded Pizza (EL) Extra Specialty Pizza (MS/HS only)	\$1.90	\$1.90	\$1.90
Extra Milk	\$0.45	\$0.45	\$0.45
<b>Breakfast Prices</b>			
K-5 Student	\$1.60	\$.30	\$0.00
K-5 Student—Lincoln Elementary ONLY	FREE	FREE	FREE
6-8 Student	\$1.85	\$.30	\$0.00
9-12 Student	\$1.85	\$0.30	\$0.00

## **High School Fees 2020-2021**

Art classes--\$10.00  
Personal Finance--\$10.00  
Food Science--\$10.00  
Fundamentals of Food & Nutrition--\$10.00  
Nutrition--\$10.00  
Intro. T Design--\$10.00  
Textile Construction--\$10.00  
Intro. To Engineering--\$5.00  
Engineering Concepts--\$5.00  
Engineering Applications--\$5.00  
Architectural Drafting and Design--\$5.00  
Introduction to Manufacturing/Welding--\$25.00  
Advanced Manufacturing I--\$25.00  
Advanced Welding--\$25.00 plus cost for individual projects  
Advanced Manufacturing II--\$25.00  
Basic Cabinetry--\$10.00  
Advanced Furniture--\$25.00 deposit that goes towards the total cost of the student project that they will owe for.  
Construction Technology \$30.00

## **High School Activities 2020-2021**

Student activity ticket--\$35.00  
Punch ticket--\$40.00  
All access--\$70.00  
Varsity admission—Adults/\$6.00 Students/\$4.00 **(HPS students admitted free)**  
JV admission—Adults/\$5.00 Students/\$3.00

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## **Middle School Fees 2020-2021**

Activity/Participation Ticket--\$35.00  
8<sup>th</sup> Grade Computer Usage Fee--\$35.00  
8<sup>th</sup> Grade Skills & Technical Science (STS) class--\$15.00  
8<sup>th</sup> Grade Construction class--\$20.00  
8<sup>th</sup> Grade Manufacturing class--\$35.00  
Select Vocal Music Groups—Varies  
Family and Consumer Science--\$10.00 Lab Fee  
Family and Consumer Science--\$5.00-\$20.00 Depending on the project selected  
Instrumental Rental--\$75.00

## **Middle School Activities 2020-2021**

Activity/Participation Ticket--\$35.00  
Admission—Adults/\$4 Students/\$3



## **PERSONNEL**

### **Certificated Staff Retirements/Resignations – Emilee Bruns, Lance Creech, Janice Dart, Kelli Doeschot, Michaela Goracke, Robert Kerr, Fred Knapple, Cynthia Lewis, Jon Marquez, Krystal Posey, Kimberly Sanderson, Cheryl Schuff, Kimberly Story, Belle Williams, Comron Yazdgerdi.**

The administration recommends acceptance of the following Certificated resignation(s):

Emily Bruns resigning from Special Education Skills 3 position at Hawthorne effective at the end of the 2019-2020 school year.

Lance Creech resigning from Attendance/Activity Facilitator position at Senior High effective at the end of the 2019-2020 school year.

Janice Dart resigning from Vocal Music position at Lincoln effective at the end of the 2019-2020 school year.

Kelli Doeschot resigning from Family and Consumer Science position at Senior High effective at the end of the 2019-2020 school year.

Michaela Goracke resigning from Instructional Facilitator position at Middle School effective at the end of the 2019-2020 school year.

Robert Kerr retiring from Social Studies position at Senior High effective at the end of the 2019-2020 school year.

Fred Knapple retiring from Social Studies position at Middle School effective at the end of the 2019-2020 school year.

Cynthia Lewis retiring from Kindergarten position at Longfellow effective at the end of the 2019-2020 school year.

Jon Marquez resigning from Vocal Music position at Senior High effective at the end of the 2019-2020 school year.

Krystal Posey resigning from School Psychologist position (.65 FTE) at Alcott effective at the end of the 2019-2020 school year.

Kimberly Sanderson retiring from Preschool position (.50 FTE) at Lincoln effective at the end of the 2019-2020 school year.

Cheryl Schuff retiring from Grade 1 position at Lincoln effective at the end of the 2019-2020 school year.

Kimberly Story resigning from Grade 3 position at Alcott effective at the end of the 2019-2020 school year.

Belle Williams retiring from English/Language Arts position at Senior High effective at the end of the 2019-2020 school year.

Comron Yazdgerdi resigning from Science position at Senior High effective at the end of the 2019-2020 school year.

**Certificated Staff Transfer(s) – Lindsey Ansbach, Sarah Canada, Melissa Everson, Charles Ferguson, Tamara Halloran, Abbi Haynes, Nolan Laux, Jon Lindblad, Chloe Onken, Amy Sloan, Karen Valdes, Lexi Wichelt, Renata Zigelstein**

The administration recommends the following Certificated transfer(s):

Lindsey Ansbach from Middle School Special Education-BD to Middle School Special Education-Resource to replace Sarah Canada who is transferring to another position. Ms. Ansbach's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Sarah Canada from Middle School Special Education-Resource to Alcott Grade 4 to replace Jamee Bockerman who is transferring to another position. Ms. Canada's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Melissa Everson from Senior High Foreign Language/Spanish to Senior High Reading Specialist to replace Nicole Gengenbach who resigned. Ms. Everson's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Charles Ferguson from Middle School 6<sup>th</sup> Social Studies to Middle School 8<sup>th</sup> Social Studies to replace Fred Knapple who retired. Mr. Ferguson's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Tamara Halloran from Longfellow Grade 2 to Longfellow Grade 1 due to student enrollment. Ms. Halloran's wage and placement will remain the same according to the 2020-2021 certificated salary schedule.

Abbi Haynes from Middle School Reading to Middle School Social Studies to replace Charles Ferguson who is transferring to another position. Ms. Haynes' wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Nolan Laux from Middle School 0.50 FTE Physical Education/0.50 FTE EL to Middle School 0.50 Physical Education/0.50 Skilled & Technical Science to replace Jon Lindblad who is transferring to another position. Mr. Laux's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Jon Lindblad from Middle School Skilled & Technical Science to Middle School Special Education-BD to replace Lindsey Ansbach who is transferring to another position. Mr. Lindblad's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Chloe Onken from Middle School Special Education to Longfellow Special Education to replace Renata Zigelstein who is transferring to another position. Ms. Onken's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Amy Sloan from Hawthorne Grade 3 to Hawthorne part-time Instructional Facilitator to replace Kathy Carlin who is transferring to another position. Ms. Sloan's wage and benefits will be adjusted for the appropriate FTE according to the 2020-21 certificated salary schedule.

Karen Valdes from English position to Reading position at Middle School to replace Abby Haynes who transferred to another position. Ms. Valdes' wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Lexi Wichelt from Middle School Math to Middle School Instructional Facilitator to replace Michaela Goracke who resigned. Ms. Wichelt's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

Renata Zigelstein from Longfellow Special Education to Longfellow Kindergarten to replace Cynthia Lewis who retired. Ms. Zigelstein's wage and placement will remain the same according to the 2020-21 certificated salary schedule.

**Certificated Staff Appointments – Taeller Ansley, Jordan Binfield, Angela Call, Drew Danielson, Allison Flinn, Abby Hongsermeier, Amy Kennedy, Paige Lehrling, Ellie Marquardt, Angelo Martinez, Michael McPhillips, Breanna Obermiller, Erin Priestley, Megan Steinhauer**

The administration recommends acceptance of the following Certificated appointment(s):

Taeller Ansley to new K-5 elementary position at Lincoln due to student enrollment. Exact grade level assignment TBD. Ms. Ansley will be placed at BA-1 according to the 2020-21 certificated salary schedule. Information about Ms. Ansley is attached.

Jordan Binfield to Science position at Middle School to replace Emily Pratt who transferred to another position. Mr. Binfield will be placed at BA18-8 according to the 2020-21 certificated salary schedule. Information about Mr. Binfield is attached.

Angela Call to new K-5 elementary position at Hawthorne due to student enrollment. Exact grade level assignment TBD. Ms. Call will be placed at BA-2 according to the 2020-21 certificated salary schedule. Information about Ms. Call is attached.

Drew Danielson to Attendance/Activity Facilitator position at Senior High to replace Lance Creech who resigned. Mr. Danielson will be placed at BA-5 according to the 2020-21 certificated salary schedule. Information about Mr. Danielson is attached.

Allison Flinn to Special Education Skills 3 position at Hawthorne to replace Emily Bruns who resigned. Ms. Flinn will be placed at BA-4 according to the 2020-21 certificated salary schedule. Information about Ms. Flinn is attached.

Abby Hongsermeier to Science position at Senior High to replace Rod Tickle who retired. Ms. Hongsermeier will be placed at BA18-5 according to the 2020-21 certificated salary schedule. Information about Ms. Hongsermeier is attached.

Amy Kennedy to new K-1 elementary position at Alcott due to student enrollment. Exact grade level assignment TBD. Ms. Kennedy will be placed at BA-1 according to the 2020-21 certificated salary schedule. Information about Ms. Kennedy is attached.

Paige Lehrling to Special Education position at Middle School to replace Chloe Onken who is transferring to another position. Ms. Lehrling will be placed at BA-1 according to the 2020-21 certificated salary schedule. Information about Ms. Lehrling is attached.

Ellie Marquardt to new Grade 5 position at Longfellow due to student enrollment. Ms. Marquardt will be placed at BA-1 according to the 2020-21 certificated salary schedule. Information about Ms. Marquardt is attached.

Angelo Martinez to English Learners (EL) position at Middle School to replace Nolan Laux who is transferring to another position. Mr. Martinez will be placed at MA-1 according to the 2020-21 certificated salary schedule. Information about Mr. Martinez is attached.

Michael McPhillips to English position at Middle School to replace Karen Valdes who transferred to another position. Mr. McPhillips will be placed at BA-3 according to the 2020-21 certificated salary schedule. Information about Mr. McPhillips is attached.

Breanna Obermiller to Math position at Middle School to replace Lexi Wichelt who is transferring to another position. Ms. Obermiller will be placed at BA-1 according to the 2020-21 certificated salary schedule. Information about Ms. Obermiller is attached.

Erin Priestley to Special Education position at Senior High to replace Suzy Anstine who resigned. Ms. Priestley will be placed at BA27-6 according to the 2020-21 certificated salary schedule. Information about Ms. Priestley is attached.

Megan Steinhauer to Social Studies position at Senior High to replace Robert Kerr who retired. Ms. Steinhauer will be placed at BA-1 according to the 2020-21 certificated salary schedule. Information about Ms. Steinhauer is attached.

**Extra Standard Resignations – Lance Creech, Michaela Goracke, Victoria Klaus, Fred Knapple, Cody Ochsner, Scott Rosno, Mike Trindle, Belle Williams.**

The administration recommends the following Extra Standard resignation(s):

Lance Creech resigning from Senior High Head Boys Basketball effective at the end of the 2019-2020 school year.

