

MINUTES
BOARD OF EDUCATION

October 10, 2022

7:30 PM

President Dave Zimmerman called the meeting to order at 7:30 PM with the following members in attendance:

I. Call Meeting to Order

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

I.C. Motion to excuse Angela Meyer from the October 10, 2022, school board meeting

Motion to excuse Angela Meyer from the October 10, 2022, school board meeting. This motion, made by Aaron Whitwer and seconded by Jim Zvolanek, passed.

Betsy Frerichs: Absent, Angela Meyer: Absent, Dana Dorn: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 4, no: 0, Absent: 2

II. Approval of Minutes from the September 28, 2022, Special Board Meeting

Motion to Approve Minutes from the September 28, 2022, Special Board Meeting. This motion, made by Dana Dorn and seconded by Jim Zvolanek, passed.

Betsy Frerichs: Absent, Angela Meyer: Absent, Dana Dorn: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 4, no: 0, Absent: 2

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Items for Discussion, Consideration, and/or Action

IV.A. Approval of Bills

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Jim Zvolanek and seconded by Dana Dorn, passed.

Angela Meyer: Absent, Aaron Whitwer: Abstain (With Conflict), Dana Dorn: yes, Betsy Frerichs: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 4, no: 0, Absent: 1, Abstain (With Conflict): 1

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

V.B. Personnel Items

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

VI.C. Secondary Principal's Report

VI.D. Superintendent's Report

VII. Items for Discussion, Consideration, and/or Action

VII.A. 2022 Nebraska's College and Career Ready Standards for Mathematics

Motion to approve the 2022 Nebraska's College and career Ready Standards for Mathematics. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

Angela Meyer: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

VII.B. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:29 p.m. This motion, made by Dana Dorn and seconded by Aaron Whitwer, passed.

Angela Meyer: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting. (iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of

an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

(a) Reasonable advance publicized notice is given as provided in subsection (1) of this section;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;

(c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;

(d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and

(e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given as provided in subsection (1) of this section which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right

to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised
10/2020



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MINUTES
SPECIAL BOARD OF EDUCATION MEETING
September 28, 2022
6:30 PM

I. Call Meeting to Order

Vice-President Jim Zvolanek called the Special Meeting to order at 6:30 p.m. and the following members were present: Aaron Whitwer, Angela Meyer, Betsy Frerichs, Dana Dorn, and Jim Zvolanek. The following administrator was present: Christopher Prosocki.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Posted Location:

- Fairbury Journal-News

Posted Date: 9/7/22

Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

Vice-President Jim Zvolanek announced that a complete copy of the Nebraska Open Meetings Act was posted on the back of the board of education meeting room.

I.C. Motion to Excuse Dave Zimmerman from the September Special School Board Meeting

Motion to excuse Dave Zimmerman from the September special school board meeting. This motion, made by Aaron Whitwer and seconded by Betsy Frerichs, passed.

David Zimmerman: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

II. Approval of Minutes from the September 12, 2022, Regular Board Meeting and the September 12, 2022, Budget Hearing

Motion to Approve the minutes from the September 12, 2022, Regular Board Meeting and the September 12, 2022, Budget Hearing. This motion, made by Dana Dorn and seconded by Angela Meyer, passed.

David Zimmerman: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

III. Items for Discussion, Consideration, and/or Action

III.A. The 2022-2023 Southern Public Schools Budget

Motion to approve the 2022-2023 Southern Public Schools budget. This motion, made by Angela Meyer and seconded by Betsy Frerichs, passed.

David Zimmerman: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

Dr. Prosocki gave an overview of the proposed 2022-2023 budget. The 2022-2023 budget continues to invest in meeting the needs of our district with growing student needs. The General Fund budget of expenditures shown on the Notice of Budget Hearing and Budget Summary (Public Notice) is greatly inflated to allow the district to expend "unused budget authority" for future years, and does not accurately reflect actual anticipated expenditures. The district over-estimates the budget of expenditures of all active funds so the district doesn't have to amend them later in the year due to unanticipated costs (Activities Fund, Depreciation Fund, Employee Benefit Fund, General Fund, School Nutrition Fund, Special Building Fund, & Qualified Capital Purpose Undertaking Fund). The Notice of Budget Hearing and Budget Summary (Public Notice) is very deceiving to the public and the only actual figures are Actual Disbursements & Transfers (Column 1) and Total Personal and Real Property Tax Requirement (Column 7).

For the 2022-2023 school year, the district gained \$128,547 in valuation revenue and the district gained \$142,107 state aid revenue. These numbers do not account for the increased costs of running a school district over the years (e.g., utility increases, salary and benefit increases, insurance increases, inflation, etc.). The overall personnel cost will be down by \$25,903.02. He noted that this figure does not include purchased services through ESU 5 for special education services that are mandated by state and federal law and these services will be up by \$10,737.

Dr. Prosocki noted the valuation in Gage County was \$399,748,194 and the valuation in Pawnee County was \$1,442,600. The district's overall valuation was \$401,190,794 and Southern saw a 3.05% increase or \$11,902,255 increase between Gage and Pawnee Counties from the prior year. Dr. Prosocki noted that 85% of the district expenditures are in personnel costs and the other 15% of expenditures are fixed costs that cannot change.

Tax Year	Gage County Valuation	% Change (Prior Year)	Pawnee County Valuation	% Change (Prior Year)	Overall Valuation	% Change (Prior Year)	\$ Change (Prior Year)
2018	\$399,062,663	0.003%	\$1,376,365	(4.84%)	\$400,439,028	0.003%	\$1,345,781
2019	\$382,188,694	(4.41%)	\$1,376,110	(.001%)	\$383,564,804	(4.39%)	(\$16,874,224)
2020	\$378,656,597	(0.93%)	\$1,374,630	(0.10%)	\$380,031,227	(0.92%)	(\$3,533,577)
2021	\$387,897,024	2.44%	\$1,391,515	1.23%	\$389,288,539	2.43%	\$9,257,312
2022	\$399,748,194	3.05%	\$1,442,600	3.67%	\$401,190,794	3.05%	\$11,902,255

III.B. The 2022-2023 Property Tax Resolution

Motion to approve the 2022-2023 property tax resolution. This motion, made by Angela Meyer and seconded by Aaron Whitwer, passed.

David Zimmerman: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, Jim Zvolanek: yes
 yes: 5, no: 0, Absent: 1

Dr. Proski gave an overview of the proposed 2022-2023 property tax request and tax rate. Dr. Proski recommended the General Fund levy be set at \$1.00, the Special Building Fund levy be set at \$0.05, and the Qualified Capital Purpose Undertaking Fund be set at \$0.03. He recommended the overall levy be set at \$1.08. Based on these recommended mill levies, the General Fund tax request will generate \$4,011,908, the Special Building Fund tax request will generate \$200,595, and the Qualified Capital Purpose Undertaking Fund tax request will generate \$120,358. The overall proposed tax request will generate \$4,332,861. Based on these proposed figures, the overall mill levy will stay the same from the previous year and tax requests will go up by \$128,546 from the previous year because the district's valuation increased, which the district has no control over. He noted that the district's tax request is still lower than it was during the 2017-2018 school year and the 2018-2019 school year. Dr. Proski said that the record high inflation will make all school districts' budgets tight this school year. Lastly, Dr. Proski gave the board a breakdown of the tax request over the past five years, a breakdown of the mill levy request over the past five years, and Pioneer Conference cost per pupil comparison for the 2020-2021 school year by Average Daily Membership.

Year	Building Fund	QCPUF	Bond Fund	General Fund	Total
2017-2018		\$ 20,202	\$ 161,616	\$ 4,188,625	\$ 4,370,443
2018-2019		\$ 120,131		\$ 4,204,610	\$ 4,324,741
2019-2020	\$ 38,356	\$ 115,069		\$ 3,989,074	\$ 4,142,499
2020-2021	\$ 38,003	\$ 114,009		\$ 3,952,324	\$ 4,104,336
2021-2022	\$ 38,928	\$ 116,786		\$ 4,048,600	\$ 4,204,314
2022-2023	\$ 200,595	\$ 120,358		\$ 4,011,908	\$ 4,332,861

Tax Year	Total Mill Levy	Home Value	Taxes Paid (Per Month)	Taxes Paid (Per Year)
2017	1.095093	\$100,000	\$91.25	\$1,095
		\$200,000	\$182.50	\$2,190
		\$300,000	\$273.75	\$3,285
2018	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240
2019	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160

		\$300,000	\$270.00	\$3,240
2020	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240
2021	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240
2022	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240

**Cost Per Pupil (2020-2021)
Average Daily Membership (ADM)
Pioneer Conference Comparison**

District	Rank (244 Districts Total)	Per Pupil Spending (ADM)
Johnson-Brock	44	\$14,405
Sterling	103	\$18,196
Southern	110	\$18,462
Tri County	123	\$18,901
Pawnee City	125	\$18,995
Friend	165	\$20,966
Diller-Odell	181	\$21,963
Lewiston	188	\$22,833
HTRS	227	\$27,973
FCSH	N/A	N/A
NCL	N/A	N/A

IV. Adjournment

Motion to adjourn the meeting at 6:45 p.m. This motion, made by Dana Dorn and seconded by Angela Meyer, passed.

David Zimmerman: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., October 10, 2022, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary. Prior to the Regular Board meeting, the district will hold a Committee on American Civics meeting at 7:15 p.m.

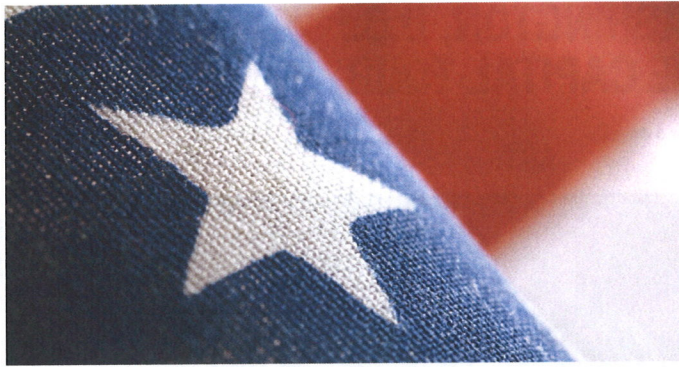
BY
President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.



THE FLAG IS STILL THERE

The actual American flag that inspired Francis Scott Key to write "The Star Spangled Banner" is on display at the Smithsonian's National Museum of American History. During the War of 1812, Key was on a British ship trying to negotiate the release of some hostages. When he looked out and saw the American flag still flying over Fort McHenry, he was so inspired that he wrote a poem called "The Star Spangled Banner." The rest is national anthem history.

Day 3: Washington, D.C. • Return home

- U.S. Capitol and Visitor Center Tour (subject to availability)
- Photo stop at the U.S. Supreme Court and the Library of Congress
- Free time for lunch on U Street, the center of African American culture in D.C.
- Explore the Tidal Basin: FDR Memorial, Martin Luther King, Jr. National Memorial, Jefferson Memorial
- Depart for home

4-DAY TOUR

Day 3: Washington, D.C.

- U.S. Capitol and Visitor Center Tour (subject to availability)
- Photo stop at the U.S. Supreme Court and the Library of Congress
- Free time for lunch on U Street, the center of African American culture in D.C.

- Explore the Tidal Basin: FDR Memorial, Martin Luther King, Jr. National Memorial, Jefferson Memorial
- National Archives
- Smithsonian museums (time permitting)
- 📍 Potomac River Cruise (seasonal)

Day 4: Washington, D.C. • Return home

- Photo stop at the Pentagon Memorial
- Explore Georgetown with your Tour Director
- Depart for home

5-DAY TOUR

Day 3: Washington, D.C.

- U.S. Capitol and Visitor Center Tour (subject to availability)
- Photo stop at the U.S. Supreme Court and the Library of Congress
- Free time for lunch on U Street, the center of African American culture in D.C.

- Explore the Tidal Basin: FDR Memorial, Martin Luther King, Jr. National Memorial, Jefferson Memorial
- National Archives
- Smithsonian museums (time permitting)
- 📍 Potomac River Cruise (seasonal)

Day 4: Washington, D.C.

- Photo stop at the Pentagon Memorial
- Explore Georgetown with your Tour Director
- U.S. Holocaust Memorial Museum: Daniel's Story exhibit
- 📍 Theater performance

Day 5: Washington, D.C. • Return home

- Visit the International Spy Museum or the National Law Enforcement Museum
- Depart for home

Itinerary subject to change. For complete financial and registration details, please refer to the Booking Conditions.

THE PEOPLE'S HOUSE

Since it was first built, the White House has always remained open to the people. These days, of course, not just anybody can walk right through the front door, but in centuries past it was quite a different story. President Jackson used to leave a block of cheese out for people to come by and grab a bite if they were in the neighborhood, and during the Civil War, Abraham Lincoln housed Union soldiers on the ground floor.



Everything you get

- 🔄 Round-trip and on-tour transportation
- 👤 Full-time licensed Tour Director
- 🏠 2 nights hotel accommodations (3 or 4 nights on 4- or 5-day tours)
- 🍴 Breakfast and dinner daily
- 📷 Comprehensive sightseeing tours

- 🎫 Visits to special attractions
- 🔒 Overnight security at your hotel
- 🛖 Illness and Accident Coverage
- 👤 Travel ID Badges and backpacks
- 💰 Gratuities

Options

- Downtown hotel (private groups only)
- Extended stay
- Lunches
- Earned credit for Group Leaders and students



WASHINGTON, D.C.: THE CAPITAL TOUR

3, 4, or 5 days



Washington, D.C.

Day 1: Washington, D.C.

- Arrive in Washington, D.C.
- Explore Washington, D.C. highlights: Photo stops at the White House, Lafayette Square and Black Lives Matter Plaza, Washington Monument, and WWII Memorial
- Smithsonian museums, may include: National Air and Space Museum, National Museum of Natural History, National Museum of American History
- Night tour of Washington, D.C.: Lincoln Memorial, Korean War Veterans Memorial, Vietnam Veterans Memorial

Day 2: Washington, D.C. • Mount Vernon

- Visit Arlington National Cemetery: Changing of the Guard at the Tomb of the Unknown Soldier, Kennedy Gravesites, Women in Military Service for America Memorial
- Photo stop at the Marine Corps War Memorial
- Visit Mount Vernon: Mansion (pending availability) and grounds, museum and education center, The Slave Memorial, George Washington's tomb
- Evening activity

LINCOLN MEMORIAL

The building of the Lincoln Memorial was a big controversy back in the day. Half the country wanted to make a simple log cabin that represented Lincoln's simpler roots, while half the country wanted to build the most impressive monument in Washington, D.C., because Lincoln held our country together during its most difficult time. I always ask the kids, "which one would you have wanted? Would you have wanted the log cabin, representing the fact that he was like you and me? Or would you have wanted the temple that exists there today?"

- Mitch B., Tour Director



🔗 **Customize this tour** by adding optional activities or extending your experience by a few days.

NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION

AGENDA FOR 2022 FALL DISTRICT MEETINGS

1. INTRODUCTIONS

2. REVIEW OF NRCSA SERVICES

- a. Benefits of Membership**
- b. Advocacy**
- c. Relationships**
- d. Representation**
- e. Communication**
 - i. Member Update**
 - 1. Board of Ed Members**
 - ii. Twitter**
 - iii. Facebook**
- f. Board of Education Meetings**
- g. Opportunities for Leadership**
 - i. COVID Activities**
- h. School Safety**
- i. Membership**
 - i. Number of Members**
 - ii. New Members**
 - iii. State Colleges**
- j. Education Associations Master Calendar**
- k. Targeted Research (NRCSA purposes)**
- l. Legislative Activity**
- m. Legislative Forum**
- n. Superintendent Search Service**
- o. Planning Support Service**
- p. Global Teletherapy Services (Speech, OT, Behavioral)**
- q. Purchase Card Program**
- r. Spring Conference**
- s. Scholarships and Recognitions**
- t. Closing the Achievement Gap Program**
- u. National Rural Education Association Affiliate**
 - i. National Rural Education Advocacy Coalition**
- v. Joe Toczek Memorial Golf Tournament**
- w. Excess equipment clearing house**
- x. 501c(4) Organization**

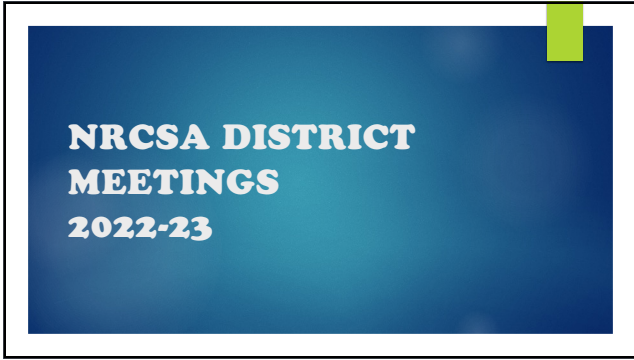
- y. **Teacher Shortage**
 - i. **Rural Teacher Committee**
 - ii. **Additional Certification Work**
- z. **Corporate Sponsorship Program**
- aa. **Possible New Services**
 - i. **Principal Search**
 - ii. **Grant Writing**
- bb. **Rural Community Initiative**

3. LEGISLATIVE ISSUES

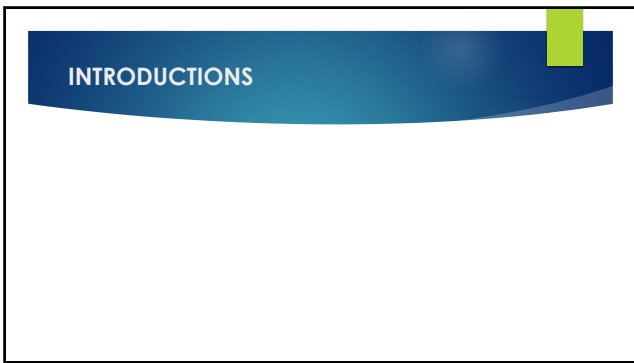
- a. **Collaborations**
 - i. **Nebraskans United**
 - ii. **Education Coalition**
 - iii. **Management Group**
- b. **Lobbyist**
- c. **Legislative Discord**
- d. **November Elections**
- e. **Tax Policy**
- f. **Spending Limits**
 - i. **Spending Study**
 - ii. **Access the study at:**
<https://drive.google.com/file/d/1kBJZDUGOMB9BHwS2IVQuSV/EKzeKMjy9G/view?usp=sharing>
- g. **Education Funding/TEEOSA Modernization**
 - i. **“Columbus Plan”**
- h. **Other thoughts on School Funding**
 - i. **State and Local School Aid Committee**
 - ii. **“Nebraska Plan”**
- i. **LB 644**
- j. **LB 852**
- k. **LB 888**
- l. **LB 1057**
- m. **LB 1112**
- n. **LB 1165**
- o. **LB 1218**
- p. **SPED Funding**
- q. **Private School Tax Credits**
- r. **Curriculum, Activities**
- s. **Controversial Issues**
- t. **Possible Bills**

4. HANDOUTS

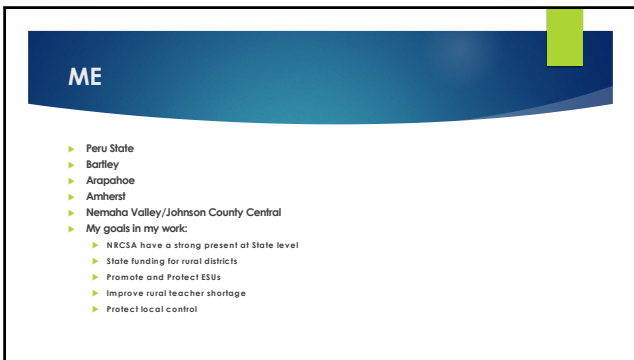
- a. Benefits of Membership**
- b. NRCSA Leadership**
- c. Membership Graph**
- d. Members by District**
- e. Organizational Sponsorship Program**
- f. Equalization Aid**



1



2



3

BENEFITS OF MEMBERSHIP

- ▶ Document A

4

REVIEW OF NRCSA SERVICES

- ▶ Advocacy
 - ▶ Only organization that speaks directly and solely on behalf of rural school districts
- ▶ Relationships
 - ▶ Unity of rural districts and ESU's benefits us all
 - ▶ State College System
- ▶ Representation
 - ▶ All ed groups have to stay cognizant of how issues affect their members
 - ▶ We are less hamstrung than other groups on speaking on behalf of rural

5

COMMUNICATIONS

- ▶ Member update
 - ▶ Board members email addresses
- ▶ Website
 - ▶ www.nrca.net
- ▶ Twitter
 - ▶ @NRCSA1980
- ▶ Facebook
- ▶ Occasional surveys

6

BOARD OF ED MEETINGS

- ▶ I have attended and presented at 69 BOE meetings thus far
 - ▶ None scheduled yet for Nov. 14
- ▶ Would like to schedule 2-4 in an evening if possible
- ▶ If you are interested in having me attend, please let me know.

7

OPPORTUNITIES FOR LEADERSHIP

- ▶ 2022-23 Leadership
 - ▶ Document B
- ▶ 2022-23
 - ▶ 75 positions filled by 66 people
- ▶ Executive Committee 10 positions
 - ▶ 3 Presidents, 1 Secretary + 6 District reps
- ▶ Legislative Committee 28 positions
 - ▶ 16 members/Chairs + 7 ex officio + 6 Board of Ed
- ▶ Scholarship and Recognition Committee 10 positions
- ▶ Closing the Achievement Gap Project Team 15 positions + UNO/UNL
- ▶ Rural Teacher Committee 17 positions + 3 State College reps

8

COVID PROJECTS

- ▶ Graduation document
- ▶ Equity committees
 - ▶ Dr. John Steffe, ESSA
 - ▶ Committee chair/committee secretary
 - ▶ Over 100 Superintendents/ESSA Administrators
 - ▶ School attorneys
- ▶ We chose not to be "reactive" or "prescriptive"
 - ▶ Filled local control as much as possible
- ▶ "Considerations for Developing Reopening Plans for Nebraska's Schools"
 - ▶ Shared with all public school districts
 - ▶ And dozens of schools that requested it
- ▶ Remote Learning Project
 - ▶ NRECA and ESBC (John Steffe, Vern Fisher, Craig Lofquist, Andrew Sutton)
 - ▶ Over 70 rural education
 - ▶ Two sites—one for teachers/one for administrators
- ▶ Proud of the leadership in rural schools/ESOs
 - ▶ We are in good hands!

9

SCHOOL SAFETY

- ▶ NRCSA will possibly be asked to have a Rural School Safety group
 - ▶ If you are asked to participate please consider

10

MEMBERSHIP

- ▶ 216 member school districts, ESUs, and the State Colleges in 2022-23
- ▶ Projecting 219 members, representing over 86,000 students
 - ▶ **DOCUMENT C**
 - ▶ **Waiting on 16 districts to renew**
- ▶ New Members for 2022-23
 - ▶ Bloomfield
 - ▶ Randolph
 - ▶ Wausa
- ▶ Members by District
 - ▶ **DOCUMENT D**

11

ED ASSOCIATIONS MASTER CALENDAR

- ▶ Jeff
- ▶ NRCSA
- ▶ NCSA
- ▶ NASB
- ▶ NSEA
- ▶ ESUCC
- ▶ STANCE
- ▶ GNSA

12

TARGETED RESEARCH

- ▶ Jeff
- ▶ Surveys
- ▶ NRCSA's purposes
- ▶ Members—if you need info we can help
- ▶ Senators
- ▶ Ed Groups

13

LEGISLATIVE FORUM

- ▶ Thursday, Feb. 16
- ▶ Cornhusker Hotel in Lincoln
- ▶ Encourage attendance by Supts and Board Members
 - ▶ Board members especially appreciated by the Senators
- ▶ Select Senators and others
- ▶ Lunch with Senators

14

SUPT SEARCH SERVICE

- ▶ 14 searches last year, including 1 interim search
- ▶ Already have four searches this year
 - ▶ North Bend Southwest
 - ▶ Sandolgh Thayer Central
- ▶ Need to know when there are openings
- ▶ Jim Havelka Fred Melink
- ▶ Robin Stevens Cindy Huff
- ▶ Dan Bird Caroline Winchester
- ▶ Mark Harvell Curtis Cogswell
- ▶ Jan Hobben Amy Shane
- ▶ Three options
 - ▶ Full Search
 - ▶ Reduced Search
 - ▶ Interim Search

15

PLANNING SUPPORT SERVICE

- ▶ Help to facilitate
- ▶ Board-Supt. goal setting
- ▶ Process can be adjusted to your district's wishes
- ▶ Same consultants
- ▶ Considering a more extensive strategic planning process

16

GLOBAL TELETHERAPY

- ▶ Speech Therapist
- ▶ Mental Health
- ▶ Occupational Therapy
- ▶ Meet Nebraska certification requirements
- ▶ Short term leave
- ▶ Take part in IEPs

17

US BANK PURCHASE CARD PROGRAM

- ▶ One Card
 - ▶ 86 entities/87 accounts
- ▶ Advantages:
 - ▶ You populate the cards/set limits
 - ▶ Student groups on the road
 - ▶ On-line purchases
 - ▶ Can get a card for any staff member you identify
 - ▶ We kept most on file
 - ▶ NRCSA has the liability, not the district/ESU
- ▶ Benefits the NRCSA Scholarship program

18

SPRING CONFERENCE

- ▶ March 23-24
- ▶ In the Younes Conference Center North/Crowne Plaza
- ▶ Contracted out over 5 years
 - ▶ Moving away from State Speech week
- ▶ Grand Island and Lincoln would like us to consider going there

19

SCHOLARSHIPS & RECOGNITIONS

- ▶ Co-Chairs: Tim Heckenlively & Jim Widdfield
- ▶ 14 \$2,000 NRCSA Scholarships and 2 \$2,000 Fine Arts Scholarships
 - ▶ Last year grew the number of NRCSA Scholarships to 20
 - ▶ One Card, Golf Tournament
- ▶ Recognitions:

▶ Elem Teacher	Secondary Teacher
▶ Music Teacher	ESU Staff Member
▶ Principal	Board of Ed Member
▶ Supt/ESU Administrator	Outstanding Support Staff Member
▶ One teacher is NRCSA's nominee for NREA Teacher of the Year <ul style="list-style-type: none"> ▶ Laurie Hothem-Smith (S-E-M) was last year's Rural Teacher of the Year 	
- ▶ Nominations needed

20

CLOSING THE ACHIEVEMENT GAP

- ▶ Co-Chairs: Julie Otero & Jody Phillips
- ▶ All rural districts with enrollments at or under largest NRCSA district (Lexington)
- ▶ Free/Reduced rate of 35% or more
- ▶ REL and NDE previously conducted data analysis
 - ▶ Committee sets cutoffs
- ▶ What are districts intentionally doing to close the achievement gap?
- ▶ UNO and UNL are Involved
 - ▶ Dr. Elliott Osler (UNO) conducted analysis three years ago
- ▶ Did not identify school districts last two years
- ▶ Work will be difficult to define this year

21

NREA/NREAC

- ▶ NRCSA is a member
- ▶ Encourage individual districts/administrators to join
- ▶ Jon Habben is NREA Past President
 - ▶ Term extended an extra year due to COVID
- ▶ National Conference Oct. 19-21 in Green Bay
- ▶ NREAC is the legislative arm of NREA
- ▶ Lobbyists same as AASA (Sasha/Noelle)

22

JOE TOCZEK GOLF TOURNAMENT

- ▶ July 25 @ Meadowlark Hills
- ▶ Part of proceeds go to scholarship fund

23

EXCESS EQUIPMENT CLEARINGHOUSE

- ▶ New service last year
- ▶ NRCSA will advertise excess equipment for sale/giveaway
 - ▶ Email blast
 - ▶ Monthly Member Update
- ▶ Free
- ▶ Please provide photos
- ▶ Will go out to all NRCSA Supts/ESU Administrators

24

501c(4) Organization

- ▶ With that status we cannot endorse candidates for office

25

TEACHER SHORTAGE

- ▶ One of my goals
- ▶ Rural Teacher Committee
 - ▶ Steph Kacior (Riverside), Jeff Koehler (Johnson-Brock), Chris Kuncil (Mullen)
 - ▶ Adam Felle (Chadron St), Dwayne Chiam (Peru St), Nick Shudak (Wayne St)
 - ▶ Three Sub-Committees
 - ▶ High School Students
 - ▶ Practicum/Student Teachers
 - ▶ Teachers/Non-Traditional
- ▶ Wayne State helps attain 18 graduate credits required for Dual Credit Courses
 - ▶ Dr. Nick Shudak
- ▶ Chadron State has a program that assists paras in gaining teaching degree
 - ▶ Dr. Adam Felle

26

CORPORATE SPONSORSHIP PROGRAM

- ▶ Newly instituted last year
- ▶ LEVELS
 - ▶ Purple Ribbon Partner
 - ▶ Blue Ribbon Supporter
 - ▶ Red Ribbon Friend
- ▶ DOCUMENT E

27

POSSIBLE NEW SERVICES

- ▶ Grant Writing
- ▶ Principal Search Service
- ▶ Also considered:
 - ▶ Strategic Planning
 - ▶ NRCSA only Teacher Job Fair
 - ▶ Superintendent Evaluation/Board Training

28

RURAL INITIATIVE

- ▶ Grant from NDE
- ▶ Heartland Center for Leadership Development to Community Collaboratives
 - ▶ Focus on needs of communities and young people
 - ▶ Community leadership
 - ▶ Rural career opportunities
- ▶ Southeast, South Central, North Central Districts
- ▶ How can schools be a partner?
- ▶ Hope to grow the program

29

LEGISLATIVE

30

COLLABORATIONS

- ▶ Nebraskans United (Education and Ag)
 - ▶ Open Sky
- ▶ Education Coalition
 - ▶ Management group + NSEA and Stand For Schools
- ▶ Management Group
 - ▶ NECSA
 - ▶ NCSA
 - ▶ NASB
 - ▶ STANCE
 - ▶ GNSA
- ▶ Testify on behalf of each other at times

31

LOBBYISTS

- ▶ Nowka and Edwards
- ▶ Russ Westerhold

32

LEGISLATIVE DISCORD

- ▶ Rural-Urban
 - ▶ Property Tax-Business Incentives
- ▶ Within Committees
- ▶ Committee Chairs
 - ▶ Ed—Sen. Walz (Murman, Albrecht, Sanders?)
 - ▶ Revenue—Sen. Linehan
 - ▶ Appropriations—Sen. Clements (?)
- ▶ Likely will not improve as several moderates were term-limited last year (Stinner, Williams, Kolterman, Friesen)

33

NOVEMBER ELECTIONS

- ▶ Governor
 - ▶ Governor Candidate Forum
- ▶ Unicameral
- ▶ State Board of Education

34

TAX POLICY

- ▶ Legislative Committee: protect local control!
- ▶ 3-legged stool
- ▶ Property taxes—hitting urban now as well
- ▶ Ag land valuations trend was going down, but now headed back up
- ▶ New Governor's role?

35

SPENDING LIMITS

- ▶ Common theme: Out of control spending
- ▶ Gov/several of the Senators
- ▶ Spending Study—counter rhetoric of spending being the issue
- ▶ 50% increase in GFOE
 - ▶ 44 of 51 also had 50%+ increase in SPED expenditures
 - ▶ Asked them to tell their stories
 - ▶ Want to push the idea that there are different factors that cause spending to increase—everyone has a different story
- ▶ Plan to especially share with new Senators

36

EDUCATION FUNDING

- ▶ Last year 157 out of 244 districts received no Equalization Aid
- ▶ This year 154 do not receive Equalization Aid
- ▶ DOCUMENT F
- ▶ LB 1107 property tax refunds

37

TEEOSA MODERNIZATION

- ▶ Larger schools are a hindrance
 - ▶ Dependent on State funding
 - ▶ Up against levy limits
- ▶ Underlying narrative from some of them is that rural districts have "wealth"—land wealth
- ▶ Must find something that reacts better to changing conditions such as the spikes in property valuations

38

COLUMBUS PLAN

- ▶ 2022 Legislative session
- ▶ Five districts would not have come out ahead
- ▶ NRCSA supported, but made three suggestions:
 - ▶ Ensure 20% of basic funding
 - ▶ Eliminate at least part of the lowered reimbursement for Option Students
 - ▶ Don't use LB 1107 funds to pay for the program
- ▶ Appears to be a dead issue

39

NEW THOUGHTS ON SCHOOL FUNDING

- ▶ State and Local School Aid Committee (LR 374—Walz)
 - ▶ SPED reimbursement
 - ▶ Poverty students
- ▶ "Nebraska Plan"—Dave Welsch
 - ▶ Lower ag land valuations to 42% within the formula
 - ▶ Lower residential valuations to 92% within the formula
 - ▶ Ensure 10% of basic funding

40

LB 644 (BEN HANSEN)

- ▶ Require political subdivisions to participate in a public hearing if the intention is to raise property tax request from the previous year by more than 2% + real growth
 - ▶ Appoint a representative to be at the meeting
 - ▶ Postcard mailed by county containing notice
- ▶ What problems did you encounter?