Michaela Goracke resigning from Middle School Student Council effective at the end of the 2019-2020 school year.

Robert Kerr retiring from Senior High National Honor Society effective at the end of the 2019-2020 school year.

Victoria Klaus resigning from Senior High Show Choir assistant effective at the end of the 2019-2020 school year.

Fred Knapple retiring from Middle School Assistant Football and Head Boys Track effective at the end of the 2019-2020 school year.

Cody Ochsner resigning from Middle School Assistant Boys Basketball effective at the end of the 2019-2020 school year.

Scott Rosno resigning from Middle School Head Boys Basketball effective at the end of the 2019-2020 school year.

Mike Trindle resigning from Middle School Boys Track effective at the end of the 2019-2020 school year.

Belle Williams retiring from Senior High Speech and Journalism (split position) effective at the end of the 2019-2020 school year.

**Extra Standard Appointment – Allison Aldrich, Drew Danielson.**

The administration recommends the following Extra Standard appointment(s):

Allison Aldrich to Senior High Assistant Volleyball to replace Amy Sloan who resigned. Ms. Aldrich will be paid the Senior High Assistant Volleyball stipend of \$3,127.50 at Category III, Level 1 according to the 2020-21 extra standard salary schedule.

Drew Danielson to Senior High Head Boys Basketball to replace Lance Creech who resigned. Mr. Danielson will be paid the Senior High Head Basketball stipend of \$6,950.00 at Category V, Level 4 according to the 2020-21 extra standard salary schedule with adjustment for head coach placement no less than assistants.

**Classified Staff Resignations/Retirements – Lorie Berns, Jacinto Jenkins, Terri Studley**

The administration recommends acceptance of the following Classified resignation(s):

Lorie Berns resigning from School Nurse/RN position at Alcott/Longfellow effective April 3, 2020.

Jacinto Jenkins resigning from Head Day Custodian position at Senior High effective April 9, 2020.

Terri Studley resigning from School Nurse/RN position at Senior High effective April 17, 2020.

**Classified Staff Transfer(s) – Bruce Pankoke**

The administration recommends the following Classified transfer(s):

Bruce Pankoke from Maintenance/Carpenter to Maintenance/Plumber to replace part of Matt Griess' position that has been unfilled since he transferred to Maintenance Supervisor. Mr. Pankoke's wage will be adjusted for the new position according to the 2019-2020 classified salary schedule.

**Classified Staff Appointment(s) – Lygia Berney, Katherine Sidlo, Jeremy Voorhees**

The administration recommends the following Classified appointment(s):

Lygia Berney to Evening Custodian position at Senior High to replace Benjamin Clubbs who resigned. Ms. Berney will be paid the starting wage for Evening Custodian according to the 2019-2020 classified salary schedule. Information about Ms. Berney is attached.

Katherine Sidlo to Elementary Secretary position at Lincoln to replace Patty Meyer who is retiring. Ms. Sidlo will be paid the starting wage for Secretary 10 according to the 2019-2020 classified salary schedule. Information about Ms. Sidlo is attached.

Jeremy Voorhees to Maintenance/Carpenter position to replace Bruce Pankoke who transferred to another position. Mr. Voorhees will be paid the starting wage for Maintenance/Carpenter according to the 2019-2020 classified salary schedule. Information about Mr. Voorhees is attached.



**School  
Specialty**

P.O. Box 8030  
APPLETON WI 54912-8030

Send Orders & Correspondence to:

SCHOOL SPECIALTY  
PO BOX 1579  
APPLETON WI 54912-1579

Toll Free Phone: (888) 388-3224  
Toll Free Fax: (888) 388-6344

Corporate FID# 39-0971239

## Quote

Quote Number: 7791949367 (Ver. 1) Page 1 of 1  
 Quote Effective Date: 31-Mar-2020  
 Quote Expiration Date: 29-Jun-2020 Currency: USD  
 Customer Number: 421458  
 PO Number:

**Ship To:** HASTINGS MIDDLE SCHOOL  
201 N MARIAN RD  
HASTINGS NE 68901-4671

**Bill To:** HASTINGS PUBLIC SCHOOLS  
1924 W A ST  
HASTINGS NE 68901-5650

Quantity	UOM	Quoted Item	Our Item (if different)	Description	Unit Price	Net Price	Extended Price
<b>The following item(s) will ship to:</b>							
20	EA	657106	657106	HASTINGS MIDDLE SCHOOL 201 N MARIAN RD HASTINGS NE 68901-4671  TABLE - BIOFIT CAFETERIA - COMFORTRIM EDGE - 12 STOOLS - 12 FT RECTANGULAR TOP - 29 IN H - SPECIFY TOP COLOR - SPECIFY STOOL COLOR - CHROME FRAME COLOR	2,847.95	2,506.20	50,124.00
						<b>Taxes:</b>	<b>\$0.00</b>
						<b>Shipping/Handling:</b>	<b>\$0.00</b>
						<b>Total:</b>	<b>\$50,124.00</b>



Highway 65 South, Conway, AR 72032 - orders@virco.com  
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*Equipment for Educators™*

**QUOTATION #8226077**  
r.2

**Sold To:**  
HASTINGS PUBLIC SCHOOLS  
1924 West A Street  
HASTINGS NE 68901

**Ship To:**  
HASTINGS MIDDLE SCHOOL  
201 N MARIAN RD  
HASTINGS NE 68901  
REFERENCE: 03.31.2020 | CAFETERIA  
TABLES

Quotation Date: 3/31/2020

We appreciate the opportunity to quote the enclosed prices for our products. Unless otherwise indicated, prices are net and do not include sales tax. Please refer to the above referenced Quotation Number when corresponding with Virco regarding this quote. We offer our quotation priced from the US COMMUNITIES 2020 CONTRACT #R-TC-18004 CLASSROOM FURNITURE Contract. You will need to be registered for US Communities and provide your TIN number prior to acceptance of your purchase order. We offer our quotation subject to the following terms and conditions:

- 1) FOB Point: FOB Destination - Tailgate Delivery
- 2) Payment Terms: Net 30 days (subject to credit approval)
- 3) Prices Are Firm: For Orders Received By 12/31/2020 *(Promo Prices Expire 12/31/2020)*  
Orders received after this date are subject to re-Quote.
- 4) For Shipment By: Customer Must Take Delivery Before 12/31/2020
- 5) Shipment from Virco: PLEASE NOTE: Quick Ship Items are in stock and ready to ship quickly, usually in 5 business days. Classroom Basics models are assembled upon receipt of an order from components we stock and are usually ready to ship in 4 weeks except for July and August when lead-times may be extended. Models not included in Quick Ship or Classroom Basics are Made-to-Order and are usually ready within 6-8 weeks except for July and August when lead-times may be extended. Custom products or specials: Extended lead times may apply, contact your Sales Representative for more information. If products with different leadtimes are on the same purchase order, the longest leadtime will apply to the entire order. Additional shipping and handling charges will apply to orders that are requested to be partial shipped before the Virco acknowledged due date. Orders that specify shipment later than the preceding dates will be subject to re-quote
- 6) Color: Standard Virco colors only unless specified otherwise
- 7) Purchase Order: We require customer approval by purchase order or signed quote to be emailed to Orders@virco.com or faxed to (800) 258-7367 or (800) 396-8232



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- 8) Acknowledgement: Final acceptance and acknowledgement of orders will be as stated on the standard Virco Purchase Order Acknowledgment
- 9) Quantity: Any change in quantities may result in a price change



Equipment for Educators™

**QUOTATION #8226077**  
r.2

**Shipping To: HASTINGS MIDDLE SCHOOL**

Item #	Supplier/Model #	Description	Unit Price	Qty	Extension
1	Virco Inc #MTS17291212AE	Mobile Table, Stool Table series, 17" high stools, 29 H x 30 W x 12 L table, 12 stools, High-Pressure Laminate MDF Top, Sure Edge® edge finish, up- and down-lock mechanisms, torsion bars for smooth operation, opening and closing safety device. - (20 ea Soft Plastic-> Black (BLK01) Laminate->Grey Nebula (GRY091) Sure Edge-> Char Black (BLK01) Frame->Chrome (CHRM))	\$1,756.46	20	\$35,129.20  Promo Price Exp. 12/31/2020
2	Virco Inc #LIFT GATE TRUCK	ADD FOR LIFT GATE SERVICE - PLEASE BE AWARE: SUBJECT TO AVAILABILITY AND MAY DELAY SHIPMENT OF ORDER.	\$150.00	1	\$150.00
					<b>\$35,279.20</b>

**The undersigned certifies understanding and agreement of this Quote Letter and has authority to sign for purchase.**

HASTINGS PUBLIC SCHOOLS  
1924 West A Street  
HASTINGS NE 68901

X \_\_\_\_\_  
PO # (if available)

X \_\_\_\_\_  
Name (Print)

X \_\_\_\_\_  
Authorized Signature

If paying by credit card, please call 877-311-9157. The credit specialist will be pleased to assist with your payment.

# How To Place Your Order With Virco

## 3 Ways To Order:

1. Email your PDF quote from Virco to [orders@virco.com](mailto:orders@virco.com) (please make sure the quote is signed before submitting)
2. Email your standard PO to [orders@virco.com](mailto:orders@virco.com)
3. Order online at [Shop.Virco.com](http://Shop.Virco.com) (must register with Inside Sales)

## What to Expect Once Order Is Placed *(see below to complete the order process)*

- We will respond to let you know your order was received.
- Once we process your order, an electronic or paper acknowledgment will be sent

## In Order to Complete the Order Process, Virco Must Receive The Following Information

### Account Info

- "Sold To" Information
- "Ship To" Information
- Pricing source

### Delivery Info

- Delivery contact information (name and phone number for a call before delivery)
- Special delivery requests such as specific delivery hours
- Requested delivery date if applicable (orders without requested delivery dates will be entered under ASAP priority and will be shipped as soon as product is ready)

**\*\*Please note - our system only allows 8 lines of 30 characters each so please make sure to prioritize any delivery info\*\***

### Product Info

- Model (Ex: 9018, ZBOOMMFG)

### Color/Finish for the Following:

#### CHAIRS

- Bucket Color  Frame Color  Glide  
(Ex: Navy/Chrome/Nylon Glides)

#### TABLES/DESKS

- Top/Edge Banding  Frame Color  Glide  
(Ex: Dry Creek Plum/Adobe/Silver Mist/Felt Glides)


#### FILING CABINETS

- Frame Color  
(Ex: Moonstone)



**QUOTATION #8226077**

r.2

Item #	Supplier/Model #	Description	
1	Virco Inc #MTS17291212AE	Mobile Table, Stool Table series, 17" high stools, 29 H x 30 W x 12 L table, 12 stools, High-Pressure Laminate MDF Top, Sure Edge® edge finish, up- and down-lock mechanisms, torsion bars for smooth operation, opening and closing safety device. (Soft Plastic->Black (BLK01) Laminate->Grey Nebula (GRY091) Sure Edge->Char Black (BLK01) Frame->Chrome (CHRM)) Qty: 20	 <p data-bbox="1088 567 1559 598">Image Does Not Reflect Actual Color Bid</p>

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**Quotation 40513**

**Quote Date** 04/03/20

**Customer** 640212

**Terms** 10th of every month

**Account Representative** Andy Wagoner

**Quote To**

Hastings Public Schools  
1924 WEST A STREET  
HASTINGS NE 68901

**Ship To**

Hastings Public Schools  
1924 WEST A STREET  
HASTINGS NE 68901

Description	Quantity	Unit Price	Extended Price
1 H4041 - Olson Stacker 4040 Series Polymer St-Back 4-Ctn <b>Select Shell Color:</b> .RE: COLOR: Regatta <b>Select Frame Color:</b> .Y: FRAME: Chrome HON	50	325.27	16,263.50
2 H4043 - Olson Stacker 4040 Cart for Stacking 4041 Chrs(Blk Only) <b>Frame Options:</b> .T: FRAME: BLACK HON	5	226.33	1,131.65
<b>Quotation Totals</b>			
Sub Total			17,395.15
SALES TAX NOT INCLUDED			0.00
<b>Grand Total</b>			<b>17,395.15</b>

End of Quotation



**School  
Specialty**

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SCHOOL SPECIALTY  
PO BOX 1579  
APPLETON WI 54912-1579

Toll Free Phone: (888) 388-3224  
Toll Free Fax: (888) 388-6344

Corporate FID# 39-0971239

## Quote

Quote Number: 7791959734 (Ver. 1) Page 1 of 1  
 Quote Effective Date: 03-Apr-2020  
 Quote Expiration Date: 02-Jul-2020 Currency: USD  
 Customer Number: 421458  
 PO Number:

**Ship To:** HASTINGS MIDDLE SCHOOL  
201 N MARIAN RD  
HASTINGS NE 68901-4671

**Bill To:** HASTINGS PUBLIC SCHOOLS  
1924 W A ST  
HASTINGS NE 68901-5650

Quantity	UOM	Quoted Item	Our Item (if different)	Description	Unit Price	Net Price	Extended Price
<b>The following item(s) will ship to:</b>							
				<b>HASTINGS MIDDLE SCHOOL 201 N MARIAN RD HASTINGS NE 68901-4671</b>			
50	EA	1061533	1061533	CHAIR STACKER REGATTA BLUE HON4041RE CASE O F4	678.95	597.48	29,874.00
5	EA	1102419	1102419	CAPT 4040 SERIES HD OLSON STACKER FOR STACK ING CHAIRS HOLDS 40 STACK CHAIRS BLACK EACH	525.95	462.84	2,314.20
						<b>Taxes:</b>	<b>\$0.00</b>
						<b>Shipping/Handling:</b>	<b>\$0.00</b>
						<b>Total:</b>	<b>\$32,188.20</b>

## First Grade

### 2017 Nebraska Science Standards

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

- SC.1.11.3.A Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- SC.1.11.3.B Make observations at different times of the year to relate the amount of daylight to the time of year.

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

- SC.1.2.1.A Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- SC.1.2.1.B Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- SC.1.2.1.C Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- SC.1.2.1.D Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

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

- SC.1.6.2.A Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- SC.1.6.2.B Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- SC.1.6.2.C Read texts and use media to determine patterns in a behavior of parents and offspring that help offspring survive.
- SC.1.6.2.D Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## Second Grade

### 2017 Nebraska Science Standards

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

- SC.2.13.3.A Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- SC.2.13.3.B Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- SC.2.13.3.C Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- SC.2.13.3.D Obtain information to identify where water is found on Earth and that it can be solid or liquid.

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

- SC.2.3.1.A Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- SC.2.3.1.B Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- SC.2.3.1.C Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs
- SC.2.3.1.D Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- SC.2.3.1.E Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

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

- SC.2.7.2.A Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- SC.2.7.2.B Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- SC.2.7.2.C Make observations of plants and animals to compare the diversity of life in different habitats. Assessment does not include specific animal and plant names in specific habitats.

## Third Grade

### 2017 Nebraska Science Standards

#### **SC.3.1.1 Gather, analyze, and Communicate evidence of forces and their interactions.**

- SC.3.1.1.A Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- SC.3.1.1.B Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- SC.3.1.1.C Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.
- SC.3.1.1.D Define a simple design problem that can be solved by applying scientific ideas about magnets.

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

- SC.3.12.4.A Represent data in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season.
- SC.3.12.4.B Obtain and combine information to describe climates in different regions of the world.
- SC.3.12.4.C Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

#### **SC.3.7.2 Gather, analyze, and communicate an understanding of the interdependent relations in ecosystems.**

- SC.3.7.2.A Construct an argument that some animals from groups that help members survive.
- SC.3.7.2.B Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.
- SC.3.7.2.C Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- SC.3.7.2.D Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

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

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

- SC.3.9.3.A Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- SC.3.9.3.B Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- SC.3.9.3.C Use evidence to support the explanation that traits can be influenced by the environment.
- SC.3.9.3.D Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

## Fourth Grade

### 2017 Nebraska Science Standards

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

- SC.4.13.4.A Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- SC.4.13.4.B Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- SC.4.13.4.C Analyze and interpret data from maps to describe patterns of Earth's features.
- SC.4.13.4.D Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

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

- SC.4.2.1.A Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- SC.4.2.1.B Generate and compare multiple solutions that use patterns to transfer information.

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

- SC.4.4.2.A Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- SC.4.4.2.B Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents.
- SC.4.4.2.C Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- SC.4.4.2.D Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- SC.4.4.2.E Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- SC.4.4.2.F Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

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

- SC.4.6.3.A Develop a model to describe that light reflecting from objects and entering the eyes allows objects to be seen.
- SC.4.6.3.B Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- SC.4.6.3.C Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information.

## Fifth Grade

### 2017 Nebraska Science Standards

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

- SC.5.11.3.A Support an argument that the gravitational force exerted by Earth on objects is directed down.
- SC.5.11.3.B Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- SC.5.11.3.C Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

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

- SC.5.13.4.A Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- SC.5.13.4.B Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- SC.5.13.4.C Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- SC.5.13.4.D Define a simple design problem that can be solved by applying scientific ideas about the conservation of fresh water on Earth.
- SC.5.13.4.E Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

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

- SC.5.3.1.A Develop a model to describe that matter is made of particles too small to be seen.
- SC.5.3.1.B Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- SC.5.3.1.C Make observations and measurements to identify materials based on their properties.
- SC.5.3.1.D Conduct an investigation to determine whether the mixing of two or more substances results in new

substances.

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

- SC.5.8.2.A Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.
- SC.5.8.2.B Support an argument that plants get the materials they need for growth chiefly from air and water.
- SC.5.8.2.C Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

## Sixth Grade

### 2017 Nebraska Science Standards

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

- SC.6.12.4.A Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
- SC.6.12.4.B Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- SC.6.12.4.C Ask questions to clarify evidence of the factors that have caused the change in global temperatures over thousands of years.
- SC.6.12.4.D Analyze and interpret data on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect.

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

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

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

- SC.6.4.1.A Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- SC.6.4.1.B Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.
- SC.6.4.1.C Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- SC.6.4.1.D Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

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

- SC.6.6.2.A Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- SC.6.6.2.B Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- SC.6.6.2.C Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- SC.6.6.2.D Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

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

- SC.6.9.3.A Construct an argument based on evidence for how plant and animal adaptations affect the probability of successful reproduction.
- SC.6.9.3.B Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- SC.6.9.3.C Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

## **Seventh Grade**

### **2017 Nebraska Science Standards**

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

- SC.7.13.5.A Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- SC.7.13.5.B Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- SC.7.13.5.C Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

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

- SC.7.14.6.A Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- SC.7.14.6.B Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Paleo-magnetic anomalies in oceanic and continental crust are not assessed.
- SC.7.14.6.C Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

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

- SC.7.3.1.A Develop models to describe the atomic composition of simple molecules.
- SC.7.3.1.B Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- SC.7.3.1.C Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

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

- SC.7.5.2.A Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- SC.7.5.2.B Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- SC.7.5.2.C Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
- SC.7.5.2.D Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

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

- SC.7.7.3.A Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- SC.7.7.3.B Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- SC.7.7.3.C Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- SC.7.7.3.D Apply scientific principles to design a method for monitoring and increasing positive human impact on the environment.

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

- SC.7.8.4.A Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- SC.7.8.4.B Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism.
- SC.7.8.4.C Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- SC.7.8.4.D Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- SC.7.8.4.E Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.

## Eighth Grade

### 2017 Nebraska Science Standards

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

- SC.8.1.1.A Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- SC.8.1.1.B Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- SC.8.1.1.C Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- SC.8.1.1.D Ask questions about data to determine the factors that affect the strength of electrical and magnetic forces. Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.
- SC.8.1.1.E Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- SC.8.1.1.F Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

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

- SC.8.10.5.A Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- SC.8.10.5.B Apply scientific ideas to construct an explanation for the anatomical similarities and differences among and between modern and fossil organisms to infer evolutionary relationships.
- SC.8.10.5.C Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- SC.8.10.5.D Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

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

- SC.8.11.6.A Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- SC.8.11.6.B Develop and use a model to describe the role of gravity in the motions within the galaxy and the solar system.
- SC.8.11.6.C Analyze and interpret data to determine scale properties of objects in the solar system.

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

- SC.8.14.7.A Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6- billion-year-old history.

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

- SC.8.2.2.A Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- SC.8.2.2.B Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.
- SC.8.2.2.C Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

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

- SC.8.4.3.A Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- SC.8.4.3.B Develop a model to describe that when the arrangement of objects interacting at a distance changes, then different amounts of potential energy are stored in the system.

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

- SC.8.9.4.A Develop and use a model to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms.
- SC.8.9.4.B Gather and synthesize information about technologies that have changed the way humans influence inheritance of desired traits in organisms.

## **ANATOMY AND PHYSIOLOGY**

### **2017 Nebraska Science Standards**

**12.1.1. STRUCTURE AND FUNCTION: Know how the structure and function of the body is organized and how it all fits together to form a functioning whole.**

- Arrange in order of increasing complexity the levels of organization of the body
- Compare and Contrast the axial and appendicular subdivisions of the body
- Define and Identify the importance of homeostasis and identify examples of homeostatic mechanism
- Students will define the terms anatomy and physiology
- Use proper anatomical terminology to describe directional terms, body regions, planes of reference and body cavities

**12.1.2 CELLS AND TISSUES: Know the understanding of cell structures and how the organelles function within the cell. T.L.W. recognize different tissue types, locations, and functions within the human body.**

- Compare and contrast passive and active transport systems that act to move substances through cell membranes and how do those transport systems effect the tonicity of a cell.
- Compare DNA and RNA and their function in protein synthesis
- Create and label organelles of the cell and describe their functions
- Examine and differentiate between various kinds of tissues and their location and functions
- Identify the functioning parts of a microscope, calculate magnifications of microscopes, and properly use a microscope to find stages of mitosis and tissue types
- Illustrate stages of mitosis and their importance during cellular reproduction
- List and describe the 3 major components of a cell

**12.2.1 INTEGUMENTARY: Have knowledge of membranes and the integumentary system is essential to understanding how the body controls interactions between internal and external environments.**

- Calculate rule of 9s
- Classify burns
- Classify the structure and function of each skin layer
- Classify, compare the structures of, and give examples of each type of body membrane

- Describe skin's accessory organs
- List and discuss the three primary functions of the integumentary system

**12.2.10 URINARY SYSTEM: Know the anatomy and functions of the Urinary (Renal) system. Students will be able to describe the components, the formation and removal of urine from the body.**

- Compare and contrast the importance of filtration, reabsorption and secretion in the formation of urine.
- Describe the micturition process and the disorders that affect this process.
- Identify the major organs of the urinary system and give the generalized function of each.
- Name the parts of a nephron and describe the role each component plays in the formation of urine.
- Trace the path of urine through the renal blood vessels out the urethra.