41

LB 852 (Day)

- ▶ Behavioral Health points of contact in schools
 - ▶ Must have knowledge of the availability of community services
- ▶ Mental Health First Aid Training
 - ▶ Grant from NDE for participating districts/ESUs

42

LB 888 (DAY)

- ▶ State Board of Ed must adopt standards for the teaching of the Holocaust and other forms of genocide
- ▶ Social Studies standards to include:
 - ▶ Financial literacy (McKinney from previous year)
 - ▶ Holocaust and other forms of genocide

43

LB 1057 (BREWER)

- ▶ Changes conditions for Class III district to continue to operate
- ▶ Minimum number of students raised from 35 to 45
- ▶ Grades changed from 9-12 to K-12
- ▶ After initial vote, Board of Ed can hold hearing then take action on whether to continue operating
- ▶ NRCSA worked with Loup County and McPherson County

44

LB 1112 (McKINNEY)

- ▶ Computer Science and Technology Education Act
- ▶ Beginning in 2024-25, must include education in elementary and middle school grades
- ▶ Beginning in 2026-27, high school students must have 5-credit hour class, or equivalent of a semester class, prior to graduation
- ▶ NRCSA suggestions:
 - ▶ Grades 7-12
 - ▶ In a 1:1 school, Board of Ed could provide annually a statement saying that different components are covered in classes
 - ▶ No certification requirement

45

LB 1165 (SANDERS)

- ▶ Allow a district that passes a bond issue to collecting tax levy once an issue passes instead of waiting for bonds to be sold
- ▶ Provides the district with the ability to make first bond payment
- ▶ Potentially saves on reduced interest and lending costs

46

LB 1218 (EDUCATION COMMITTEE)

- ▶ Teach in Nebraska Today Act
- ▶ Recognizes teacher shortage issues
- ▶ Up to \$5,000 per year in Teacher Loan forgiveness
- ▶ Praxis I not required

47

SPED FUNDING

- ▶ There appears to be some sentiment to raise state reimbursement back to 80% (Wishart)
- ▶ All districts would benefit
- ▶ Something GNSA schools may be willing to get behind

48

PRIVATE SCHOOL TAX CREDITS

- ▶ Sen. Linehan may bring back
- ▶ Major Education groups opposed
- ▶ Prediction: will come back again this year

49

CURRICULUM/ACTIVITIES

- ▶ LB 888 (Day) Holocaust
- ▶ LB 1112 (McKinney) Computer Education
- ▶ LB 452 (McKinney) Financial literacy
- ▶ LB 399 (Slama) American Civics
- ▶ Five years ago—Linehan and reading
- ▶ Standards should be left to NDE and curriculum to local Boards of Education
 - ▶ Protect local control
- ▶ Testimony strategy by Education Coalition/Management Group

50

CONTROVERSIAL ISSUES

- ▶ Question as to NRCSA's role in addressing controversial issues
- ▶ Guidance is to use the Legislative Committee to develop strategies

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POSSIBLE BILLS

- ▶ We are hearing of intended bills dealing with
 - ▶ Health Standards
 - ▶ Critical Race Theory



--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --
Nebraska Rural Community Schools Association

<p><u>STATE LEGISLATIVE ADVOCACY</u> NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents from member schools and helps to direct the legislative efforts of the organization.</p>	<p><u>RURAL ADVOCACY</u> NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.</p>	<p><u>SUPERINTENDENT SEARCHES</u> NRCSA's Superintendent Search Service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.</p>
<p><u>PLANNING WORKSHOPS</u> The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.</p>	<p><u>NATIONAL ADVOCACY</u> NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.</p>	<p><u>LEGISLATIVE FORUM</u> During each legislative session NRCSA offers a forum for Board members and administrators. The forum provides the opportunity to hear from Senators as to what is happening in the Unicameral, as well as to provide input to Senators. The forum is held in Lincoln.</p>
<p><u>COMMUNICATIONS</u> NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA web-page is www.nrcsa.net. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (www.facebook.com/nrcsahome).</p>	<p><u>SPRING CONFERENCE</u> NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.</p>	<p><u>GARY FISHER FINE ARTS SCHOLARSHIPS</u> NRCSA awards two \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the plan to major in a fine arts field.</p>
<p><u>DISTRICT MEETINGS</u> Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.</p>	<p><u>US BANK ONE CARD PROGRAM</u> NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.</p>	<p><u>NRCSA AWARDS</u> NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.</p>
<p><u>NRCSA EXECUTIVE BOARD</u> The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.</p>	<p><u>NRCSA SCHOLARSHIPS</u> NRCSA annually awards 14 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers.</p>	<p><u>EXCESS EQUIPMENT CLEARINGHOUSE</u> A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, and text books have been posted on behalf of members.</p>
<p><u>NEBRASKANS UNITED</u> NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.</p>	<p><u>CORONAVIRUS ISSUES</u> Over 100 NRCSA member Superintendents and ESU Administrators worked together to produce NRCSA's Reopening Document to help districts develop their own plans for reopening school in the fall. Over 70 rural educators worked together to develop Remote Learning Assistance sites for teachers and administrators.</p>	<p><u>LEADERSHIP OPPORTUNITIES</u> Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents.</p>
<p><u>EDUCATION ASSOCIATIONS COALITION</u> NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.</p>	<p><u>NATIONAL RURAL EDUCATION ASSOCIATION</u> NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level. Dr. Jon Habben, former NRCSA Executive Director of NRCSA, has served as the President of NREA the past two years.</p>	<p><u>RURAL TEACHER SHORTAGE</u> NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.</p>

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 455 S. 11th St, Suite B, Lincoln, NE 68508

 @NRCSA1980

 www.facebook.com/nrcsahome

2022-23 Executive Committee





Officers:	Name	Address	Office Phone	Fax	e-mail	Term Began/ Expires
	Jack Moles Executive Director	455 S 11 th St, Suite B Lincoln, NE 68508	(402) 335-7732	(402) 476-7740	jmoles@nrcca.net	
	Dr. Dawn Lewis, President Supt, Arlington Public Schools	705 N 9 th ST PO Box 580 Arlington, NE 68002	(402) 478-4171	(402) 478-4176	dawn.lewis @apseagles.org	1st 8/1/20 7/31/24
	Ginger Meyer, Past President Supt, Chadron Public Schools	602 E 10th St Chadron, NE 69337	(308) 432-0700	(308) 432-0702	ginger.meyer@ chadronschools.net	1st 8/1/19 7/31/23
	Mark Lenihan, President-Elect Supt, Wayne Community Schools	611 w 7th St Wayne, NE 68787	(402) 375-3150	(402) 375-5251	malenih1@ waynebluedevels. org	1st 8/1/22 7/31/25
	Jane Davis, Secretary Supt, Hershey Public Schools	301 S Lincoln PO Box 369 Hershey, NE 69143	(308) 368-5574	(308) 368-5571	jane.davis@ hpspanthers.org	2nd 8/1/16 7/31/23
District	Representatives:					
	Eugene Hanks, West Supt, Crawford Public Schools	908 5 th St Crawford, NE 69339	(308) 665-1537	(308) 665-1909	eugene.hanks@ cpsrams.org	1st 8/1/21 7/31/24
	Dale Hafer, North Central Supt, Ainsworth Public Schools	520 E 2nd St PO Box 65 Ainsworth, NE 69210	(402) 387-2333	(402) 387-0525	dhafer@ainsworth schools.org	1st 8/1/19 7/31/23
	Dr. Jon Cerny, Northeast Supt, Bancroft-Rosalie Community Schools	708 Main St PO Box 129 Bancroft, NE 68004	(402) 648-3337	(402) 648-3338	jcerny@esu2.org	Finish DL 1 st 8/1/20 7/31/24
	Paul Sheffield, Southeast Supt, Exeter-Milligan Public Schools	318 S River Ave PO Box 139 Exeter, NE 68351	(402) 266-5911	(402) 266-4811	paul.sheffield@ emwolves.net	2nd 8/1/18 7/31/25
	Jon Davis, South Central Supt, Alma Public Schools	515 N Jewell PO Box 170 Alma, NE 68920	(308) 928-2131 Ext 102	(308) 928-2763	jon.davis@ almacardinals.org	1st 8/1/20 7/31/24
	Alan Garey, Southwest Supt, Medicine Valley Schools	303 Crook Ave Curtis, NE 69025	(308) 367-4106	(308) 367-4108	agarey@ medvalley.org	Finish JK 2 nd 8/1/19 7/31/23

*Executive Committee members elected to 3-year terms

2022-23 Legislative Committee

Co-Chairs:	Name	Address	Office Phone	Fax	e-mail	Term Began/ Expires
	Dr. Jason Dolliver, Northeast Supt, Pender Public Schools	609 Whitney St Pender, NE 68047	(402) 385-3244 Ext 310	(402) 385-2285	jadolli1@penderschools.org	2nd 8/1/18 7/31/24
	Randy Page, Southeast Supt, Thayer Central Comm Schools	930 Eads Ave PO Box 9 Hebron, NE 68370	(402) 768-6117	(402) 768-6110	randy.page@thayercentral.net	4th 8/1/11 7/31/23
Members:						
	Trevor Anderson, West Supt, Kimball Public Schools	901 S Nadine St Kimball, NE 69145	(308) 235-2188	(308) 235-3269	tanderson@kpslonghorns.org	1st 8/1/22 7/31/25
	Jeff Edwards, South Central Supt, Northwest Public Schools	2710 N. North Rd Grand Island, NE 68803	(308) 385-6394	(308) 385-6393	jedwards@ginorthwest.org	1st 8/1/22 7/31/25
	Vern Fisher, South Central Supt, Gibbon Public Schools	1030 Court St PO Box 790 Gibbon, NE 68840	(308) 468-5721	(308) 468-5164	vern.fisher@gibbonpublic.org	1st 8/1/21 7/31/24
	Bryce Jorgenson, South Central Supt, Southern Valley Schools	43739 Highway 89 Oxford, NE 68967	(308) 868-2222	(308) 868-2223	bryce.jorgenson@sveagles.org	1st 8/1/20 7/31/23
	Nick Mumm, Southeast Supt, Giltner Public Schools	# 2 W 6 th Rd PO Box 160 Giltner, NE 68841	(402) 849-2238	(402) 849-2440	nmumm@giltnerschool.us	1st 8/1/21 7/31/24
	Dr. Heather Nebesniak, North Central Supt, Ord Public Schools	320 N 19 th St Ord, NE 68862	(308) 728-3241	(308) 728-7079	hnebesniak@ordps.org	1st 8/1/22 7/31/25
	Patrick Ningen, West Supt, Creek Valley Schools	6 th & Hayward PO Box 608 Chappell, NE 69129	(308) 874-2911	(308) 874-2602	patrick.ningen@cvsstorm.com	1st 8/1/21 7/31/24
	Aaron Plas, Northeast Supt, Lakeview Community Schools	3744 83 rd St Columbus, NE 68601	(402) 563-2345	(402) 564-5209	aplas@lakeview.esu7.org	1st 8/1/22 7/31/25
	Larianne Polk, Northeast Administrator, ESU # 7	2657 44 th Ave Columbus, NE 68601	(402) 564-5753	(402) 563-1121	lpolk@esu7.org	1st 8/1/20 7/31/23

	John Poppert, South Central Administrator, ESU # 11	412 W 14 th St PO Box 858 Holdrege, NE 68949	(308) 995-6585	(308) 995-6587	john.poppert@esu11.org	1st 8/1/22 7/31/25
	Todd Porter, Southwest Supt, Southwest Public Schools	900 Coke St PO Box 187 Bartley, NE 69020	(308) 692-3223	(308) 692-3351	todd.porter@swpschools.org	2nd 8/1/18 7/31/24
	Harlan Ptomey, Southeast Supt, Cedar Bluffs Public Schools	110 E Main St PO Box 66 Cedar Bluffs, NE 68015	(402) 628-2080	(402) 628-2108	hptomey@esu2.org	2nd 8/1/18 7/31/24
	Brian Rottinhaus, Southeast Supt, Pawnee City Public Schools	729 E St PO Box 393 Pawnee City, NE 68420	(402) 852-2988	(402) 852-2993	brianrottinghaus@pawneecityschool.net	2nd 8/1/19 7/31/25
	Jack Moles Executive Director	455 S 11 th St, Suite B Lincoln, NE 68508	(402) 335-7732	(402) 476-7740	jmoles@nrca.net	
Lobbyists:						
	Trent Nowka Nowka & Edwards	1233 Lincoln Mall, Suite 201 Lincoln, NE 68508	(402) 476-1440	(402) 476-2469	trentnowka@prodigy.net	
	Russ Westerhold Nowka & Edwards	1233 Lincoln Mall, Suite 201 Lincoln, NE 68508	(402) 476-1440	(402) 476-2469	rwesterhold@nowkaedwards.com	
	Jon Edwards Nowka & Edwards	1233 Lincoln Mall, Suite 201 Lincoln, NE 68508	(402) 476-1440	(402) 476-2469	jedwards@nowkaedwards.com	
Ex Officio Members:						
	Dr. Curtis Cogswell Southeast Wayne State College	205 E "L" St McCool Junc, NE 68401	(402) 366-6202	None	ccogswell@mcjmu stangs.org	2nd 8/1/21 7/31/23
	Stephen Grizzle, Southeast Supt, Fairbury Public Schools	703 K ST Fairbury, NE 68352	(402) 729-6104 Ext 4100	(402) 729-6392	sgrizzle@fairburyjeffs.org	2nd 8/1/18 7/31/24
	Jim Havelka, Northeast Retired	640 E 7th St PO Box 354 North Bend, NE 68649	(402) 652-3262	(402) 620-1705	jhavelka@gpcom.net	11th 8/1/12 7/31/23
	Dr. Jon Habben, Southeast NREA Past President	1624 8th Ave Nebraska City, 68410	(402) 440-4378		jhabben@nrca.net	4th 8/1/20 7/31/23
	Del Dack, Southwest Supt, Paxton Consolidated Schools	308 N Elm St PO Box 368 Paxton, NE 69155	(308) 239-4283	(308) 239-4359	del.dack@paxtonschools.org	1st 8/1/22 7/31/25

Board of	Education Members:					
	Boone Huffman, West Bd Member Chadron Public Schools	602 E 10th St Chadron, NE 69337	(308) 432-0700	(308) 432-0702	boone@ashcreeko utfitters.com	8/1/22 TBD
	Kirk Nelson, South Central Bd Member Wilcox-Hildreth Public Schools	404 S App St PO Box 190 Wilcox, NE 68982	(308) 478-5265	(308) 478-5260	kirkchris@ gtmc.net	8/1/20 TBD
	Heidi Proskocil, North Central Bd Member Ord Public Schools	320 N 19 th St Ord, NE 68862	(308) 728-3241	(308) 728-7079	heidiproskocil@or dps.org	8/1/22 TBD
	Dave Raabe, Northeast Bd Member Wisner- Pilger Public Schools	801 18 th St PO Box 580 Wisner, NE 68791	(402) 529-3249	(402) 529-3477	dave.raabe4@gmai l.com	8/1/22 TBD
	Shad Stamm, Southwest Bd Member Dundy Co Stratton Public Schs	409 9th Ave PO Box 586 Benkelman, NE 69021	(308) 423-2738	(308) 217-0380	shad.stamm@ dcstigers.org	8/1/19 TBD
	Dave Welsch, Southeast Bd Member Milford Public Schools	1201 W 1st St PO Box C Milford, NE 68405	(402) 761-2525	(402) 761-3322	dwelsch@ westbluefarm.com	8/1/19 TBD