**12.2.11 REPRODUCTIVE SYSTEM: Demonstrate an understanding of the sexual organs and their functioning and correlate how they are essential to the survival of the species.**

- Compare and contrast the structures of the testes and ovaries and the formation of gametes, including the hormones produced by each.
- Identify and explain the phases of the menstrual cycle and describe the effects of hormones on ovarian and testicular functions.
- Identify the cell type responsible for the secretion of reproductive hormones.
- Name and identify the male and female reproductive organs and their functions
- Order the steps of spermatozoa formation and their pathway from the testes to fallopian tubes.

**12.2.12 Demonstrate their understanding of the events and changes that occur in the growth and development of the individual from conception to death.**

- Discuss the effects of aging on the major body organ systems
- Discuss the major development changes characteristic of the prenatal stage of life from fertilization to birth
- Discuss the periods of development. Identify the three primary germ layers and several derivatives in the adult body that develop from each layer. Discuss the developmental problems present at birth
- Discuss the process of birth, the point of transition between the prenatal and postnatal periods of life
- List and discuss the major developmental changes characteristic of the four postnatal periods of life from birth to death

**12.2.2 SKELETAL: Know that the skeleton is arranged to facilitate, support and move and protect the body. Students will also**

**understand the chemical and microscopic structures of bone. Students will be able to identify the divisions of the skeleton and the bones and many joints that compose the body.**

- Classify the major types of joints in terms of mobility and the tissues that hold them together. Identify specific examples and locations of each type.
- Compare and Contrast the microscopic organization of compact and spongy bone.
- Construct a skeletal man and identify the major bones of the body.
- Describe the structure of a typical long bone.
- Develop and present a disorder/disease power point presentation
- Distinguish between the axial and appendicular skeleton.
- Distinguish bones according to shape and describe the major functions of bone
- Distinguish the types of cells in bone and their role in bone growth
- Identify, draw / describe types of bone breaks.

**12.2.3 MUSCULAR: Have a working knowledge of muscle characteristics and functions essential for movement and posture.**

**Students will also understand the chemical and microscopic structures of muscle. Students will also be able to identify the muscle groups of the body.**

- Compare and contrast the major types of skeletal muscle contractions.
- Compare and contrast the movements produced by skeletal muscle
- Describe the major functions of muscle
- Discuss the functions and effects of exercise on skeletal muscles.
- Identify the microscopic structure of a skeletal muscle.
- List, locate in the body, and compare the structure and function of the three major types of muscle tissue.
- Name, Identify and Build the major muscles of the body on a model.

**12.2.4 NERVOUS AND SENSES: Recognize that the nervous system controls and integrates the workings of the human body.**

**Students should describe the structure and function of sensory receptors and their role in human survival.**

- Compare and contrast cranial and spinal nerves
- Compare and contrast the Central, Peripheral, and Autonomic nervous system and identify the components, divisions, and functions of each
- Describe how a nerve impulse is transmitted along a nerve fiber and across a synapse
- Describe the structures of the special sense organs; eye, ear, Olfactory (smell), and Gustatory (taste) cells and their functions.

- Distinguish between somatic "general", and specialized sense organs and classify sensory receptors according to the types of stimuli that activate them.
- Identify the functions of the nervous system and compare and contrast the divisions of the nervous system
- Identify the major types of cells in the nervous system and differentiate between their functions
- List the parts of a reflex arc and describe its functions.

**12.2.5 THE ENDOCRINE SYSTEM: Understand how the endocrine system controls and regulates the metabolic processes to maintain a relatively constant internal environment and yet meet the changing needs of the body .**

- Characterize endocrine system disorders.
- Compare between the effects of steroid and non-steroid hormones on target cells
- Distinguish between endocrine and exocrine glands and define the terms hormone and prostaglandin
- Identify and locate the major endocrine glands and tissues of the body from a model or diagram.
- Identify the principal functions of each major endocrine hormone and describe the conditions that may result for hyposecretion or hypersecretion.

**12.2.6 BLOOD AND CIRCULATORY SYSTEM: Understand the functions of blood, the recognition and rejection of foreign proteins, and the process of blood clot formation. Students recognize the anatomy and function of the heart and blood vessels. They should also compare the different types of circulation and how blood pressure influences bodily functions.**

- Compare and Contrast the formed elements that compose blood and their functions.
- Describe the functions of the blood and distinguish whole blood from plasma.
- Differentiate between the circulation systems in the body.
- Discuss the location, size, and position of the heart in the thoracic cavity and identify the heart chambers, sounds and valves.
- Explain the ABO and Rh incompatibilities.
- Explain the relationship between blood vessel structure and function.
- Identify and discuss the primary factors involved in the regulation of blood pressure.
- List the anatomical components of the heart and discuss the key features of the hearts conduction system and their relationship to an electrocardiogram.
- Predict Phenotypes and Genotypes that arise from a Punnett square.
- Trace blood through the heart and compare the functions of the heart chambers on the right and left sides.

**12.2.7 LYMPHATIC SYSTEM: Understand the role of the lymphatic system and its function with in our body immune response.**

**Students should understand how the molecules and cells function with in the immune system.**

- Compare and Contrast between nonspecific and specific immunity, natural and artificial immunity, and active and passive immunity.
- Describe the primary lymphatic structures and their functions
- Discuss the major types of immune system molecules and cells including their functions.

**12.2.8 RESPIRATORY SYSTEM: Understand the steps and components required for respiration to take place. They must understand the mechanisms that regulate the breathing process and how our lungs responds to their environmental conditions.**

- Compare and contrast the mechanisms responsible for the exchange of gases that occur in the lungs and tissues
- Explain the role of hemoglobin in the transport of gases
- Identify and discuss the mechanisms that regulate respiration within the brain stem and chemoreceptors.
- Identify respiratory air volumes exchanged during normal and forceful breathing efforts.
- List the major organs of the respiratory system and describe the functions of each

**12.2.9 DIGESTION SYSTEM: Be able to state the structures and functions of the digestive systems primary and accessory organs. Students will be able to describe the processes of digestion and absorption.**

- Compare and contrast the major vitamins and minerals and their functions
- Compare and contrast the processes of carbohydrate, lipid and protein digestion, absorption, and metabolism.
- Define mastication, deglutition, and peristalsis
- Define terms that deal with nutrition and metabolism
- Describe and label the location and functions of the primary and accessory organs that compose the gastrointestinal tract (GI).
- Describe the role of the liver and the metabolic roles of carbohydrates, fats, proteins, vitamins and minerals
- Discuss basal metabolic rate and the physiological mechanisms that regulate body temperature
- Identify the layers of the GI tract and compare their functions.
- Simulate chemical reactions that take place in the GI tract.

**BIOLOGY**  
**2017 Nebraska Science Standards**

**Bio.01. BEHAVIOR**

- Bio.01.01. Describe how an organism senses changes in its internal or external environment and responds to ensure survival
- Bio.02. CELLS
- Bio.02.01. Investigate and describe the chemical basis of the growth, development, and maintenance of cells
- Bio.02.02. Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms
- Bio.02.03. Identify the form and function of sub-cellular structures that regulate cellular activities
- Bio.02.04. Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, and energy

**Bio.03. GEOCHEMICAL**

- Bio.03.01. Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter

**Bio.04. HEREDITY: Students will describe the molecular basis of reproduction and heredity**

- Bio.04.01. Identify that information passed from parents to offspring is coded in DNA molecules
- Bio.04.02. Describe the basic structure of DNA and its function in genetic inheritance
- Bio.04.03. Recognize how mutations could help, harm, or have no effect on individual organisms
- Bio.04.04. Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents

**Bio.05. INQUIRY**

- Bio.05.01. Design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models
- Bio.05.02. Formulate a testable hypothesis supported by prior knowledge to guide and investigation
- Bio.05.03. Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations
- Bio.05.04. Identify and manage variables and constraints
- Bio.05.05. Select and use lab equipment and technology appropriately and accurately

- Bio.05.06. Use tools and technology to make detailed qualitative and quantitative observations
- Bio.05.07. Represent and review collected data in a systematic, accurate, and objective manner
- Bio.05.08. Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations
- Bio.05.08. Use results to verify or refute a hypothesis
- Bio.05.09. Propose and/or evaluate possible revisions and alternate explanations
- Bio.05.10. Share information, procedures, results, conclusions, and defend findings to a scientific community
- Bio.05.11. Evaluate scientific investigations and offer revisions and new ideas as appropriate
- Bio.05.12. Use appropriate mathematics in all aspects of scientific inquiry

#### **Bio.06. NATURE OF SCIENCE**

- Bio.06.01. Apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations
- Bio.06.02. Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge
- Bio.06.03. Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence change society
- Bio.06.04. Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding or the world
- Bio.06.05. Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted

#### **Bio.07. EVOLUTION: Students will describe the theory of biological evolution**

- Bio.07. Apply the theory of biological evolution to explain diversity of life over time
- Bio.07.01. Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)
- Bio.07.02. Recognize that the concept of biological evolution in a theory which explains the consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring
- Bio.07.03. Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms

#### **Bio.08. ECOLOGY**

- Bio.08.01. Describe on a molecular level, the cycling of matter and the flow of energy between organisms and their environment
- Bio.08.02. Explain how the breaking down of ATP supplies energy to drive chemical reactions
- Bio.08.03. Describe the importance of Biology in human society
- Bio.08.04. Describe the importance of biology in human life
- Bio.08.05. Identify a key theme in ecology
- Bio.08.06. Describe a an example showing the effects of interdependence upon organisms in their environment
- Bio.08.07. Compare the concept of a food chain with that of a food web
- Bio.08.08. Explain why ecosystems usually contain only a few trophic levels

**CHEMISTRY**  
**2017 Nebraska Science Standards**

**Chem.01. ACIDS/BASES: Students will investigate and differentiate between acids, bases, and salts.**

- Chem.01.01. Differentiate between acids, bases, and salts
- Chem.01.02. Determine and explain ionization constants of acids and relate to strength of acids and bases.
- Chem.01.03. Explain the purpose and use of an indicator
- Chem.01.04. Describe and identify neutralization reactions
- Chem.01.05. Perform acid-base titrations

**Chem.02. ATOMIC: Atomic Structure and Molecular Structure. The periodic table displays the elements in increasing atomic number and shows how periodicity of the chemical and physical properties of the elements relates to atomic structure.**

- Chem.02.01. Describe the size and mass of the atom and compare it to the size and mass of the nucleus
- Chem.02.02. Identify scientists involved with atomic structure and describe their contributions
- Chem.02.03. Use the position of an element on the periodic table to determine its atomic number, electron configuration, and physical and chemical properties

**Chem.03. BONDS: Chemical Bonds. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.**

- Chem.03.01. Describe and differentiate between covalent and ionic bonds
- Chem.03.02. Write chemical formulas and name compounds
- Chem.03.03. Explain the laws of conservation of mass, law of definite proportions and explain how they affect chemical bonding
- Chem.03.04. Prepare and use Lewis dot structures to predict the space polarity of simple molecules
- Chem.03.05. Use electronegativity and ionization energy to explain bond formation

**Chem.04. INQUIRY: Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models**

- Chem.04.01. Formulate a testable hypothesis supported by prior knowledge to guide an investigation
- Chem.04.02. Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations
- Chem.04.03. Identify and manage variables and constraints

- Chem.04.04. Select and use lab equipment and technology appropriately and accurately
- Chem.04.05. Use tools and technology to make detailed qualitative and quantitative observations
- Chem.04.06. Represent and review collected data in a systematic, accurate, and objective manner
- Chem.04.07. Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations
- Chem.04.08. Use results to verify or refute a hypothesis
- Chem.04.09. Propose and/or evaluate possible revisions and alternate explanations
- Chem.04.10. Share information, procedures, results, conclusions, and defend findings to a scientific community
- Chem.04.11. Evaluate scientific investigations and offer revisions and new ideas as appropriate
- Chem.04.12. Use appropriate mathematics in all aspects of scientific inquiry

**Chem.05. GAS LAWS: Gases and their Behavior**

- Chem.05.01. State and explain the gas laws
- Chem.05.02. Apply the gas laws to problems involving pressure, temperature, volume
- Chem.05.03. Compare properties of real and ideal gases

**Chem.06. LAB SAFETY: Students will demonstrate safe and effective practices in the laboratory**

- Chem.06.01. Watch Safety video and answer questions about it
- Chem.06.02. Identify and locate safety equipment in the lab
- Chem.06.03. Demonstrate proper use of lab materials and equipment
- Chem.06.04. Demonstrate safe working practices in the lab

**Chem.07. MATTER & STOICH: Conservation of Matter and Stoichiometry. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.**

- Chem.07.01. Classify and balance chemical reactions
- Chem.07.02 Explain the centrality of the mole to chemical calculations
- Chem.07.03 Convert, using the mole, between the units of mass, representative particles, and volumes of gases at STP
- Chem.07.04. Identify the limiting reactant in a chemical reaction
- Chem.07.05. Calculate the percent yield of a chemical reaction if given actual yields and data needed to calculate theoretical yield
- Chem.07.06. Describe solutions, calculate concentrations of solutions, describe and identify factors that affect solubility

**Chem.08. REACTION RATES: Reaction Rates. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules**

- Chem.08.01. Determine reaction rates by calculating the decrease in reactants or the increase in products with time
- Chem.08.02. Identify factors (such as concentration, temperature, and pressure) that affect reaction rates
- Chem.08.03. Identify catalysts and calculate the change in activation energies and corresponding increase in reaction rates
- Chem.08.04. Determine when equilibrium is achieved

## Kindergarten

### 2017 Nebraska Science Standards

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

- SC.K.1.1.A Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- SC.K.1.1.B Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

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

- SC.K.12.3.A Use and share observations of local weather conditions to describe patterns over time.
- SC.K.12.3.B Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- SC.K.12.3.C Make observations to determine the effect of sunlight on Earth's surface.
- SC.K.12.3.D Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- SC.K.12.3.E Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

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

- SC.K.7.2.A Use observations to describe patterns of what plants and animals (including humans) need to survive.
- SC.K.7.2.B Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- SC.K.7.2.C Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- SC.K.7.2.D Communicate solutions that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.

**PHYSICAL SCIENCE**  
**2017 Nebraska Science Standards**

**PhSci.01. INQUIRY: conduct an investigation using scientific inquiry.**

- PhSci.01.01. List the steps of the scientific method: Make observation, state the problem, form a hypothesis, conduct an experiment, collect data, analyze results , communicate results
- PhSci.01.02. Explain the difference between a manipulated and responding variable
- PhSci.01.03. Depict results of investigation in a graph, chart, table, as appropriate
- PhSci.01.04. Compare and contrast accuracy and precision
- PhSci.01.05. Apply the correct SI unit to appropriate concepts (mass, volume, density, etc.)
- PhSci.01.06. Design an investigation, including the scientific method; evaluate possible revisions and alternate explanations; and present to their peers

**PhSci.02. NATURE OF SCIENCE: apply the nature of scientific knowledge to their own investigations and the evaluation of scientific explanations.**

- PhSci.02.01. Distinguish between scientific laws and theories and explain how they develop over time
- PhSci.02.02. Evaluate how society influences science and how science influences society with the use of technology and current discoveries
- PhSci.02.03. Recognize how these developments occur in small incremental steps to help them understand the world
- PhSci.02.04. Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times

**PhSci.03. TECHNOLOGY: solve a complex design problem.**

- PhSci.03.01. Propose a design that solves a problem, assess the limits of the design, and implements the design
- PhSci.03.02. Evaluate their solution and communicate their results for their problem
- PhSci.03.03. Explain the interdependent relationship between science and technology

**PhSci.04. MATTER: investigate and describe matter.**

- PhSci.04.01. Compare and contrast the states of matter in terms of energy, particle arrangement and motion
- PhSci.04.02. Distinguish between subatomic particles and their properties
- PhSci.04.03. Organize and construct a periodic table of elements with respect to patterns of physical and chemical properties.

- PhSci.04.04. Summarize what is happening in a chemical bond, and the factors that affect them.

**PhSci.05. FORCE/MOTION: Classify and describe the nature of field forces and their interactions with matter. T.L.W. demonstrate their knowledge by solving simple mathematical relationships.**

- PhSci.05.01. Describe motion using appropriate terminology (ex. Distance, velocity, acceleration)
- PhSci.05.02. Make predictions based upon relationships among force, mass and acceleration
- PhSci.05.03. Compare and contrast equal and opposite pairs of forces
- PhSci.05.04. Show where these forces apply to their daily life
- PhSci.05.05. Describe gravity as a universal force between any two objects, that is dependent upon mass and distance
- PhSci.05.06. Relate the law of inertia to real world experiences
- PhSci.05.07. Predict how the attractive force will change in respect to charge and distance in relation to electric forces

**PhSci.06. ENERGY/MATTER: describe and investigate energy systems relating to the conservation and interaction of energy and matter.**

- PhSci.06.01. Describe mechanical wave properties and the method in which waves travel through a medium
- PhSci.06.02. Analyze the relationships between the variables in a wave equation
- PhSci.06.03. Compare and Contrast segments of the electromagnetic spectrum based on energy, frequency and wavelength
- PhSci.06.04. Distinguish between temperature and heat
- PhSci.06.05. Differentiate between the methods of heat transfer
- PhSci.06.06. Describe how electromagnetic waves can be produced through the motion of charges or by changing magnetic fields
- PhSci.06.07. Differentiate between the types of nuclear reactions and how they differ from chemical reactions
- PhSci.06.08. Identify kinetic, potential and electromagnetic energy and be able to apply the Law of Conservation of Energy as they change.
- PhSci.06.09. Classify Endothermic and Exothermic Reactions

**PhSci.07. EARTH: integrate the relationships among Earth's structure, systems and processes.**

- PhSci.07.01. Analyze how heat convection in the mantle will result in plate tectonic movement
- PhSci.07.02. Evaluate the impact of human activity and natural causes on Earth's resources

**PhSci.08. SOURCES OF ENERGY: investigate and describe the relationships among the sources of energy and their effects on Earth's**

**systems.**

- PhSci.08.01. Compare and contrast internal and external sources of heat energy in the Earth's systems
- PhSci.08.02. Identify the different ways heat is transferred in the Earth's systems (radiation, conduction, convection)
- PhSci.08.03. Debate the benefits of renewable and nonrenewable resources
- PhSci.08.04. Distinguish the natural influences on global climate

**PhSci.09. EARTH'S HISTORY: explain the history and evolution of the Earth**

- PhSci.09.01. Hypothesize the arrangement of rock layers according to the Law of Superposition
- PhSci.09.02. Interpret Earth's history by observing rock sequences, using index fossils, and data from radioactive dating methods
- PhSci.09.03. Compare and Contrast the physical and biological differences of the early Earth with the planet we live on today

**PhSci.10. UNIVERSE: investigate and describe the known universe**

- PhSci.10.01. Summarize the formation of the universe using the Big Bang Theory
- PhSci.10.02. Relate that the Sun and other stars produce energy by transforming matter through nuclear reactions
- PhSci.10.03. Arrange the different stages found in the evolution of stars

## PHYSICS

### 2017 Nebraska Science Standards

#### **Physics.00. LABORATORY SKILLS: Student can complete an experiment in the laboratory.**

- Physics.00.01. Student can distinguish the difference between fundamental variables such as mass, volume, density, and weight.
- Physics.00.02. Student can write a numerical value in scientific notation, take a value out of scientific notation, and perform mathematical operations with values expressed in scientific notation.
- Physics.00.03 Student can determine the number of significant figures that are contained in a value, round a value to the correct number of significant figures, perform measurements utilizing the correct number of significant figures, and perform mathematical calculations expressing the answer with the correct number of significant figures.
- Physics.00.04 Student can convert units using the "King Henry" method of conversion.
- Physics.00.05 Student can convert units using dimensional analysis and recognize the need to have uniformity in the units while solving a problem.
- Physics.00.06 Student can determine the relationship displayed graphically, prepare a graphical representation of data, and determine the slope of a line.
- Physics.00.07 Student can identify the major sections of an experiment and prepare a formal lab report.

#### **Physics.01. MOTION: Students will understand non-accelerated and accelerated motion and the forces that govern such motion.**

- Physics.01.01. Solve problems that involve constant and average velocity
- Physics.01.02. Solve problems that involve changing velocity (acceleration)
- Physics.01.03. Solve two-dimensional trajectory problems
- Physics.01.04. Resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components
- Physics.01.05. Know that when the net force of a system is zero, no acceleration occurs (Newton's First Law of Motion)
- Physics.01.06. Apply Newton's Second Law to solve one-dimensional problems
- Physics.01.07. Know that when an object exerts a force on a second object, the second object will exert an equal force back on the first object (Newton's Third Law of Motion)
- Physics.01.08. Diagram multiple forces acting on an object
- Physics.01.09. Solve two-dimensional problems involving balanced forces (statics).