*All members are reappointed each year, but serve 3-year terms

**Ex Officio members are Past Presidents of NRCSA




2022-23 Scholarship & Recognition Committee

Co-Chairs:	Name	Address	Office Phone	Fax	e-mail	Term Began/ Expires
	Tim Heckenlively, Southeast Supt, Falls City Public Schools	1415 Morton St PO Box 129 Falls City, NE 68355	(402) 245-2825	(402) 245-2022	theckenlively@fallscityps.org	
	Jim Widdifield, South Central Supt, Minden Public Schools	622 W 3 rd St PO Box 301 Minden, NE 68959	(308) 832-2254	(308) 832-1892	james.widdifield@mindenwhippets.org	
Members:						
	Michael Eldridge, Southeast Supt, East Butler Public Schools	212 S Madison St, PO Box 36 Brainard, NE 68626	(402) 545-2081	(402) 545-2023	meldridge@ebutler.esu7.org	1st Year 7/31/24
	Kyle Finke, Northeast Supt, Summerland Public Schools	PO Box 248 Orchard, NE 68764	(402) 893-2068	(402) 893-2065	kylefinke@summerlandbobcats.org	1st Year 7/31/24
	Drew Harris, South Central Administrator, ESU 9	5807 Osborne Dr Hastings, NE 68901	(402) 463-5611	(402) 463-9555	drew.harris@esu9.us	2nd Year 7/31/23
	Chris Kuncl, North Central Supt, Mullen Public Schools	4 th & Blaine PO Box 127 Mullen, NE 69152	(308) 546-2223	(308) 546-2209	chris.kuncl@mullenpublicschools.org	2nd Year 7/31/23
	Dade McDonald, Southeast Supt, Mc Cool Junction Public Schools	209 S 2 nd St, PO Box 278 Mc Cool, NE 68401	(402) 724-2231	(402) 724-2232	dmcdonald@mcjmustangs.org	1st Year 7/31/24
	Dr. Heather Nebesniak, North Central Supt, Ord Public Schools	320 N 19 th St Ord, NE 68862	(308) 728-3241	(308) 728-7079	hnebesniak@ordps.org	2nd Year 7/31/23
	Tony Primavera, Southwest Supt, Hayes Center Public Schools	501 Troth St PO Box 8 Hayes Center, NE 69032	(308) 286-5600	(308) 286-5629	tprimavera@hccardinals.org	2nd Year 7/31/23
	Dr. Kathy Urbanek, West Supt, Mitchell Public Schools	1819 19 th Ave Mitchell, NE 69357	(308) 623-1707	(308) 623-1330	kurbanek@mitchelltigers.org	1st Year 7/31/24

*All members are reappointed each year, but serve 2-year terms

2022-23 Closing the Gap Research Team





Co-Chairs:	Name	Address	Office Phone	Fax	e-mail	Term Began/ Expires
	Julie Otero, Southeast Supt, South Central Unified System 5	30671 Hwy 14 PO Box 368 Nelson, NE 68961	(402) 726-2151	(402) 726-2208	jotero@ southcentralusd.us	8/1/14
	Jody Phillips, Southeast Supt, Aurora Public Schools	300 L St Aurora, NE 68818	(402) 694-6968	(402) 694-2573	jphillips@ 4rhuskies.org	8/1/19
Members:						
	Derek Anderson, Southeast Supt, Friend Public Schools	501 Maun St, PO Box 67 Friend, NE 68359	(402) 947-2781	(402) 947-2026	derek.anderson@frie nds.school.org	8/1/22
	Jeremy Braden, South Central Supt, Doniphan-Trumbull Public Schools	302 W Plum St, PO Box 300 Doniphan, NE 68832	(402) 845-2282	(402) 845-6688	jbraden@dtcardinals. org	8/1/22
	Josh Cumpston, Southeast Supt, Fillmore Central Schools	1410 L St Geneva, NE 68361	(402) 759-4955	(402) 759-4038	josh.cumpston@ Fillmorecentral.org	8/1/20
	Dale Hafer, North Central Supt, Ainsworth Community Schools	520 E 2nd St PO Box 65 Ainsworth, NE 69210	(402) 387-2333	(402) 387-0525	dhafer@ainsworth schools.org	8/1/18
	Stephanie Kaczor, Northeast Supt, Riverside Public Schools	408 Dayton St Cedar Rapids, NE 68627	(308) 358-0640	(308) 358-0211	stephanie.kaczor@ riversideps.org	8/1/19
	Ryan Knippelmeyer, Southeast Supt, Elmwood-Murdock Public Schools	300 Wyoming St, PO Box 407 Murdock, NE 68407	(402) 867-2341	(402) 867-2009	rknippelmeyer@ emknights.org	8/1/19
	Jeff Koehler, Southeast Supt, Johnson-Brock Public Schools	310 Main St PO Box 186 Johnson, NE 68378	(402) 868-5235	(402) 868-4785	jeff.koehler@ johnsonbrock.org	8/1/14
	Dr. Dawn Lewis, Northeast Supt, Arlington Public Schools	705 N 9 th St PO Box 580 Arlington, NE 68002	(402) 478-4171	(402) 478-4176	dawn.lewis @apseagles.org	8/1/15
	Damon McDonald, Southeast Supt, Deshler Public Schools	1402 3 rd St PO Box 547 Deshler, NE 68340	(402) 365-7272	(402) 365-7560	damon.mcdonald@ deshlerdragons.org	8/1/17

	Ginger Meyer, West Supt, Chadron Public Schools	602 E 10th St Chadron, NE 69337	(308) 432-0700	(308) 432-0702	ginger.meyer@chadronschools.net	8/1/14
	Paul Sheffield, Southeast Supt, Exeter-Milligan Public Schools	318 S River Ave PO Box 139 Exeter, NE 68351	(402) 266-5911	(402) 266-4811	paul.sheffield@emwolves.net	8/1/14
	Jack Moles Executive Director	455 S 11 th St, Suite B Lincoln, NE 68508	(402) 335-7732	(402) 476-7740	jmoles@nrcca.net	

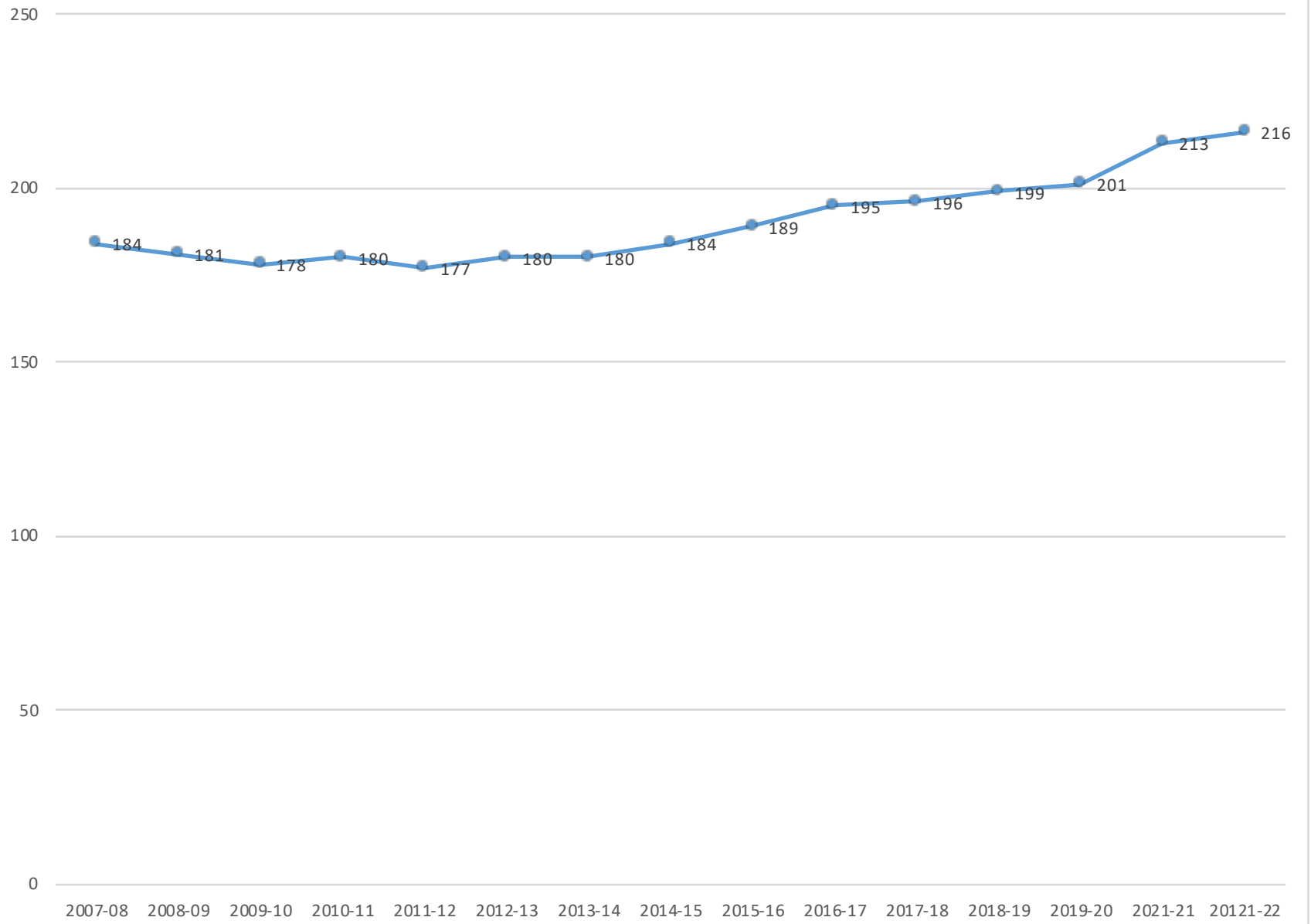
2022-23 Rural Teacher Committee

Co-Chairs:	Name	Address	Office Phone	Fax	e-mail	Term Began/ Expires
	Stephanie Kaczor, Northeast Supt, Riverside Public Schools	408 Dayton St Cedar Rapids, NE 68627	(308) 358-0640	(308) 358-0211	stephanie.kaczor@ riversideps.org	8/1/20
	Chris Kuncl, North Central Supt, Mullen Public Schools	4 th & Blaine St, PO Box 127 Mullen, NE 69152	(308) 546-2223	(308) 546-2209	chris.kuncl@mulle npublicschools.org	8/1/22
Members:						
	Derek Anderson, Southeast Supt, Friend Public Schools	501 Maun St, PO Box 67 Friend, NE 68359	(402) 947-2781	(402) 947-2026	derek.anderson@frie ndschoool.org	8/1/22
	Jessica Bland, Northeast Supt, Oakland-Craig Public Schools	309 N Davis Ave Oakland, NE 68045	(402) 685-5661	(402) 685-5697	jessbland@ ocknights.org	8/1/21
	Dr. Joel Bohlken, Northeast Supt, Palmer Public Schools	202 Comm St, PO Box 248 Palmer, NE 68864	(308) 894-3065	(308) 894-8245	jbohlken@ palmer.esu7.org	8/1/21
	Dr. Jon Cerny, Northeast Supt, Bancroft-Rosalie Community Schools	708 Main St PO Box 129 Bancroft, NE 68004	(402) 648-3337	(402) 648-3338	jcerny@esu2.org	8/1/20
	Sam Dunn, South Central Supt, Loomis Public Schools	101 Bryan St PO Box 250 Loomis, NE 68958	(308) 876-2111	(308) 876-2372	sam.dunn@ loomiswolves.org	8/1/20
	Andrew Farber, Southeast Supt, Louisville Public Schools	202 W 3 rd St PO Box 489 Louisville, NE 68037	(402) 234-3585	(402) 234-2141	afarber@ lpslions.org	8/1/20
	TBD					
	JD Furrow, North Central Supt, Sandhills Public Schools	107 Gandy Ave, PO Box 29 Dunning, NE 68833	(308) 538-2224	(308) 538-2228	jd.furrow@ sandhillsknights.org	8/1/21
	Brett Gies, West Supt, Sioux County Public Schools	435 Kate St Po Box 38 Harrison, NE 69346	(308) 668-2415	(308) 668-2260	bgies@siouxcounty schools.org	8/1/20

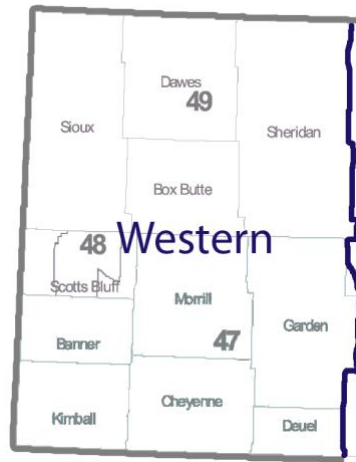
	George Griffith, Southeast Supt, Humboldt Table Rock Steinauer	810 Central Ave Humboldt, NE 68376	(402) 862-2151	(402) 862-2152	georgegriffith@htr stitans.org	8/1/22
	Holly Herzberg, Southeast Supt, Hampton Public Schools	458 5 th St Hampton, NE 68843	(402) 725-3116	(402) 725-3334	hherzberg@ hamptonhawks.us	8/1/21
	Jeff Koehler, Southeast Supt, Johnson-Brock Public Schools	310 Main St PO Box 186 Johnson, NE 68378	(402) 868-5235	(402) 868-4785	jeff.koehler@ johnsonbrock.org	8/1/21
	Damon McDonald, Southeast Supt, Deshler Public Schools	1402 3 rd St PO Box 547 Deshler, NE 68340	(402) 365-7272	(402) 365-7560	damon.mcdonald@ deshlerdragons.org	8/1/20
	James McGowan, Southwest Supt, Brady Public Schools	112 E Popleton Ave PO Box 68 Brady, NE 69123	(308) 584-3317	(308) 584-3725	jmcgown@ bradyschools.org	8/1/21
	Danny McMurtry, Southwest Supt, Maxwell Public Schools	415 E Hwy 30 PO Box 188 Maxwell, NE 69151	(308) 582-4585	(308) 582-4584	dmcmurtry@ maxwellschools.org	8/1/20
	Dr. Heather Nebesniak, North Central Supt, Ord Public Schs	320 N 9 th St Ord, NE 68862	(308) 728-3241	(308) 728-7079	hnebesniak@ ordps.org	8/1/20
	Phillip Picquet, Southwest Supt, Perkins County Schools	740 Sherman St, PO Box 829 Grant, NE 69140	(308) 352-4735	(308) 352-4769	phillip.picquet@perk inscountyschools.org	8/1/21
	Brian Redinger, North Central Supt, Stapleton Public Schools	702 6 th St PO Box 128 Stapleton, NE 69163	(308) 636-2252	(308) 636-2618	brian.redinger@ stapletonschools.org	8/1/21
	Dana Wiseman, Southeast Supt, Sutton Public Schools	1107 N Saunders, PO Box 590 Sutton, NE 68979	(402) 773-5569	(402) 773-5578	dwiseman@ spsne.org	8/1/21
State College Members						
	Dr. Gina Bittner, Southeast Peru State College	600 Hoyt St PO Box 10 Peru, NE 68421	(402) 872-2244	(402) 872-2414	gbittner@peru.edu	8/1/20
	Dr. Dwayne Chism, Southeast Peru State College	600 Hoyt St PO Box 10 Peru, NE 68421	(402) 872-2244	(402) 872-2414	dchism@peru.edu	8/1/21

	Dr. Curtis Cogswell Wayne State College	205 E "L" St McCool Junc, NE 68401	(402) 366-6202	None	ccogswell@ mcjmustangs.org	8/1/21
	Dr. Adam Fette Chadron State College	100 Main St Chadron, NE 69337	(308) 432-6330		afette@csc.edu	8/1/21
	Dr. Don King West Chadron State College	100 Main St Chadron, NE 69337	(308) 432-6330		dking@csc.edu	8/1/20
	Dr. Nick Shudak, Northeast Wayne State College	1111 Main St Wayne, NE 68787	(402) 375-7164		nishuda1@wsc.edu	8/1/20

NRCSA Membership by Year



The West District

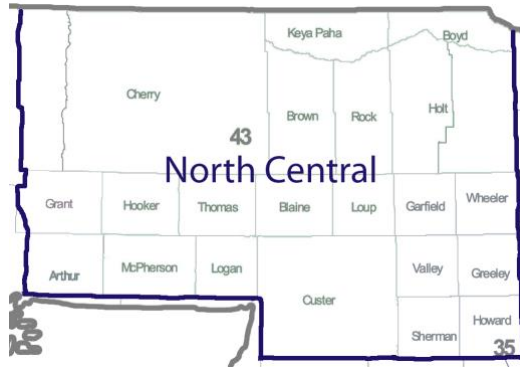


According to Article IV, Section 3 of the NRCSA Bylaws: The Western District shall include all area and schools West of and including Sheridan, Garden, and Deuel counties.

The Western District has 20 member schools in 2021-22. Member schools are shown in bold while non-members are shown in italics.

ALLIANCE PUBLIC SCHOOLS	HAY SPRINGS PUBLIC SCHOOLS
BANNER COUNTY PUBLIC SCHOOLS	HEMINGFORD PUBLIC SCHOOLS
BAYARD PUBLIC SCHOOLS	KIMBALL PUBLIC SCHOOLS
BRIDGEPORT PUBLIC SCHOOLS	LEYTON PUBLIC SCHOOLS
CHADRON PUBLIC SCHOOLS	MINATARE PUBLIC SCHOOLS
CHADRON STATE COLLEGE	MITCHELL PUBLIC SCHOOLS
CRAWFORD PUBLIC SCHOOLS	MORRILL PUBLIC SCHOOLS
CREEK VALLEY SCHOOLS	POTTER-DIX PUBLIC SCHOOLS
<i>EDUCATIONAL SERVICE UNIT 13</i>	<i>SCOTTSBLUFF PUBLIC SCHOOLS</i>
<i>GARDEN COUNTY SCHOOLS</i>	SIDNEY PUBLIC SCHOOLS
<i>GERING PUBLIC SCHOOLS</i>	SIoux COUNTY PUBLIC SCHOOLS
GORDON-RUSHVILLE PUBLIC SCHS	SOUTH PLATTE PUBLIC SCHOOLS

The North Central District



According to Article IV, Section 3 of the NRCSA Bylaws: The North Central District shall include all area and schools bounded on the West and including Cherry, Grant, and Arthur counties; on the South by Arthur, McPherson, Logan, Custer, Sherman and Howard counties; and on the East by Boyd, Holt, Wheeler, Greeley, and Howard counties.