**Physics.02. ENERGY: Students will understand non-accelerated and accelerated motion and the forces that govern such motion.**

- Physics.02.01. Calculate kinetic energy by using the formula  $KE = (1/2)mv^2$
- Physics.02.02. Calculate changes in gravitational potential energy near Earth by using the formula  $PE = mgh$
- Physics.02.03. Solve problems involving conservation of energy in simple systems, such as falling objects
- Physics.02.04. Calculate momentum as the product  $mv$
- Physics.02.05. Know momentum is a separately conserved quantity different from energy
- Physics.02.06. Know an unbalanced force on an object produces a change in its momentum
- Physics.02.07. Know that when an object exerts a force on a second object, the second object will exert an equal force back on the first object. (Newton's Third Law of Motion)
- Physics.02.08. Solve two-dimensional problems involving balanced forces (statics).
- Physics.02.09. Solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy

**Physics.03. HEAT: Students will understand non-accelerated and accelerated motion and the forces that govern such motion.**

- Physics.03.01. Know heat flow and work are two forms of energy transfer between systems
- Physics.03.02. Know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy
- Physics.03.03. Know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object
- Physics.03.04. Know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly
- Physics.03.05. Know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system
- Physics.03.06. Solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings

**Physics.04. WAVES**

- Physics.04.01. Know waves carry energy from one place to another
- Physics.04.02. Identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves)
- Physics.04.03. Solve two-dimensional trajectory problems
- Physics.04.04. Solve problems involving wavelength, frequency, and wave speed
- Physics.04.05. Know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates
- Physics.04.06. Know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately  $3 \times 10^8 \text{m/s}$  (186,000 miles/second)
- Physics.04.07. Apply Newton's Second Law to solve one-dimensional problems
- Physics.04.08. Identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization

# Science Department

Hastings Public Schools

*Revised November, 2019*

## Philosophy

We believe:

### **The Importance of Science**

- Science sparks curiosity and explains the world around you.
- Science is a creative process that will solve real world problems and explain phenomena through investigation.
- Science can apply to all content areas.

### **Learning/Learners**

- Learning is an active, lifelong, collaborative process in which all stakeholders take responsibility for learning.
- Learning is increased through engaging, interactive, exploring, hands-on, real-world experiences.
- All students will have equal opportunities .
- Students make sense of phenomena and design solutions to problems by engaging in experiences that integrate the three dimensions of the NCCRS by gathering, communicating, and analyzing information.

### **The Process of Teaching**

- Our role is to be a guide for learning by stimulating curiosity, critical thinking, creativity, and questioning to foster independent learners.
- Teaching is always evolving and changing--a creative process that involves problem solving, differentiation, and real world connections.
- We will provide structures for students to develop the language skills for collaboration and learning.
- The role of the educator requires modeling and teaching a growth mindset.
- Collaboration between teachers for articulation and lesson planning to stretch students to meet the new standards is important for improved student learning.
- Supports and monitors 3-dimensional teaching and learning for all students through the use of a storyline.

## Program Goals

Students will:

- Apply science and engineering practices (SEP), cross cutting concepts (CCC), and learn disciplinary core ideas (DCI).
- Understand and use the scientific inquiry process to solve real life problems that have multiple solutions.
- Be innovative and have the stamina to continue to use creative approaches to solve problems successfully in multiple content areas.
- Develop the knowledge and character necessary to make healthy and smart choices about themselves and the world around them.
- Be curious and creative critical thinkers.
- Be independent learners with an innovative mindset.

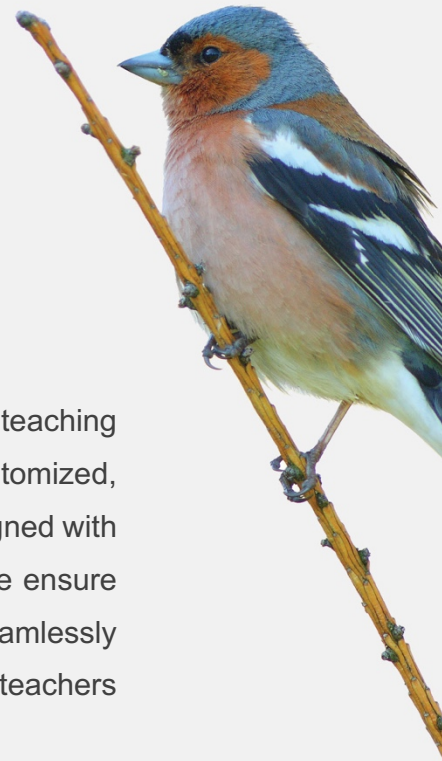
# PROPOSAL

**STEMscopes™**  
THE LEADER IN STEM EDUCATION

Hastings Public  
School 18

April 6, 2020





## Built for NGSS

Our goal is to help your teachers adopt effective STEM-teaching practices and improve student performance through our customized, hands-on STEM curricula and resources that are completely aligned with the Next Generation Science Standards. Made by teachers, we ensure that STEMscopes NGSS is teacher-friendly and flexible, seamlessly integrates into instruction, and offers plenty of support for where teachers are now, and where they want to be.

5E LESSON MODELS

INQUIRY-BASED & CONSTRUCTIVIST APPROACH

COHERENT STORYLINES & SEQUENCED MISSIONS

DIGITAL, HANDS-ON, PRINT & KITS

EMBEDDED & ONGOING PROFESSIONAL  
DEVELOPMENT PARTNER

As a leader in STEM education, we understand that it's important to stay ahead of the curve. And for that reason, we proudly offer a variety of professional development programs, share STEM best practices, and help improve areas of pedagogical growth. Partner with us, and you'll keep your district at the forefront of STEM instruction.

[STEMscopes.com/ngss](https://www.stemscopes.com/ngss)



The background of the entire page is an underwater scene. The top half shows the surface of the water with gentle ripples and a bright blue sky with scattered white clouds. The bottom half is a deep blue underwater environment featuring a diverse coral reef. Various types of coral, including branching and brain corals, are visible, along with several small, colorful fish swimming around. The overall color palette is dominated by shades of blue and teal.

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## **Introduction**

PAGE 4

## **Adoption Quote**

PAGE 5-9

## **District Stakeholder Needs**

PAGE 10

## **Professional Development**

PAGE 11

Dear Hastings Public School 18 Stakeholders,

Thank you for choosing STEMscopes as one of your pilot programs—we've truly enjoyed working with your teachers throughout the implementation process, and we appreciate their dedication and commitment to your students' STEM success. With a STEMscopes partnership, you can count on us to support your teachers, boost student achievement, and enhance STEM education through the following actions:

Focus on student success

Inspire students to pursue STEM careers

Engage all students

Partner with educators

Offer students real-world experience

We aim to help educators adopt effective STEM instructional practices, improve student performance, and increase parent engagement through customized, hands-on digital STEM curricula and resources that are fully aligned to Next Generation Science Standards. With more than 5 million student users across all 50 states, STEMscopes has shown a proven track record of success ([stemscopes.com/case\\_studies](https://www.stemscopes.com/case_studies)) for a wide range of students with varied backgrounds and learning needs.

Our goal is to address not only the specific needs and benchmarks of your school district, but also those of our nation's STEM leadership through inspiring students to become tomorrow's STEM workers, innovators, and visionaries.

We look forward to working with you to improve teaching practices, transform the way your students learn, and ultimately change the way that schools approach STEM.

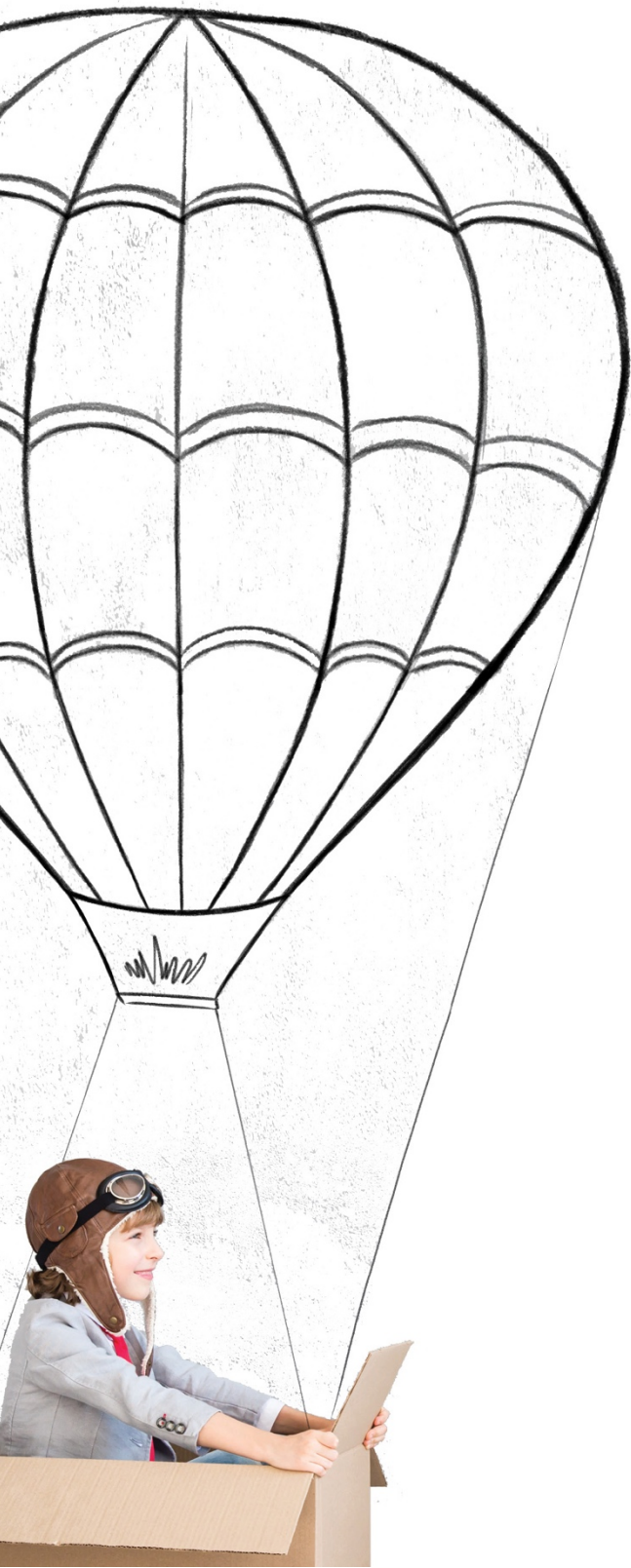
Sincerely,

*Tammy Norman*

Senior Account Manager

281-833-4556

[tnorman@acceleratelearning.com](mailto:tnorman@acceleratelearning.com)



# Quote

**\$260,357.38**

*The cost breakdown is included on pages 6-9*

## **QUOTE IS FOR THE LIFE OF THE ADOPTION, SIX YEARS AND INCLUDES**

- + Online Subscriptions to curriculum for 2,545 students, 75 teachers (6 years)
- + Reusable materials (one-time purchase year 1):
  - + *Hands-on kits for 82 classrooms*
  - + *STEMscopedias for 2,235 students in grades 1-8*
  - + *Teacher Planning Companions for 82 teachers*
- + Professional Development:
  - + *Year one includes up to 9 hours of implementation training, a total of 2 sessions for the initial year with up to 50 teachers per implementation training, as well as, 2 hours of follow-up training webinars, a total of 2 sessions with up to 100 teachers per training webinar*
  - + *Year one includes 24 self-guided online courses focused on “Always Time for Science” and “Maximizing STEMscopes NGSS for lead teachers grades K-8*
- + Add-Ons:
  - + *Assessment Package for each elementary campus and the middle school campus all 6 years*

## STEMSCOPES QUOTE

Quote/Invoice Number: 00044317  
 Account Name: Hastings Public Schools 18  
 Shipping Address: 1924 W A Street  
 Hastings, NE 68901  
 U.S.  
 Contact Name: Lawrence Tunks  
 Email: [Lawrence.tunks@hpstigers.org](mailto:Lawrence.tunks@hpstigers.org)  
 Phone: 402-461-7510  
 Created Date: 04-06-2020  
 Prepared By: Tammy Norman

### MAIL PO & CHECKS TO:

Division: Accelerate Learning Inc.  
 Company Address: PO Box 732464, Dallas, TX 75373  
 Fax: (281) 833-4510  
 Phone: (800) 531-0864  
 Start Date: 08-01-2020

THE QUANTITY BELOW REPRESENTS THE TOTAL NUMBER OF STUDENTS FOR EACH GRADE LEVEL:

Product	ISBN	Grade	Quantity	Years	Sales Price	Total Price
NGSS 3D Grade K Online	978-1-64304-474-3	Grade K	310.00	6 Years	\$32.70	\$10,137.00
NGSS 3D Grade 1 Online	978-1-64304-475-0	Grade 1	280.00	6 Years	\$32.70	\$9,156.00
NGSS 3D Grade 2 Online	978-1-64304-476-7	Grade 2	265.00	6 Years	\$32.70	\$8,665.50
NGSS 3D Grade 3 Online	978-1-64304-477-4	Grade 3	380.00	6 Years	\$32.70	\$12,426.00
NGSS 3D Grade 4 Online	978-1-64304-478-1	Grade 4	230.00	6 Years	\$32.70	\$7,521.00
NGSS 3D Grade 5 Online	978-1-64304-473-6	Grade 5	295.00	6 Years	\$32.70	\$9,646.50
NGSS 3D Grade 6 Online	978-1-64305-869-6	Grade 6	275.00	6 Years	\$32.70	\$8,992.50
NGSS 3D Grade 7 Online	978-1-64305-872-6	Grade 7	250.00	6 Years	\$32.70	\$8,175.00
NGSS 3D Grade 8 Online	978-1-64305-875-7	Grade 8	260.00	6 Years	\$32.70	\$8,502.00
NGSS 3D Grade K Hands on Kit	978-1-64168-642-6	Grade K	14.00	1 Year	\$390.00	\$5,460.00

NGSS 3D Grade 1 Hands on Kit	978-1-64168-645-7	1	12.00	Year	\$925.00	\$11,100.00
NGSS 3D Grade 2 Hands on Kit	978-1-64168-648-8	Grade 2	13.00	1 Year	\$665.00	\$8,645.00
NGSS 3D Grade 3 Hands on Kit	978-1-64168-651-8	Grade 3	13.00	1 Year	\$675.00	\$8,775.00
NGSS 3D Grade 4 Hands on Kit	978-1-64168-654-9	Grade 4	13.00	1 Year	\$1,110.00	\$14,430.00
NGSS 3D Grade 5 Hands on Kit	978-1-64168-657-0	Grade 5	11.00	1 Year	\$1,120.00	\$12,320.00
NGSS 3D Grade 6 Hands On Kit	978-1-64305-884-9	Grade 6	2.00	1 Year	\$1,190.00	\$2,380.00
NGSS 3D Grade 7 Hands On Kit	978-1-64305-878-8	Grade 7	2.00	1 Year	\$1,990.00	\$3,980.00
NGSS 3D Grade 8 Hands On Kit	978-1-64305-881-8	Grade 8	2.00	1 Year	\$1,500.00	\$3,000.00
NGSS 3D Grade 1 STEMscopedia Print	978-1-64168-820-8	Grade 1	280.00	1 Year	\$12.95	\$3,626.00
NGSS 3D Grade 2 STEMscopedia Print	978-1-64168-821-5	Grade 2	265.00	1 Year	\$12.95	\$3,431.75
NGSS 3D Grade 3 STEMscopedia Print	978-1-64168-822-2	Grade 3	380.00	1 Year	\$12.95	\$4,921.00
NGSS 3D Grade 4 STEMscopedia Print	978-1-64168-823-9	Grade 4	230.00	1 Year	\$12.95	\$2,978.50
NGSS 3D Grade 5 STEMscopedia Print	978-1-64168-824-6	Grade 5	295.00	1 Year	\$12.95	\$3,820.25
NGSS 3D Grade 6 STEMScopedia Print	978-1-64305-870-2	Grade 6	96.00	1 Year	\$21.95	\$2,107.20
NGSS 3D Grade 7 STEMScopedia Print	978-1-64305-873-3	Grade 7	96.00	1 Year	\$21.95	\$2,107.20
NGSS 3D Grade 8 STEMScopedia Print	978-1-64305-876-4	Grade 8	96.00	1 Year	\$21.95	\$2,107.20
NGSS 3D Grade K Teacher Planning Companion TPC	978-1-64168-537-5	Grade K	14.00	1 Year	\$19.95	\$279.30
NGSS 3D Grade 1 Teacher Planning Companion TPC	978-1-64168-538-2	Grade 1	12.00	1 Year	\$19.95	\$239.40
NGSS 3D Grade 2 Teacher Planning Companion TPC	978-1-64168-539-9	Grade 2	13.00	1 Year	\$19.95	\$259.35
NGSS 3D Grade 3 Teacher Planning Companion TPC	978-1-64168-540-5	Grade 3	13.00	1 Year	\$19.95	\$259.35
NGSS 3D Grade 4 Teacher Planning Companion TPC	978-1-64168-541-2	Grade 4	13.00	1 Year	\$19.95	\$259.35

NGSS 3D Grade 5 Teacher Planning Companion TPC	978-1-64168-542-9	Grade 5	11.00	1 Year	\$19.95	\$219.45
NGSS 3D Grade 6 Teacher Planning Companion TPC	978-1-64306-988-3	Grade 6	2.00	1 Year	\$25.95	\$51.90
NGSS 3D Grade 7 Teacher Planning Companion TPC	978-1-64306-989-0	Grade 7	2.00	1 Year	\$25.95	\$51.90
NGSS 3D Grade 8 Teacher Planning Companion TPC	978-1-64306-990-6	Grade 8	2.00	1 Year	\$25.95	\$51.90
NGSS 3D Assessment Package Grades K-5 Online	978-1-64306-079-8	K-5	6.00	6 Years	\$9,570.00	\$57,420.00
NGSS 3D Assessment Package Grades MS Online	978-1-64306-559-5	MS	1.00	6 Years	\$9,570.00	\$9,570.00
PD Face to Face Science: STEMscopes Implementation Training (up to 6 hours)	978-1-64306-084-2		1.00	1 Year	\$2,800.00	\$2,800.00
PD Face to Face Science: STEMscopes NGSS 3D Implementation Training (up to 3 hours)	978-1-64305-775-0		1.00	1 Year	\$1,600.00	\$1,600.00
PD Webinar: Implementaion Science	978-1-64306-390-4		2.00	1 Year	\$100.00	\$200.00
PD Self guided Online: Always Time for Science	9781643057835		12.00	1 Year	\$39.00	\$468.00
PD Self guided Online: Maximizing STEMscopes NGSS	978-1-64305-782-8		12.00	1 Year	\$39.00	\$468.00

Subtotal	\$252,608.50
Shipping	\$7,748.88
Order Total	\$260,357.38

**CUSTOMER LICENSE TERMS AND CONDITIONS**

These Customer License Terms and Conditions (these "Terms") are a legally binding agreement between Accelerate Learning, Inc. d/b/a STEMscopes ("ALI") and the customer ("Customer") entering into an order (the "Order") that references these Terms. In the event of any conflict between these Terms and the terms and conditions elsewhere in the Order, these Terms will supersede and govern as between ALI and Customer.

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**Payment Terms:** Payment is due net 30 days after receipt of invoice.

**Freight Charges:** Standard freight charge is 8% of the price of the print or kit product purchased. There are no freight charges for online products.

**Sales Tax:** All orders are subject to applicable sales tax.

**CUSTOMER SERVICE**

Phone: 281-833-4500

Fax: 281-833-4510

Email: [stemscopes@acceleratelearning.com](mailto:stemscopes@acceleratelearning.com)

**MAIL PO's and correspondence to:**

Accelerate Learning Inc.

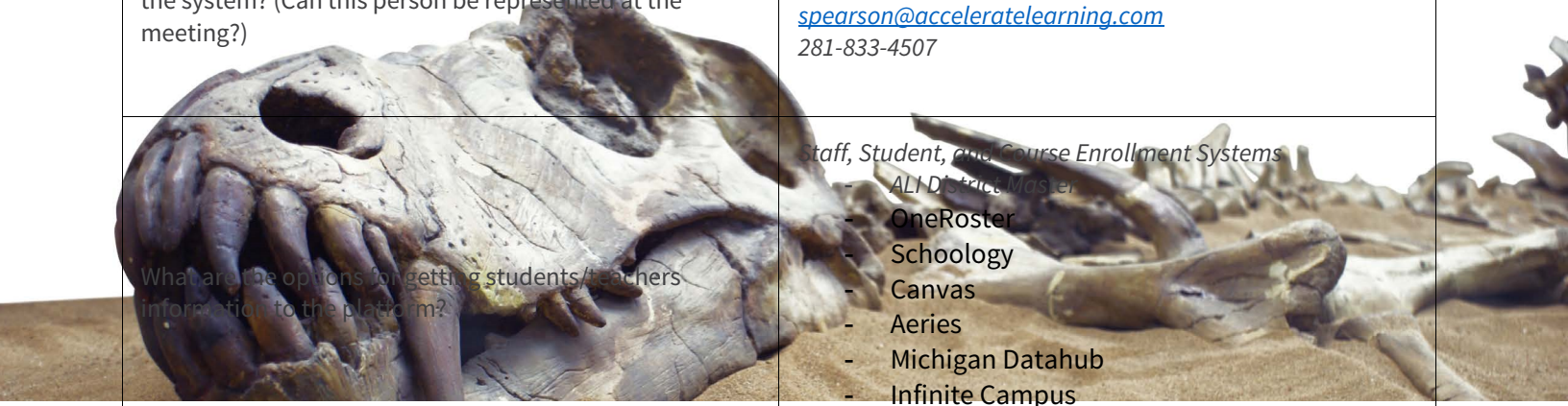
5177 Richmond Ave, Suite 1025

Houston, Texas 77056

### DISTRICT STAKEHOLDER NEEDS

ACCOUNTABILITY & EDUCATIONAL TECHNOLOGY	
District Stakeholder Needs	Response from Publisher
Will electronic versions of text be downloadable and/or viewable “offline” (without an internet connection)?	<i>We provide Google Documents and PDF files that are printable and downloadable on all student-facing documents.</i>
Will the online resources be fully compatible with all device platforms? (Windows, Mac, iPads and Chromebooks)	Yes