The North Central District has **34** member schools in 2021-22. Member schools are shown in bold while non-members are shown in italics.

<p>AINSWORTH COMMUNITY SCHOOLS ANSELMO-MERNA PUBLIC SCHOOLS ANSLEY PUBLIC SCHOOLS ARCADIA PUBLIC SCHOOLS ARNOLD PUBLIC SCHOOLS ARTHUR COUNTY SCHOOLS BOYD COUNTY SCHOOL DISTRICT BROKEN BOW PUBLIC SCHOOLS BURWELL PUBLIC SCHOOLS CALLAWAY PUBLIC SCHOOLS <i>CENTRAL VALLEY PUBLIC SCHOOLS</i> CENTURA PUBLIC SCHOOLS CHAMBERS PUBLIC SCHOOLS CODY-KILGORE PUBLIC SCHS EDUCATIONAL SERVICE UNIT 17 ELBA PUBLIC SCHOOLS HYANNIS AREA SCHOOLS KEYA PAHA COUNTY SCHOOLS</p>	<p>LITCHFIELD PUBLIC SCHOOLS LOUP CITY PUBLIC SCHOOLS LOUP COUNTY PUBLIC SCHOOLS MC PHERSON COUNTY SCHOOLS MULLEN PUBLIC SCHOOLS O'NEILL PUBLIC SCHOOLS ORD PUBLIC SCHOOLS ROCK COUNTY PUBLIC SCHOOLS SANDHILLS PUBLIC SCHOOLS SARGENT PUBLIC SCHOOLS ST PAUL PUBLIC SCHOOLS STAPLETON PUBLIC SCHOOLS STUART PUBLIC SCHOOLS THEDFORD PUBLIC SCHOOLS VALENTINE COMMUNITY SCHOOLS WEST HOLT PUBLIC SCHOOLS WHEELER CENTRAL SCHOOLS</p>
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The Northeast District

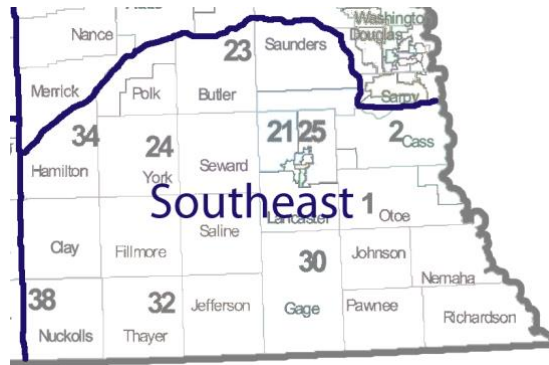


According to Article IV, Section 3 of the NRCSA Bylaws: The Northeast District shall include all area and schools North of U.S. Highway 30 and East of and including Knox, Antelope, Boone, Nance, and Merrick counties.

The Northeast District has **53** member schools in 2021-22. Member schools are shown in bold while non-members are shown in italics.

<p>ALLEN CONSOLIDATED SCHOOLS ARLINGTON PUBLIC SCHOOLS BANCROFT-ROSALIE COMM SCHOOLS BATTLE CREEK PUBLIC SCHOOLS <i>BELLEVUE PUBLIC SCHOOLS</i> <i>BENNINGTON PUBLIC SCHOOLS</i> <i>BLAIR COMMUNITY SCHOOLS</i> BLOOMFIELD COMM SCHOOLS NEW BOONE CENTRAL SCHOOLS CENTRAL CITY PUBLIC SCHOOLS CLARKSON PUBLIC SCHOOLS <i>COLUMBUS PUBLIC SCHOOLS</i> CREIGHTON PUBLIC SCHOOLS CROFTON COMMUNITY SCHOOLS <i>DOUGLAS CO WEST COMMUNITY SCHS</i> <i>EDUCATIONAL SERVICE UNIT 1</i> <i>EDUCATIONAL SERVICE UNIT 19</i> EDUCATIONAL SERVICE UNIT 2 EDUCATIONAL SERVICE UNIT 3 EDUCATIONAL SERVICE UNIT 7 EDUCATIONAL SERVICE UNIT 8 ELGIN PUBLIC SCHOOLS <i>ELKHORN PUBLIC SCHOOLS</i> ELKHORN VALLEY SCHOOLS EMERSON-HUBBARD PUB SCHOOLS FORT CALHOUN COMMUNITY SCHS <i>FREMONT PUBLIC SCHOOLS</i></p>	<p>FULLERTON PUBLIC SCHOOLS <i>GRETNA PUBLIC SCHOOLS</i> <i>HARTINGTON-NEWCASTLE PUB SCH</i> HOMER COMMUNITY SCHOOLS HOWELLS DODGE CONSOLIDATED HUMPHREY PUBLIC SCHOOLS LAKEVIEW COMMUNITY SCHOOLS LAUREL-CONCORD-COLERIDGE LEIGH COMMUNITY SCHOOLS LOGAN VIEW PUBLIC SCHOOLS <i>LYONS-DECATUR NORTHEAST SCHS</i> MADISON PUBLIC SCHOOLS <i>MILLARD PUBLIC SCHOOLS</i> NELIGH-OAKDALE SCHOOLS NEWMAN GROVE PUBLIC SCHOOLS <i>NIOBRARA PUBLIC SCHOOLS</i> <i>NORFOLK PUBLIC SCHOOLS</i> NORTH BEND CENTRAL PUBLIC SCHS OAKLAND CRAIG PUBLIC SCHOOLS <i>OMAHA PUBLIC SCHOOLS</i> <i>OSMOND PUBLIC SCHOOLS</i> PALMER PUBLIC SCHOOLS <i>PAPILLION-LA VISTA PUBLIC SCHS</i> PENDER PUBLIC SCHOOLS PIERCE PUBLIC SCHOOLS PLAINVIEW PUBLIC SCHOOLS PONCA PUBLIC SCHOOLS</p>	<p><i>RALSTON PUBLIC SCHOOLS</i> RANDOLPH PUBLIC SCHOOLS NEW RIVERSIDE PUBLIC SCHOOLS SANTEE COMMUNITY SCHOOLS SCHUYLER COMMUNITY SCHOOLS SCRIBNER-SNYDER COMMUNITY SCHS <i>SO SIOUX CITY COMMUNITY SCHS</i> <i>SPRINGFIELD-PLATTEVIEW COMM SCHS</i> ST EDWARD PUBLIC SCHOOLS STANTON COMMUNITY SCHOOLS SUMMERLAND PUBLIC SCHOOLS TEKAMAH-HERMAN COMMUNITY SCHS TWIN RIVER PUBLIC SCHOOLS <i>UMO N HO N NATION PUBLIC SCHS</i> VERDIGRE PUBLIC SCHOOLS WAKEFIELD PUBLIC SCHOOLS WALTHILL PUBLIC SCHOOLS WAUSA PUBLIC SCHOOLS NEW WAYNE COMMUNITY SCHOOLS WAYNE STATE COLLEGE WEST POINT PUBLIC SCHOOLS <i>WESTSIDE COMMUNITY SCHOOLS</i> <i>WINNEBAGO PUBLIC SCHOOLS</i> WINSIDE PUBLIC SCHOOLS WISNER-PILGER PUBLIC SCHOOLS WYNOT PUBLIC SCHOOLS</p>
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The Southeast District

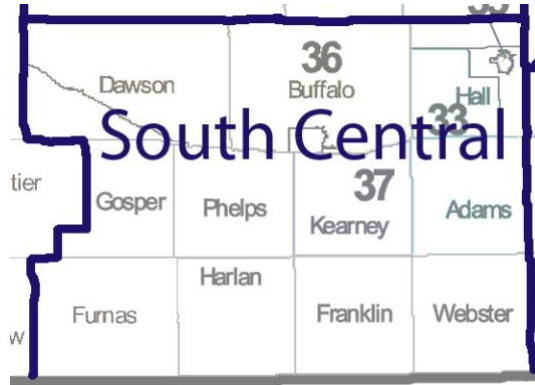


According to Article IV, Section 3 of the NRCSA Bylaws: The Southeast District shall include all area and schools South of U.S. Highway 30 and East of and including Hamilton, Clay and Nuckolls counties.

The Southeast District has 55 member schools in 2021-22. Member schools are shown in bold while non-members are shown in italics.

<p><i>ASHLAND-GREENWOOD PUBLIC SCHS</i> AUBURN PUBLIC SCHOOLS AURORA PUBLIC SCHOOLS <i>BEATRICE PUBLIC SCHOOLS</i> BRUNING-DAVENPORT UNIFIED SYS CEDAR BLUFFS PUBLIC SCHOOLS CENTENNIAL PUBLIC SCHOOLS CONESTOGA PUBLIC SCHOOLS <i>CRETE PUBLIC SCHOOLS</i> CROSS COUNTY COMM SCHOOLS DAVID CITY PUBLIC SCHOOLS DESHLER PUBLIC SCHOOLS DILLER-ODELL PUBLIC SCHOOLS DORCHESTER PUBLIC SCHOOLS EAST BUTLER PUBLIC SCHOOLS EDUCATIONAL SERVICE UNIT 4 EDUCATIONAL SERVICE UNIT 5 EDUCATIONAL SERVICE UNIT 6 <i>EDUCATIONAL SERVICE UNIT 18</i> ELMWOOD-MURDOCK PUBLIC SCHS EXETER-MILLIGAN PUBLIC SCHOOLS FAIRBURY PUBLIC SCHOOLS FALLS CITY PUBLIC SCHOOLS FILLMORE CENTRAL PUBLIC SCHS FREEMAN PUBLIC SCHOOLS</p>	<p>FRIEND PUBLIC SCHOOLS GILTNER PUBLIC SCHOOLS HAMPTON PUBLIC SCHOOLS HARVARD PUBLIC SCHOOLS HEARTLAND COMMUNITY SCHOOLS HIGH PLAINS COMMUNITY SCHOOLS HTRS PUBLIC SCHOOLS JOHNSON CO CENTRAL PUBLIC SCHS JOHNSON-BROCK PUBLIC SCHOOLS LEWISTON CONSOLIDATED SCHLS <i>LINCOLN PUBLIC SCHOOLS</i> LOUISVILLE PUBLIC SCHOOLS MALCOLM PUBLIC SCHOOLS MC COOL JUNCTION PUBLIC SCHS MEAD PUBLIC SCHOOLS MERIDIAN PUBLIC SCHOOLS MILFORD PUBLIC SCHOOLS <i>NEBRASKA CITY PUBLIC SCHOOLS</i> <i>NORRIS SCHOOL DIST 160</i> OSCEOLA PUBLIC SCHOOLS PALMYRA DISTRICT O R 1 PAWNEE CITY PUBLIC SCHOOLS PERU STATE COLLEGE PLATTSMOUTH COMM SCHOOLS RAYMOND CENTRAL PUBLIC SCHS</p>	<p><i>SEWARD PUBLIC SCHOOLS</i> <i>SHELBY-RISING CITY PUBLIC SCHOOLS</i> SHICKLEY PUBLIC SCHOOLS SO CENTRAL NE UNIFIED SYSTEM 5 SOUTHERN SCHOOL DIST 1 STERLING PUBLIC SCHOOLS SUPERIOR PUBLIC SCHOOLS SUTTON PUBLIC SCHOOLS SYRACUSE-DUNBAR-AVOCA SCHOOLS THAYER CENTRAL COMMUNITY SCHS TRI COUNTY PUBLIC SCHOOLS UNL COLLEGE OF EDUCATION <i>WAHOO PUBLIC SCHOOLS</i> <i>WAVERLY SCHOOL DISTRICT 145</i> WEeping WATER PUBLIC SCHOOLS WILBER-CLATONIA PUBLIC SCHOOLS <i>YORK PUBLIC SCHOOLS</i> <i>YUTAN PUBLIC SCHOOLS</i></p>
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The South Central District

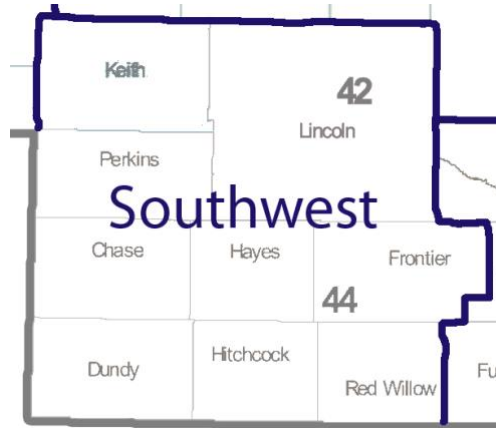


According to Article IV, Section 3 of the NRCSA Bylaws: The South Central District shall include all area bounded on the West and including Furnas, Gosper, and Dawson counties; on the North by Dawson, Buffalo, and Hall counties, and on the East by Hall, Adams, and Webster counties.

The South Central District has 34 member schools in 2021-22. Member schools are shown in bold while non-members are shown in italics.

ADAMS CENTRAL PUBLIC SCHOOLS	<i>GRAND ISLAND PUBLIC SCHOOLS</i>
ALMA PUBLIC SCHOOLS	<i>HASTINGS PUBLIC SCHOOLS</i>
AMHERST PUBLIC SCHOOLS	HOLDREGE PUBLIC SCHOOLS
ARAPAHOE PUBLIC SCHOOLS	<i>KEARNEY PUBLIC SCHOOLS</i>
AXTELL COMMUNITY SCHOOLS	KENESAW PUBLIC SCHOOLS
BERTRAND PUBLIC SCHOOLS	LEXINGTON PUBLIC SCHOOLS
BLUE HILL PUBLIC SCHOOLS	LOOMIS PUBLIC SCHOOLS
CAMBRIDGE PUBLIC SCHOOLS	MINDEN PUBLIC SCHOOLS
COZAD CITY SCHOOLS	NORTHWEST PUBLIC SCHOOLS
DONIPHAN-TRUMBULL PUBLIC SCHS	OVERTON PUBLIC SCHOOLS
EDUCATIONAL SERVICE UNIT 10	PLEASANTON PUBLIC SCHOOLS
EDUCATIONAL SERVICE UNIT 11	RAVENNA PUBLIC SCHOOLS
EDUCATIONAL SERVICE UNIT 9	RED CLOUD COMMUNITY SCHOOLS
ELM CREEK PUBLIC SCHOOLS	SHELTON PUBLIC SCHOOLS
ELWOOD PUBLIC SCHOOLS	SILVER LAKE PUBLIC SCHOOLS
FRANKLIN PUBLIC SCHOOLS	SOUTHERN VALLEY SCHOOLS
GIBBON PUBLIC SCHOOLS	SUMNER-EDDYVILLE-MILLER SCHS
GOTHENBURG PUBLIC SCHOOLS	WILCOX-HILDRETH PUBLIC SCHOOLS
	WOOD RIVER RURAL SCHOOLS

The Southwest District



According to Article IV, Section 3 of the NRCSA Bylaws: The Southwest District shall include all area and schools bounded on the North of and including Keith and Lincoln counties; and on the East by Lincoln, Frontier, and Red Willow counties.

The Southwest District has 20 member schools in 2021-22. Member schools are shown in bold while non-members are shown in italics.

BRADY PUBLIC SCHOOLS	MC COOK PUBLIC SCHOOLS
CHASE COUNTY SCHOOLS	MEDICINE VALLEY PUBLIC SCHOOLS
DUNDY CO STRATTON PUBLIC SCHS	<i>NORTH PLATTE PUBLIC SCHOOLS</i>
EDUCATIONAL SERVICE UNIT 15	OGALLALA PUBLIC SCHOOLS
EDUCATIONAL SERVICE UNIT 16	PAXTON CONSOLIDATED SCHOOLS
EUSTIS-FARNAM PUBLIC SCHOOLS	PERKINS COUNTY SCHOOLS
HAYES CENTER PUBLIC SCHOOLS	SOUTHWEST PUBLIC SCHOOLS
HERSHEY PUBLIC SCHOOLS	SUTHERLAND PUBLIC SCHOOLS
HITCHCOCK CO SCH SYSTEM	WALLACE PUBLIC SCH DIST 65 R
MAXWELL PUBLIC SCHOOLS	WAUNETA-PALISADE PUBLIC SCHS
MAYWOOD PUBLIC SCHOOLS	

NRCSA Organizational Sponsorship Options

PURPLE RIBBON PARTNER	BLUE RIBBON SUPPORTER	RED RIBBON FRIEND
Cost: \$3,000.00	Cost: \$1,500.00	Cost: \$750.00
Benefits to Sponsor:		
Vendor will receive a table at Spring Conference in a premium space	Vendor will receive a table at Spring Conference	Vendor will receive a table at Spring Conference
Vendor will be a meal or General Session sponsor of the Spring Conference which includes:	Vendor will be a refreshment sponsor of the Spring Conference which includes:	<i>Vendor WILL NOT be considered a conference sponsor</i>
<p><i>Sponsor will receive preferential treatment in assigning an exhibit space in the Pre-Function or ballroom exhibit area</i></p> <p><i>Sponsor will be identified as a Purple Ribbon Partner at their exhibit space</i></p> <p><i>Full-page ad in the conference program</i></p> <p><i>Sponsor will receive “special thanks” recognition during the program sponsored at the Conference</i></p> <p><i>Corporate banner or logo may be displayed during the program sponsored</i></p> <p><i>Up to 4 free lunches on the Thursday of the Spring Conference</i></p> <p><i>Opportunity to present in a break-out session once every three years.</i></p>	<p><i>Half-page ad in the conference program</i></p> <p><i>Sponsor will receive recognition of sponsorship on signage</i></p> <p><i>Up to 2 free lunches on the Thursday of the Spring Conference</i></p>	<p><i>Recognition in the conference program</i></p>
Vendor will receive a prepaid foursome in the NRCSA Golf Tournament	Vendor will be guaranteed a foursome in the Golf Tournament for an additional cost of \$320.00	<i>Vendor WILL NOT be guaranteed a foursome at the Golf Tournament</i>
Vendor will receive your company logo and a link to contact information on the NRCSA website	Vendor will be a hole sponsor at the NRCSA Golf Tournament which includes:	Vendor will be identified as a sponsor at the NRCSA Golf Tournament which includes:
<p><i>Two (2) hole signs on the golf course (one on the front nine, one on the back nine)</i></p> <p><i>Sponsor logo will be displayed on signage during the tournament</i></p> <p><i>Name and contact information in tournament brochure</i></p> <p><i>Mention in the awards program following the Tournament</i></p>	<p><i>One (1) hole sign on the golf course</i></p> <p><i>Name and contact information in tournament brochure</i></p> <p><i>Mention in the awards program following the tournament</i></p>	<p><i>Name and contact information in tournament brochure</i></p> <p><i>Mention in the awards program following the tournament</i></p>

PURPLE RIBBON PARTNER	BLUE RIBBON SUPPORTER	RED RIBBON FRIEND
Cost: \$3,000.00	Cost: \$1,500.00	Cost: \$750.00
Vendor will receive your company logo and a link to contact information on the NRCSA website	Vendor will be listed as a sponsor on NRCSA website	Vendor will be listed as a sponsor on NRCSA website
Vendor will receive your company logo and contact information in monthly Member Update (12 times per year)	Vendor will receive your company logo and contact information in six (6) monthly Member Updates	Vendor will receive your company logo and contact information in three (3) monthly Member Updates
<p><i>Identified members of your team will receive the monthly Member Update</i></p> <p><i>Your company will be featured in an article in one monthly Member Update annually. Your firm may supply the story or NRCSA can supply it--your choice</i></p> <p><i>Vendor will be identified as a scholarship and awards supporter</i></p>	<p><i>One member of your team will receive the monthly Member Update</i></p>	<p><i>One member of your team will receive the monthly Member Update</i></p>

Co Dist No	School Name	Equalization Aid 2223	Equalization Aid 2122	Equalization Aid 2021	3 Yr Change (\$)
28-0001-000	OMAHA PUBLIC SCHOOLS	\$269,080,426.00	\$253,371,981.00	\$268,506,831.00	\$573,595.00
55-0001-000	LINCOLN PUBLIC SCHOOLS	\$106,785,202.00	\$108,628,842.00	\$107,992,794.00	(\$1,207,592.00)
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	\$59,501,235.00	\$56,905,745.00	\$57,197,138.00	\$2,304,097.00
28-0017-000	MILLARD PUBLIC SCHOOLS	\$44,658,226.00	\$44,846,217.00	\$49,872,517.00	(\$5,214,291.00)
77-0001-000	BELLEVUE PUBLIC SCHOOLS	\$40,004,982.00	\$38,605,865.00	\$40,633,656.00	(\$628,674.00)
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	\$29,418,837.00	\$27,693,659.00	\$28,565,831.00	\$853,006.00
77-0027-000	PAPILLION-LA VISTA PUBLIC SCHS	\$28,219,880.00	\$32,137,386.00	\$34,493,592.00	(\$6,273,712.00)
24-0001-000	LEXINGTON PUBLIC SCHOOLS	\$23,986,962.00	\$20,929,998.00	\$21,056,312.00	\$2,930,650.00
01-0018-000	HASTINGS PUBLIC SCHOOLS	\$20,219,429.00	\$20,687,835.00	\$19,045,959.00	\$1,173,470.00
27-0001-000	FREMONT PUBLIC SCHOOLS	\$19,139,199.00	\$15,484,430.00	\$16,307,537.00	\$2,831,662.00
28-0059-000	BENNINGTON PUBLIC SCHOOLS	\$19,131,913.00	\$16,413,794.00	\$13,764,369.00	\$5,367,544.00
77-0037-000	GRETNA PUBLIC SCHOOLS	\$18,619,435.00	\$20,378,287.00	\$19,736,576.00	(\$1,117,141.00)
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	\$15,283,871.00	\$15,979,514.00	\$16,137,784.00	(\$853,913.00)
71-0001-000	COLUMBUS PUBLIC SCHOOLS	\$14,411,419.00	\$17,424,176.00	\$15,697,993.00	(\$1,286,574.00)
28-0010-000	ELKHORN PUBLIC SCHOOLS	\$14,214,503.00	\$17,423,705.00	\$16,738,681.00	(\$2,524,178.00)
59-0002-000	NORFOLK PUBLIC SCHOOLS	\$10,032,691.00	\$9,121,022.00	\$10,990,503.00	(\$957,812.00)
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	\$9,884,975.00	\$9,473,388.00	\$8,935,371.00	\$949,604.00
76-0002-000	CRETE PUBLIC SCHOOLS	\$9,577,630.00	\$9,305,077.00	\$9,722,414.00	(\$144,784.00)
79-0016-000	GERING PUBLIC SCHOOLS	\$8,996,423.00	\$9,052,123.00	\$8,870,933.00	\$125,490.00
10-0007-000	KEARNEY PUBLIC SCHOOLS	\$8,891,143.00	\$7,294,242.00	\$6,987,294.00	\$1,903,849.00
87-0017-000	WINNEBAGO PUBLIC SCHOOLS	\$6,813,809.00	\$6,780,858.00	\$6,378,430.00	\$435,379.00
87-0016-000	UMO N HO N NATION PUBLIC SCHS	\$6,781,230.00	\$6,795,749.00	\$6,402,315.00	\$378,915.00
28-0054-000	RALSTON PUBLIC SCHOOLS	\$5,691,472.00	\$5,171,322.00	\$5,327,530.00	\$363,942.00
17-0001-000	SIDNEY PUBLIC SCHOOLS	\$5,555,717.00	\$5,075,593.00	\$4,808,743.00	\$746,974.00
34-0015-000	BEATRICE PUBLIC SCHOOLS	\$5,555,049.00	\$5,819,655.00	\$5,896,745.00	(\$341,696.00)
73-0017-000	MC COOK PUBLIC SCHOOLS	\$5,536,290.00	\$5,668,852.00	\$5,232,991.00	\$303,299.00
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	\$4,833,704.00	\$4,723,411.00	\$4,052,657.00	\$781,047.00
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	\$4,368,807.00	\$5,308,316.00	\$5,652,991.00	(\$1,284,184.00)
23-0002-000	CHADRON PUBLIC SCHOOLS	\$4,307,412.00	\$4,054,982.00	\$3,926,470.00	\$380,942.00
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	\$4,268,884.00	\$4,350,361.00	\$4,102,340.00	\$166,544.00
54-0505-000	SANTEE COMMUNITY SCHOOLS	\$3,989,609.00	\$3,398,287.00	\$3,206,615.00	\$782,994.00
87-0013-000	WALTHILL PUBLIC SCHOOLS	\$3,642,352.00	\$3,652,149.00	\$3,460,212.00	\$182,140.00
79-0031-000	MITCHELL PUBLIC SCHOOLS	\$3,427,268.00	\$3,505,900.00	\$3,335,160.00	\$92,108.00
64-0029-000	AUBURN PUBLIC SCHOOLS	\$3,213,800.00	\$3,562,255.00	\$2,705,466.00	\$508,334.00
79-0002-000	MINATARE PUBLIC SCHOOLS	\$2,797,845.00	\$2,844,604.00	\$2,674,571.00	\$123,274.00
78-0009-000	YUTAN PUBLIC SCHOOLS	\$2,662,429.00	\$2,438,413.00	\$2,246,957.00	\$415,472.00
07-0006-000	ALLIANCE PUBLIC SCHOOLS	\$2,197,137.00	\$2,222,870.00	\$2,139,861.00	\$57,276.00
55-0160-000	NORRIS SCHOOL DIST 160	\$2,090,828.00	\$1,977,374.00	\$2,814,249.00	(\$723,421.00)
79-0011-000	MORRILL PUBLIC SCHOOLS	\$2,009,138.00	\$1,807,662.00	\$1,530,127.00	\$479,011.00
24-0011-000	COZAD COMMUNITY SCHOOLS	\$1,943,937.00	\$1,879,805.00	\$1,806,755.00	\$137,182.00
47-0001-000	ST PAUL PUBLIC SCHOOLS	\$1,869,282.00	\$2,033,964.00	\$1,599,364.00	\$269,918.00
62-0021-000	BAYARD PUBLIC SCHOOLS	\$1,814,140.00	\$1,961,540.00	\$1,940,495.00	(\$126,355.00)
34-0001-000	SOUTHERN SCHOOL DIST 1	\$1,618,665.00	\$1,484,738.00	\$1,459,930.00	\$158,735.00
93-0012-000	YORK PUBLIC SCHOOLS	\$1,560,964.00	\$741,795.00	\$776,278.00	\$784,686.00
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	\$1,475,723.00	\$1,447,555.00	\$1,229,992.00	\$245,731.00
80-0005-000	MILFORD PUBLIC SCHOOLS	\$1,415,600.00	\$1,633,289.00	\$965,063.00	\$450,537.00
54-0501-000	NIOBRARA PUBLIC SCHOOLS	\$1,368,250.00	\$1,240,555.00	\$916,989.00	\$451,261.00
89-0003-000	FORT CALHOUN COMMUNITY SCHS	\$1,364,264.00	\$1,980,939.00	\$1,783,166.00	(\$418,902.00)
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	\$1,350,362.00	\$1,668,113.00	\$1,343,542.00	\$6,820.00
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	\$1,302,099.00	\$1,368,065.00	\$1,711,967.00	(\$409,868.00)
55-0148-000	MALCOLM PUBLIC SCHOOLS	\$1,280,392.00	\$1,504,996.00	\$978,085.00	\$302,307.00
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	\$1,270,093.00	\$1,405,383.00	\$1,105,054.00	\$165,039.00
10-0002-000	GIBBON PUBLIC SCHOOLS	\$1,259,819.00	\$1,074,010.00	\$735,682.00	\$524,137.00
45-0044-000	STUART PUBLIC SCHOOLS	\$1,034,916.00	\$985,234.00	\$857,383.00	\$177,533.00
66-0501-000	PALMYRA DISTRICT OR 1	\$1,023,847.00	\$1,128,634.00	\$1,042,933.00	(\$19,086.00)
88-0021-000	ARCADIA PUBLIC SCHOOLS	\$1,013,462.00	\$816,037.00	\$839,454.00	\$174,008.00
14-0101-000	WYNOT PUBLIC SCHOOLS	\$982,126.00	\$993,650.00	\$901,748.00	\$80,378.00
65-0011-000	SUPERIOR PUBLIC SCHOOLS	\$947,044.00	\$1,082,422.00	\$787,288.00	\$159,756.00
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	\$935,590.00	\$927,272.00	\$661,927.00	\$273,663.00
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	\$782,953.00	\$811,818.00	\$242,069.00	\$540,884.00
42-0002-000	ALMA PUBLIC SCHOOLS	\$772,473.00	\$758,957.00	\$746,894.00	\$25,579.00
26-0001-000	PONCA PUBLIC SCHOOLS	\$768,900.00	\$1,127,448.00	\$980,458.00	(\$211,558.00)
16-0030-000	CODY-KILGORE PUBLIC SCHS	\$676,511.00	\$668,416.00	\$566,210.00	\$110,301.00
47-0103-000	ELBA PUBLIC SCHOOLS	\$668,256.00	\$563,499.00	\$553,986.00	\$114,270.00

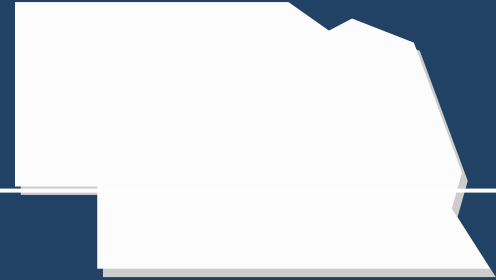
Co Dist No	School Name	Equalization Aid 2223	Equalization Aid 2122	Equalization Aid 2021	3 Yr Change (\$)
22-0031-000	HOMER COMMUNITY SCHOOLS	\$646,705.00	\$648,236.00	\$773,244.00	(\$126,539.00)
23-0071-000	CRAWFORD PUBLIC SCHOOLS	\$638,869.00	\$681,571.00	\$788,472.00	(\$149,603.00)
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	\$575,271.00	\$634,675.00	\$769,083.00	(\$193,812.00)
10-0019-000	SHELTON PUBLIC SCHOOLS	\$463,726.00	\$418,403.00	\$159,910.00	\$303,816.00
10-0009-000	ELM CREEK PUBLIC SCHOOLS	\$433,036.00	\$462,168.00	\$406,019.00	\$27,017.00
10-0119-000	AMHERST PUBLIC SCHOOLS	\$415,915.00	\$323,300.00	\$0.00	\$415,915.00
10-0105-000	PLEASANTON PUBLIC SCHOOLS	\$385,838.00	\$231,226.00	\$0.00	\$385,838.00
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	\$374,439.00	\$364,099.00	\$425,116.00	(\$50,677.00)
90-0017-000	WAYNE COMMUNITY SCHOOLS	\$358,233.00	\$48,118.00	\$0.00	\$358,233.00
24-0004-000	OVERTON PUBLIC SCHOOLS	\$309,531.00	\$211,177.00	\$301,950.00	\$7,581.00
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	\$290,589.00	\$498,125.00	\$143,567.00	\$147,022.00
61-0049-000	PALMER PUBLIC SCHOOLS	\$231,605.00	\$464,754.00	\$303,612.00	(\$72,007.00)
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	\$198,799.00	\$149,207.00	\$155,580.00	\$43,219.00
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	\$181,919.00	\$549,974.00	\$499,538.00	(\$317,619.00)
44-0070-000	HITCHCOCK CO SCH SYSTEM	\$159,001.00	\$112,778.00	\$934.00	\$158,067.00
13-0022-000	WEeping WATER PUBLIC SCHOOLS	\$141,166.00	\$359,845.00	\$334,229.00	(\$193,063.00)
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	\$105,556.00	\$176,670.00	\$45,527.00	\$60,029.00
89-0024-000	ARLINGTON PUBLIC SCHOOLS	\$81,793.00	\$0.00	\$0.00	\$81,793.00
78-0039-000	WAHOO PUBLIC SCHOOLS	\$61,584.00	\$0.00	\$0.00	\$61,584.00
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	\$44,838.00	\$40,480.00	\$210,620.00	(\$165,782.00)
49-0033-000	STERLING PUBLIC SCHOOLS	\$10,273.00	\$76,939.00	\$0.00	\$10,273.00
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	\$1,550.00	\$0.00	\$0.00	\$1,550.00
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
21-0044-000	ANSLEY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
21-0089-000	ARNOLD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
03-0500-000	ARTHUR COUNTY SCHOOLS	\$0.00	\$64,396.00	\$125,659.00	(\$125,659.00)
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	\$0.00	\$1,062,822.00	\$987,427.00	(\$987,427.00)
41-0504-000	AURORA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
50-0501-000	AXTELL COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
69-0054-000	BERTRAND PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
89-0001-000	BLAIR COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
06-0001-000	BOONE CENTRAL SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
08-0051-000	BOYD COUNTY SCHOOL DISTRICT	\$0.00	\$0.00	\$0.00	\$0.00
56-0006-000	BRADY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	\$0.00	\$0.00	\$0.00	\$0.00
36-0100-000	BURWELL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
21-0180-000	CALLAWAY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
47-0100-000	CENTURA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
45-0137-000	CHAMBERS PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
15-0010-000	CHASE COUNTY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
19-0058-000	CLARKSON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
13-0056-000	CONESTOGA PUBLIC SCHOOLS	\$0.00	\$0.00	\$232,811.00	(\$232,811.00)
25-0025-000	CREEK VALLEY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
54-0013-000	CREIGHTON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
54-0096-000	CROFTON COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
12-0056-000	DAVID CITY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
85-0060-000	DESHLER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00