INFORMATIONAL TECHNOLOGY	
District Stakeholder Needs	Response from Publisher
Who are the contacts that IT can call in regards to technical errors, i.e. when students/teachers can't access the system? (Can this person be represented at the meeting?)	<p><i>Daniel Smith</i>  <a href="mailto:dsmith@acceleratelearning.com">dsmith@acceleratelearning.com</a></p> <p><i>Sam Pearson</i>  <a href="mailto:spearson@acceleratelearning.com">spearson@acceleratelearning.com</a>                      281-833-4507</p>
What are the options for getting students/teachers information to the platform?	<p><i>Staff, Student, and Course Enrollment Systems</i></p> <ul style="list-style-type: none"> <li>- ALI District Master</li> <li>- OneRoster</li> <li>- Schoology</li> <li>- Canvas</li> <li>- Aeries</li> <li>- Michigan Datahub</li> <li>- Infinite Campus</li> <li>- GG4L</li> </ul>
Will we be creating data files and uploading those files to a sftp site?	<i>We support API and CSV file processing. OneRoster or Aeries maybe used.</i>



## PROFESSIONAL DEVELOPMENT PARTNERSHIP

Professional development is crucial to successfully implement any new curriculum. And to get the most out of your PD experience, we believe that both the trainer and the teacher should agree on a shared vision and set of goals for student success. Our PD programs are designed so that our trainers work hand-in-hand with your teachers to develop long-term plans that promote pedagogical growth. We scaffold our training to accommodate your teachers, and base our trainings on their feedback. Our ultimate goal is for all of your teachers to confidently achieve STEM success in the classroom.

## DESCRIPTION OF SERVICES

Accelerate Learning agrees to provide the following services:

### Initial Implementation Training

Accelerate Learning, Inc. will provide your teachers with an initial implementation training to maximize their instruction through quality resources in a stress-free, productive, and engaging format. Using hands-on, inquiry-based strategies, your teachers will learn the layout of our curriculum, where to find resources, and how to navigate lesson-planning.

- + Initial rollout training, in-person (6 hours)
- + Implementation of NGSS training, in-person (3-hours)
- + Follow-up training webinars (Two 1-hour sessions): additional teacher support on an as-needed basis to ensure teacher and student success via webinar or in-person training
- + Self-paced online courses (twenty-four 3-hour courses): “Always Time For Science” and “Maximizing STEMscopes NGSS”. This will help to build capacity among your teachers.

### Delivery Options

	<i>Face-to-Face</i>	<i>Virtual/Webinar</i>
Initial Rollout training	•	
Implementation	•	
Follow-up Training Webinars		•
Online Courses		•





**STEMscopes™**  
THE LEADER IN STEM EDUCATION

[STEMscopes.com/ngss](https://www.stemscopes.com/ngss)

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# Change Order

#14

**From:** Farris Construction Co., Inc  
 P.O. Box 2046  
 Hastings, NE, 68902  
 Phone: 402-462-8732  
 Fax: 402-462-8801

**Number:** Project # Longfellow Job  
**Project:** GI-14103 Project Name  
 Hastings Public Schools  
 Longfellow School

**To:** Cannon Moss Brygger Architects  
 208 N. Pine Street-Suite 301  
 Grand Island, NE 68801

### Description Of Proposed Change(s)

To Delete Division 32: Section 329200 turf and grasses from your contract. Credit (\$2,500.00)

This is done to close out Farris Construction contract with Hastings Public Schools for the Longfellow Elementary Project.

Net Credit (\$2,500.00)

*Note: This Change Order becomes part of and in conformance with the existing contract.*

WE AGREE hereby to make the change(s) specified above at this price		\$	(-2,500	00)
<b>Net Credit</b>				
<small>Date</small> <b>03/26/2020</b>	<small>PREVIOUS CONTRACT AMOUNT</small>	\$		
<small>Authorized Signature Contractor</small>	<small>REVISED CONTRACT TOTAL</small>	\$		

ACCEPTED – The above prices and specifications of this CHANGE Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

acceptance \_\_\_\_\_ Date of \_\_\_\_\_

Signature \_\_\_\_\_



**HEATING & A/C INC.  
SHEET METAL**

1001 W 1st St, Hastings, NE 68901  
2703 W Villa Dr. Kearney, NE 68845

# Proposal

Phone #	Fax #	Date	Estimate #
402-463-4853	402-463-4859	4/9/2020	14405

Hastings Public Schools 1924 West A St Hastings, NE 68901
---

**We hereby submit specifications for:**

**Project: Hawthorne School Bid Package #1**

- Make Up Air Unit (MAU-1)**
- Variable Refrigerant Outdoor Unit (HRU-1E,1W)**
- Variable Refrigerant Indoor Units (IDU)**
- Sheetmetal**
- 2 - Duct Curbs**
- Duct Wrap**
- Crane Rental**
- Refrigeration Piping**
- Brazing Materials**
- Roofing**
- Refrigerant (qty 200 lbs)**
- Condensate Drain Piping**
- New Ceiling Work**
- Gas Piping**
- Electrical Wiring / Temperature Controls**
- Cutting of Holes**
- Fire Sprinkler**
- Sheetmetal Labor**
- Refrigeration Piping Labor**
- Registers and Grills**
- Concrete Equipment Pad**
- Hanging Materials**
- Startup**
- Misc Cost - Demo of Existing Ceiling**
- Trash Dumpsters**
- Project Management**

The following items are not included: demo of existing mechanical equipment, and sales tax.

	<b>Total</b>	<b>\$390,260.00</b>
--	--------------	---------------------

Note: This proposal may be withdrawn by us if not accepted within 45 days.  
If payment made by credit card exceeds \$1000.00, add 2% to the total amount due.

Authorized Signature \_\_\_\_\_

Acceptance of Proposal Signature \_\_\_\_\_



**HEATING & A/C INC.  
SHEET METAL**

1001 W 1st St, Hastings, NE 68901  
2703 W Villa Dr. Kearney, NE 68845

# Proposal

Phone #	Fax #	Date	Estimate #
402-463-4853	402-463-4859	4/13/2020	14413

Hastings Public Schools 1924 West A St Hastings, NE 68901
---

We hereby submit specifications for:

**Project: Hawthorne School Bid Package #2**

- Make Up Air Unit (MAU-1)
- Variable Refrigerant Outdoor Unit (HRU-3)
- Variable Refrigerant Indoor Units (IDU)
- Sheetmetal
- Duct Wrap
- Crane Rental
- Refrigeration Piping
- Brazing Materials
- Roofing
- Refrigerant (qty 200 lbs)
- Condensate Drain Piping
- Steel Work
- Gas Piping
- Electrical Wiring / Temperature Controls
- Cutting of Holes
- Sheetmetal Labor
- Refrigeration Piping Labor
- Registers and Grills
- Concrete Equipment Pad
- Hanging Materials
- Startup
- Misc Cost - Demo of Existing Ceiling
- Project Management

The following items are not included: demo of existing mechanical equipment, bond and sales tax.

	<b>Total</b>	<b>\$133,800.00</b>
--	--------------	---------------------

Note: This proposal may be withdrawn by us if not accepted within 45 days. If payment made by credit card exceeds \$1000.00, add 2% to the total amount due.

Authorized Signature \_\_\_\_\_

Acceptance of Proposal Signature \_\_\_\_\_



**HEATING & A/C INC.  
SHEET METAL**

1001 W 1st St, Hastings, NE 68901  
2703 W Villa Dr. Kearney, NE 68845

# Proposal

Phone #	Fax #	Date	Estimate #
402-463-4853	402-463-4859	4/13/2020	14412

Hastings Public Schools 1924 West A St Hastings, NE 68901
---

**We hereby submit specifications for:**

**Project: Hawthorne School Bid Package #3**

- Rooftop Units (RTU-1,2)**
- Variable Refrigerant Outdoor Unit (HRU-3)**
- Variable Refrigerant Indoor Units (IDU)**
- Sheetmetal**
- Refrigeration Piping**
- Brazing Materials**
- Condensate Drain Piping**
- Gas Piping**
- Electrical Wiring / Temperature Controls**
- Cutting of Holes**
- Sheetmetal Labor**
- Registers and Grills**
- Startup**

**The following items are not included: demo of existing mechanical equipment, and sales tax.**

	<b>Total</b>	<b>\$32,220.00</b>
--	--------------	--------------------

**Note: This proposal may be withdrawn by us if not accepted within 45 days. If payment made by credit card exceeds \$1000.00, add 2% to the total amount due.**

Authorized Signature \_\_\_\_\_

Acceptance of Proposal Signature \_\_\_\_\_

K~T Heating & Air Conditioning, Inc.  
234 East 'J' Street  
Hastings NE 68901

Phone 402-463-1794  
Fax 402-463-1811

April 10, 2020


Hastings Public Schools  
Hastings, NE.

Project: Hawthorne Elementary  
HVAC Upgrade

Bid Package #1 Complete-----	\$422,500.00
Bid Package #2 Complete-----	\$213,300.00
Bid Package #3 Complete-----	\$36,400.00

Excluded: ---Taxes

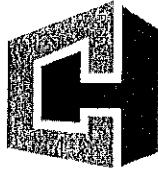
Jim Batenhorst



Mechanical estimator

# Quote

#20-HPS-550



**COMPUTER  
HARDWARE**

2100 2nd St  
Hastings, NE 68901  
Phone: 402-402-7592  
Fax: 402-463-4475  
gavinr@computerhardwareinc.com

Date 1/5/2020  
Expiration Date

Computer Hardware Inc,  
1001 West 2<sup>nd</sup> St  
Hastings NE 68901  
Phone 402-402-7592  
Fax: 402-463-4475  
gavinr@computerhardwareinc.com

TO: Hastings Public Schools

Salesperson	Shipping Method	Shipping Terms	Delivery Date	Payment Terms	Due Date
Gavin	Drop Ship	Below		Due on receipt	

Qty	Item #	Description	Unit Price	Discount	Line total
550		(Brand New) Lenovo 100e AMD A4 Gen 2 11.6" 4GB 32GB	\$171.39	EDU	\$94,265.50
				EDU	
				EDU	\$94,264.50
				Grand Total	\$94,264.50