Co Dist No	School Name	Equalization Aid 2223	Equalization Aid 2122	Equalization Aid 2021	3 Yr Change (\$)
76-0044-000	DORCHESTER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	\$0.00	\$0.00	\$0.00	\$0.00
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
02-0018-000	ELGIN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
59-0080-000	ELKHORN VALLEY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
37-0030-000	ELWOOD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
48-0008-000	FAIRBURY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
74-0056-000	FALLS CITY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00
31-0506-000	FRANKLIN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
34-0034-000	FREEMAN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
76-0068-000	FRIEND PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
63-0001-000	FULLERTON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
35-0001-000	GARDEN COUNTY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
41-0002-000	GILTNER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00
41-0091-000	HAMPTON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
14-0008-000	HARTINGTON-NEWCASTLE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
18-0011-000	HARVARD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
56-0037-000	HERSHEY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
69-0044-000	HOLDREGE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
19-0070-000	HOWELLS-DODGE CONSOLIDATED SYSTEM	\$0.00	\$0.00	\$0.00	\$0.00
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	\$0.00	\$0.00	\$0.00	\$0.00
71-0067-000	HUMPHREY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
38-0011-000	HYANNIS AREA SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
01-0003-000	KENESAW PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
52-0100-000	KEYA PAHA COUNTY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
53-0001-000	KIMBALL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
14-0054-000	LAUREL-CONCORD-COLERIDGE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
19-0039-000	LEIGH COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
17-0003-000	LEYTON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
69-0055-000	LOOMIS PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
82-0001-000	LOUP CITY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	\$0.00	\$0.00	\$0.00	\$0.00
59-0001-000	MADISON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
56-0007-000	MAXWELL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
32-0046-000	MAYWOOD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00
60-0090-000	MC PHERSON COUNTY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
78-0072-000	MEAD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
48-0303-000	MERIDIAN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
50-0503-000	MINDEN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
46-0001-000	MULLEN PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
02-0009-000	NELIGH-OAKDALE SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	\$0.00	\$0.00	\$0.00	\$0.00
40-0082-000	NORTHWEST PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
45-0007-000	O'NEILL PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
51-0001-000	OGALLALA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
88-0005-000	ORD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00

Co Dist No	School Name	Equalization Aid 2223	Equalization Aid 2122	Equalization Aid 2021	3 Yr Change (\$)
72-0019-000	OSCEOLA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
70-0542-000	OSMOND PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
87-0001-000	PENDER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
68-0020-000	PERKINS COUNTY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
70-0002-000	PIERCE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
14-0045-000	RANDOLPH PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
10-0069-000	RAVENNA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
05-0071-000	SANDHILLS PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
21-0084-000	SARGENT PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	\$0.00	\$0.00	\$0.00	\$0.00
80-0009-000	SEWARD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
72-0032-000	SHELBY-RISING CITY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
30-0054-000	SHICKLEY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
65-2005-000	SO CENTRAL NE UNIFIED SYSTEM 5	\$0.00	\$0.00	\$0.00	\$0.00
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
33-0540-000	SOUTHERN VALLEY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
77-0046-000	SPRINGFIELD-PLATTEVIEW COMM SCHS	\$0.00	\$0.00	\$0.00	\$0.00
06-0017-000	ST EDWARD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
84-0003-000	STANTON COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
57-0501-000	STAPLETON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	\$0.00	\$0.00		\$0.00
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	\$0.00	\$0.00	\$0.00	\$0.00
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	\$0.00	\$48,547.00	\$0.00	\$0.00
18-0002-000	SUTTON PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	\$0.00	\$0.00	\$40,676.00	(\$40,676.00)
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	\$0.00	\$0.00	\$0.00	\$0.00
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	\$0.00	\$0.00	\$0.00	\$0.00
86-0001-000	THEDFORD PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
16-0006-000	VALENTINE COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
54-0583-000	VERDIGRE PUBLIC SCHOOLS	\$0.00	\$0.00		\$0.00
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	\$0.00	\$0.00	\$0.00	\$0.00
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	\$0.00	\$113,595.00	\$29,075.00	(\$29,075.00)
54-0576-000	WAUSA PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
55-0145-000	WAVERLY SCHOOL DISTRICT 145	\$0.00	\$0.00	\$0.00	\$0.00
45-0239-000	WEST HOLT PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
20-0001-000	WEST POINT PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
92-0045-000	WHEELER CENTRAL SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
90-0595-000	WINSIDE PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
40-0083-000	WOOD RIVER SCHOOLS	\$0.00	\$0.00	\$0.00	\$0.00
00-0000-000	STATEWIDE	\$886,411,065.00	\$869,345,138.00	\$880,414,276.00	\$5,996,789.00
	Unequalized Schools	158.00	157.00	160.00	(2.00)

NASB

Nebraska Association of School Boards



Superintendent Evaluation – VIII

<u>Standard #3: Board Relations</u>	Meets Expectations	Needs Improvement	Not Applicable
1. Provides leadership to maintain the board's focus on student achievement.			
2. Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary.			
3. Develops in cooperation with the board president the agenda for each board meeting.			
4. Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act.			
5. To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district.			
6. In cooperation with the board president, develops and maintains an annual board calendar that ensures timely consideration of: (a) routine matters requiring board approval, (b) follow-up reports requested by the board, (c) regular updates on district goals and the school improvement plan, (d) regular updates on student achievement data, and (e) continuous policy review.			
7. Ensures that administrative recommendations to the board identify: (a) the situation necessitating the recommendation, (b) how the recommendation relates to district and/or school improvement goals and district policies, (c) the options reviewed and the reason for selecting this recommendation, (d) the benefit that is expected to result from the implementation, (e) the personnel that will be involved in or affected by the implementation, (f) the immediate and long-term cost of the implementation (g) how the staff will measure the results of the implementation, and (g) how and when progress will be reported to the board (see AIM document for format).			
8. Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities.			

Comments:

1. Areas for commendation

<u>Standard #7: Personal Qualities</u>	Meets Expectations	Needs Improvement	Not Applicable
1. Demonstrates ethical, trustworthy and professional behavior.			
2. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.			
3. Is cordial, patient, personable, and treats everyone fairly, equitably, and with dignity and respect.			
4. Expresses ideas in a logical, forthright, and professional manner.			
5. Possesses the health and energy necessary to fulfill his responsibilities.			

Comments:

1. Areas for Commendation

2. Areas for Improvement

SUPERINTENDENT EVALUATION: BOARD SUMMARY

Board President Signature

Date

Superintendent Signature

Date

SUPERINTENDENT GOALS FORM

Date of Adoption: _____

Review Period from _____ to _____

The signatures below indicate that the school board and superintendent have agreed on performance requirements for the superintendent, the indicators that the school board will examine to determine whether the superintendent has met each requirement, and the information the school board will need in order to measure performance.

Performance Goal #1: *(Goal Statement)*

Indicators: *(The superintendent will ...)*

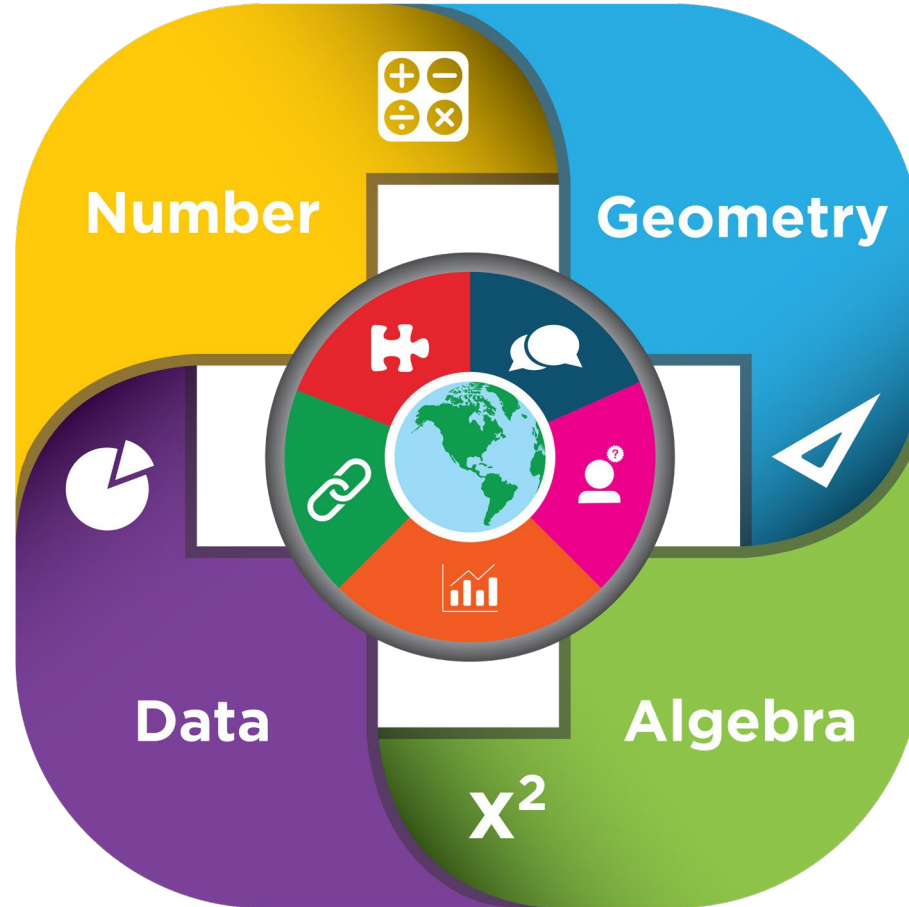
Evidence need to measure progress or achievement:

Board President Signature

Superintendent Signature

Date

Date



Nebraska's College and Career Ready Standards for Mathematics



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Introduction

College and career readiness for Nebraska’s K-12 students requires content area standards that are clearly defined and increasingly rigorous across grade levels. The standards are designed to ensure all students have access to grade-level mathematics content centered on deep learning of concepts while actively building new knowledge from their experiences. The revised mathematics standards encompass a wide range of essential skills across the strands of Number, Algebra, Geometry, and Data. The standards, both individually and as an integrated whole, describe not only expectations for college and career readiness, but the 21st century mathematical literacies for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska’s students for postsecondary and workforce demands.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The revised mathematics standards, written by teams of Nebraska educators and reviewed by local and national experts, were developed with the following indicators of quality:

Measurable. Standards provide benchmarks against which student progress toward learning goals can be measured.

Appropriately challenging. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

Connected. Student learning is most effective when it connects knowledge and skills to related topics and authentic applications.

Clearly worded. Content area standards must effectively communicate what students should know and be able to do.

Scaffolded. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

Specific. Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

Mathematics Standards Design

Nebraska’s College and Career Ready Standards for Mathematics reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction and assessment. In addition to standards and indicators, some of the standards include examples. The “e.g.” statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

The structure of Nebraska’s College and Career Ready Standards for Mathematics includes:

K-12 Content Strands. The strands are broad, general statements that are not grade-level specific. They reflect major topics in mathematics (number, algebra, geometry, and data) and the five mathematical processes.

Grade-Level Standards. The grade-level standards identify what students should know and be able to do by the end of each grade level or grade band. The standards are organized within K-12 Content Strands. The grade-level standards include a statement that describes the expectations for proficiency relative to the major work of the grade.

Indicators. The indicators provide additional specificity to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught and assessed.

For grades K-8, the standards and indicators are written at grade level and are organized by four content strands: Number, Algebra, Geometry, and Data. The High School Standards and Advanced Topics Standards are organized by four content strands: Number, Algebra, Geometry, and Data.

Coding: The standards are organized using a coding system that includes the content area, the grade level, an abbreviation for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: not all standards include indicators.)

-----**Example: MA.K.N.1.a**-----

MA = Content Area (Math)

K = Kindergarten

N = Content Strand (Number)

1 = Standard

a = indicator

The structure of Nebraska’s College and Career Ready Standards for Mathematics includes:

Content Strand	Description
Number (N)	Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Ratios and Proportions (R) ¹	Students will understand ratio concepts and use ratio reasoning to solve problems.
Algebra (A)	Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Geometry (G)	Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Data (D)	Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

¹ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

Grade Level Content Focus

In addition to the standards and indicators, this document includes information about content focus at the beginning of each grade level. Based on research and the progression of the disciplines, the information provides a snapshot of the “major work of the grade.” This guidance leverages the structure and emphases of college- and career-ready mathematics standards. At every grade level, instruction should emphasize the development of the mathematical processes as the vehicle for content mastery.

Nebraska Mathematical Processes

Introduction. The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. As described by the National Research Council (2001), mathematical processes are integral to all mathematics teaching and learning. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within authentic contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom. Additionally, the Fordham Institute (2018) states that high quality standards for mathematics “integrate and promote the ‘math processes’ or mathematical habits of mind that every student should possess.” Mathematical processes activate the learning process while increasing the likelihood that students will become mathematically proficient (Van de Walle et al., 2018).

To develop essential mathematical habits of mind, mathematically proficient students:



Make sense of problems and persevere in solving them. Students make sense of problems and look for entry points to plan solution pathways. A variety of tools including, but not limited to, mental math, estimation, concrete and visual models, and appropriate technology may be selected to support problem solving. Students form conjectures or inferences based on patterns or sets of examples and nonexamples and monitor their progress. Perseverance includes working without knowing if a plan will succeed, trying other plans if an initial plan does not work, and checking if a solution is reasonable. **(PROBLEM SOLVING)**



Reason quantitatively and abstractly and consider the reasoning of others. Students make sense of quantities and their relationships using quantitative and abstract reasoning. Quantitative reasoning uses the properties of numbers, operations, and geometric objects. Abstract reasoning includes making sense of and manipulating representations in terms of the original context. Students can represent a problem using numbers and mathematical symbols, solve the problem and then make sense of the solution in context of the original situation. Students can analyze their own reasoning and the reasoning of others by comparing different approaches, recognizing correctness and efficiency, and finding counterexamples. **(REASONING)**



Create and use representations to organize, record, and communicate mathematical ideas. Students will understand that representations of mathematical ideas – physical, visual, symbolic, contextual, and verbal – are an essential part of learning, doing, and communicating mathematics. Students create, use, and evaluate the effectiveness of representations to clearly communicate mathematical ideas. **(REPRESENTATIONS)**



Analyze mathematical relationships to connect mathematical ideas. Students routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense. By modeling mathematics in authentic contexts, students make connections among and between different areas of mathematics and other disciplines. Students seek out and make connections among different approaches and representations, including those of other students. **(CONNECTIONS)**



Explain and justify mathematical ideas using precise mathematical language in written or oral communication. Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. Students will use precise mathematical language when explaining and justifying their work in written or oral form. **(COMMUNICATION)**



Kindergarten Standards






Kindergarten Content Focus

During Kindergarten, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using numbers to represent quantities and to solve quantitative problems, such as quickly recognizing the number in a small set, counting objects in a set, producing sets of given sizes, and comparing and ordering sets or numerals.
- Working with numbers 11-19 to gain foundations for place value.
- Understanding addition as putting together and adding to and understanding subtraction as taking apart and taking from.
- Identifying, naming, and describing two- and three-dimensional shapes that are presented in a variety of ways.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., “I saw 5.” “How did you know?” “I saw 3 and 2, that is 5.”)

K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.

K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.

K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.

K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.

K.N.4.a Represent and explain addition and subtraction as part-whole relationships, with addition as *putting together* and/or *adding to* and subtraction as *taking apart* and/or *taking from*, using objects, drawings, numbers, and equations.

K.N.4.b Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.

K.N.4.c For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.

K.N.4.d Efficiently, flexibly, and accurately add and subtract within 5.

K.N.4.e Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.

K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.

K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.

K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.

K.G.1.e Combine simple shapes to compose larger shapes.

K.G.2 Measurement: Students will describe and compare measurable attributes.

K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.

K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.

K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.

K.G.3.a Identify the name and value of pennies, nickels, and dimes.

K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.D.1 Classification: Students will sort and classify objects using one or more attributes.

K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.

K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.

Grade 1 Standards

Grade 1 Content Focus

During Grade 1, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending the counting sequence and strategies for solving quantitative questions.
- Representing and solving problems involving addition and subtraction to include work with equations and the properties of the operations.
- Developing understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Measuring lengths indirectly and by iterating length units.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., "I saw 16." "How did you know?" "I saw 10 and 6, that is 16").

1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.

1.N.2.a Count verbally by ones and tens within 120 starting at any given number.

1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each preceding number represents removing an object.

1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120.

1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.

1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.

1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.

1.N.3.b Compare two, two-digit numbers using words greater than, less than, equal to, and symbols $<$, $>$, $=$. Justify comparisons based on the number of tens and ones.

1.N.4 Number and Operations: Students will compute using addition and subtraction.

1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.

1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.

1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.

1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.

1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.

1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

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

1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 =$ _____, using the addition fact $9 + 3 = 12$).

1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g., $7 + ? = 13$).

1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a49).

1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.

1.N.5.f Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.

1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).

1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.

1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.

1.G.1.d Partition circles and rectangles into two and four equal parts using the language halves and fourths.

1.G.2 Measurement: Students will measure and compare lengths.

1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.

1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.

1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.

1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.

1.G.3.b Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.

1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.

1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

Grade 2 Standards






Grade 2 Content Focus

During Grade 2, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on base-ten numeration system and place-value concepts to demonstrate understanding of multi-digit numbers.
- Applying properties of operations and the relationship between adding and subtracting.
- Developing quick recall of addition facts and related subtraction facts.
- Solving problems that involve time and/or money.
- Extending understanding of linear measurement by measuring and estimating lengths and relating length to addition and subtraction.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g., "I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48").

2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.

2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.

2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.

2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.

2.N.3.c Compare two three-digit numbers by using symbols $<$, $>$, $=$ and justify the comparison based on the value of the hundreds, tens, and ones.

2.N.4 Number and Operations: Students will compute using addition and subtraction.

2.N.4.a Fluently add and subtract within 20.

2.N.4.b Add and subtract within 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.

2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.

2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.

2.N.5.a Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.

2.N.5.b Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.

2.N.5.c Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.

2.N.5.d Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (2.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.

2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.

2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.

2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.

2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.

2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.

2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.

2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.

2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.

2.G.3.a Identify and use appropriate tools for measuring length.

2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.

2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.

2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.

2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.

2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.

2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.

2.D.1.c Create and represent a data set by making a line plot using whole numbers.

2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

Grade 3 Standards






Grade 3 Content Focus

During Grade 3, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on additive reasoning to develop understanding of multiplication and division
- Exploring multiplication properties and strategies to multiply within 100 flexibly and efficiently
- Developing understanding of fractions as numbers by connecting prior work in partitioning shapes in equal areas to the relationship between numerator and denominator
- Solving problems using visual fraction models to compare and find equivalencies.
- Reasoning with shapes and their attributes.
- Recognizing area as an attribute of two-dimensional shapes and connecting understanding to multiplication.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.

3.N.1.a Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.

3.N.1.b Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.

3.N.2 Fractions: Students will develop understanding of fractions as numbers.

3.N.2.a Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.

3.N.2.b Find parts of a whole using visual fraction models.

3.N.2.c Represent and understand a fraction as a number on a number line.

3.N.2.d Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

3.N.2.e Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.

3.N.2.f Compare and order fractions having the same numerators or denominators by reasoning about their size.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.

- 3.A.1.a Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.
- 3.A.1.b Determine the reasonableness of whole number sums and differences using estimations and number sense.
- 3.A.1.c Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.
- 3.A.1.d Interpret and solve two-step authentic problems involving whole numbers and the four operations.
- 3.A.1.e Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.
- 3.A.1.f Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.
- 3.A.1.g Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.
- 3.A.1.h Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.

3.G.1.1 Sort quadrilaterals into categories according to their attributes.

3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.

3.G.2.a Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).

3.G.2.b Use concrete and pictorial models to measure areas in square units by counting square units.

3.G.2.c Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as it would be found by multiplying the side lengths.

3.G.3 Measurement: Students will use tools to solve measurement problems.

3.G.3.a Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

3.G.3.b Estimate and measure length to the nearest half inch, fourth inch, and centimeter.

3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.

3.G.4.a Tell and write time to the minute using both analog and digital clocks.

3.G.4.b Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

3.D.1.a Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.

3.D.1.b Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.

3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

3.D.2.a Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.

Grade 4 Standards

Grade 4 Content Focus

During Grade 4, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing understanding and fluency with multi-digit multiplication through visual models and operational properties.
- Developing understanding of division involving multi-digit dividends using place value models.
- Extending understanding of fraction equivalence and operations with fractions by composing and decomposing, reasoning about relative size, and applying properties of operations.
- Classifying two-dimensional shapes according to their attributes such as the presence or absence of lines or angles.
- Developing understanding of an angle as a turn in a circle and justify the classification of angles as acute, obtuse, and right.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using relationships with the base-ten number system.

- 4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.
- 4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.
- 4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.
- 4.N.1.d Use decimal notation for fractions with denominators of 10 or 100 (e.g., $43/100 = 0.43$).

4.N.2 Fractions and Decimals: Students will extend understanding of fractions by equivalence and ordering and will develop an understanding of decimals.

- 4.N.2.a Explain and demonstrate how a mixed number is equivalent to a fraction greater than one and how a fraction greater than one is equivalent to a mixed number using visual fraction models and reasoning strategies.
- 4.N.2.b Explain and demonstrate how equivalent fractions are generated by multiplying by a fraction equivalent to 1 using visual fraction models and the Identity Property of Multiplication.
- 4.N.2.c Compare and order fractions having unlike numerators or denominators using number lines, benchmarks, reasoning strategies, and/or equivalence.

4.N.3 Operations with Fractions: Students will understand and demonstrate fractional computation.

- 4.N.3.a Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

4.N.3.b Explain the meaning of addition and subtraction of fractions with like denominators using visual fraction models, properties of operations, and reasoning strategies.

4.N.3.c Add and subtract fractions and mixed numbers with like denominators.

4.N.3.d Solve authentic problems involving addition and subtraction of fractions and mixed numbers with like denominators.

4.N.3.e Multiply a fraction by a whole number using visual fraction models and properties of operations.

4.N.4 Factors and Multiples: Students will find factors and multiples and classify numbers as prime or composite.

4.N.4.a Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

4.N.4.b Determine factors of any whole number up to 100 and classify a number up to 100 as prime or composite.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and division and apply operational properties to solve problems involving variables.

4.A.1.a Add and subtract multi-digit numbers using an algorithm.

4.A.1.b Multiply up to a four-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number, using strategies based on place value, properties of operations, and algorithms.

4.A.1.c Divide up to a four-digit whole number by a one-digit divisor with and without a remainder using strategies based on place value.

4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g., $3 + n = 15$, $81 \div n = 9$).

4.A.1.f Solve one- and two-step authentic problems using the four operations including interpreting remainders and the use of a letter to represent the unknown quantity.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.G.1 Shapes and Their Attributes: Students will draw and identify lines and angles and classify shapes by properties of their lines and angles.

4.G.1.a Identify, create, and describe points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines.

4.G.1.b Justify the classification of angles as acute, obtuse, or right.

4.G.1.c Justify the classification of two-dimensional shapes based on the presence or absence of parallel and perpendicular lines or the presence or absence of specific angles.

4.G.1.d Recognize, draw, and justify lines of symmetry in two-dimensional shapes.

4.G.2 Measurement: Students will generate simple conversions from a larger unit to a smaller unit to solve authentic problems and measure angles.

4.G.2.a Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve authentic problems involving time, length, weight, mass, and capacity.

4.G.2.b Determine the reasonableness of measurements involving time, length, weight, mass, capacity, and angles.

4.G.2.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

4.G.2.d Measure angles in whole number degrees using a protractor and relate benchmark angle measurements to their rotation through a circle (e.g., $180^\circ = 1/2$ of a circle).

4.G.2.e Recognize angle measures as additive and solve problems involving addition and subtraction to find unknown angles on a diagram.

4.G.3 Area and Perimeter: Students will apply perimeter and area formulas for rectangles.

4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

4.D.1.a Generate and represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, fourths, or eighths.

4.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

Grade 5 Standards






Grade 5 Content Focus

During Grade 5, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending previous understandings of multiplication and division to multiply and divide fractions and decimals.
- Performing operations with multi-digit whole numbers and decimals to the hundredths in order to solve authentic problems following the order of operations.
- Categorizing shapes using knowledge of their attributes.
- Developing concepts of volume and relating volume to multiplication and addition.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p>	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p>	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p>Analyze mathematical relationships to connect mathematical ideas.</p>	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>
				
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.N.1 Numeric Relationships: Students will understand the place value system.

- 5.N.1.a Read, write, and demonstrate multiple equivalent representations for multi-digit whole numbers and decimals through the thousandths place using standard form and expanded form.
- 5.N.1.b Recognize a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.
- 5.N.1.c Use whole number exponents to denote powers of 10.

5.N.2 Fractions and Decimals: Students will extend understanding of fraction and decimal equivalence and ordering.

- 5.N.2.a Generate equivalent forms of commonly used fractions and decimals (e.g., halves, fourths, fifths, tenths).
- 5.N.2.b Represent and justify comparisons of whole numbers, fractions, mixed numbers, and decimals through the thousandths place using number lines, reasoning strategies, and/or equivalence.

5.N.3 Operations with Fractions and Decimals: Students will apply and extend previous understandings of whole number operations to add, subtract, multiply and divide fractions and decimals.

- 5.N.3.a Interpret a fraction as division of the numerator by the denominator.
- 5.N.3.b Multiply a whole number by a fraction or a fraction by a fraction, including mixed numbers, using visual fraction models and properties of operations.
- 5.N.3.c Divide a unit fraction by a whole number and a whole number by a unit fraction using visual fraction models and properties of operations.
- 5.N.3.d Solve authentic problems involving addition, subtraction, and multiplication of fractions and mixed numbers with like and unlike denominators.

5.N.3.e Add and subtract fractions and mixed numbers with unlike denominators without simplifying.

5.N.3.f Solve authentic problems involving division of fractions by whole numbers and division of whole numbers by unit fractions.

5.N.3.g Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or algorithms.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.A.1 Operations and Algebraic Thinking: Students will extend understanding of division and apply operational properties to solve problems involving order of operations.

5.A.1.a Multiply multi-digit whole numbers using an algorithm.

5.A.1.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders, using strategies based on place value.

5.A.1.c Justify the reasonableness of computations involving whole numbers, fractions, and decimals.

5.A.1.d Solve authentic numerical or algebraic expressions using order of operations (excluding exponents).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.G.1 Shapes and Their Attributes: Students will classify two-dimensional figures into categories based on their properties.

5.G.1.a Identify and describe faces, edges, and vertices of rectangular prisms.

5.G.1.b Recognize volume as an attribute of solid figures that is measured in cubic units.

5.G.1.c Justify the classification of two-dimensional figures in a hierarchy based on their properties.

5.G.2 Coordinate Geometry: Graph points on the coordinate plane to solve authentic problems.

- 5.G.2.a Identify the origin, x axis, and y axis of the coordinate plane.
- 5.G.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.
- 5.G.2.c Form ordered pairs from authentic problems involving rules or patterns and graph the ordered pairs in the first quadrant on a coordinate plane and interpret coordinate values in the context of the situation.

5.G.3 Measurement: Generate conversions within the customary and metric systems of measurement to solve authentic problems.

- 5.G.3.a Generate conversions in authentic mathematical situations from larger units to smaller units and smaller units to larger units, within the customary and metric systems of measurement.

5.G.4 Area and Volume: Students will extend area problems for rectangles to include fractions and build meaning for measuring volume.

- 5.G.4.a Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.
- 5.G.4.b Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.
- 5.G.4.c Use concrete models to measure the volume of rectangular prisms by counting cubic units.
- 5.G.4.d Find the volume of a rectangular prism with whole-number side lengths by modeling with unit squares and show that the volume can be additive and is the same as would be found by multiplying the area of the base times height.
- 5.G.4.e Solve authentic problems by applying the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of rectangular prisms with whole number edge lengths.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

No additional indicators at this level.

5.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

Grade 6 Standards

Grade 6 Content Focus

During Grade 6, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing computational understanding with the division of fractions and moving towards efficiency by using the algorithm for each operation.
- Extending understanding of the number line to include the entire system of rational numbers, which now includes negative numbers.
- Writing and using expressions and equations
- Representing data in multiple ways in order to analyze and interpret the results.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

6.N.1.a Determine common factors and common multiples.

6.N.1.b Determine prime factorization of numbers with and without exponents.

6.N.1.c Model integers using drawings, words, number lines, models and symbols.

6.N.1.d Determine absolute value of rational numbers.

6.N.1.e Compare and order numbers including non-negative fractions and decimals, integers, and absolute values and locate them on the number line.

6.N.2 Operations: Students will compute with fractions and decimals accurately.

6.N.2.a Divide multi-digit whole numbers and decimals using an algorithm.

6.N.2.b Divide non-negative fractions and mixed numbers.

6.N.2.c Evaluate numerical expressions including absolute value and/or positive exponents with respect to order of operations.

RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.²

6.R.1 Ratios and Rates: Students will understand the concept of ratios and unit rates, use language to describe the relationship between two quantities, and use ratios and unit rates to solve authentic situations.

- 6.R.1.a Determine ratios from concrete models, drawings, and/or words.
- 6.R.1.b Explain and determine unit rates.
- 6.R.1.c Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole, given a part and the percent.
- 6.R.1.d Convert among fractions, decimals, and percents using multiple representations.
- 6.R.1.e Solve authentic problems using ratios, unit rates, and percents.
- 6.R.1.f Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

² Ratios and Proportions is a new content strand found only in Grades 6 and 7.

6.R.2 Represent: Students will represent ratios and rates on the coordinate plane.

- 6.R.2.a Identify the ordered pair of a given point in the coordinate plane.
- 6.R.2.b Plot the location of an ordered pair in the coordinate plane.
- 6.R.2.c Identify the location of a given point in the coordinate plane (e.g., axis, origin, quadrant).
- 6.R.2.d Make tables of equivalent ratios relating quantities with whole number measurements.
- 6.R.2.e Use the constant of proportionality to find the missing value in ratio tables.
- 6.R.2.f Plot the pair of values from a ratio table on the coordinate plane.
- 6.R.2.g Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations and inequalities.

- 6.A.1.a Recognize and generate equivalent algebraic expressions involving the distributive property and combining like terms.
- 6.A.1.b Given the value of the variable, evaluate algebraic expressions with non-negative rational numbers with respect to order of operations, which may include absolute value.
- 6.A.1.c Use substitution to determine if a given value for a variable makes an equation or inequality true.
- 6.A.1.d Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication, and division.
- 6.A.1.e Solve one-step inequalities with whole numbers using addition, subtraction, multiplication, and division and represent solutions on a number line (e.g., graph $3x > 3$).

6.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

- 6.A.2.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.
- 6.A.2.b Write equations (e.g., one operation, one variable) to represent authentic situations involving non-negative rational numbers.
- 6.A.2.c Write inequalities (e.g., one operation, one variable) to represent authentic situations involving whole numbers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.G.1 Attributes: Students will identify and describe geometric attributes of two- dimensional shapes.

6.G.1.a Identify and create nets to represent two-dimensional drawings of prisms and pyramids.

6.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

SEE WORK WITH COORDINATE PLANES IN RATIOS AND PROPORTIONS (6.R.2)

6.G.3 Measurement: Students identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

6.G.3.a Determine the area of quadrilaterals and triangles by composition and decomposition of these shapes, as well as applications of properties and formulas. Quadrilaterals include parallelograms and trapezoids.

6.G.3.b Determine the surface area of rectangular prisms and triangular prisms using nets as well as application of formulas.

6.G.3.c Apply volume formulas for triangular prisms.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicators at this level.

6.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

- 6.D.2.a Represent data using dot plots, box-and-whisker plots, and histograms.
- 6.D.2.b Solve problems using information presented in dot plots, box-and-whisker plots, histograms, and circle graphs.
- 6.D.2.c Find and interpret the mean, median, mode, and range for a set of data.
- 6.D.2.d Compare the mean, median, mode, and range from two sets of data.
- 6.D.2.e Compare and interpret data sets based upon their measures of central tendency and graphical representations (e.g., center, spread, shape).

6.D.3 Probability: Students will interpret and apply concepts of probability.

- 6.D.3.a Identify a list of possible outcomes for a simple event.
- 6.D.3.b Describe the theoretical and experimental probability of an event using a fraction, percentage, and decimal.
- 6.D.3.c Express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely) of simple events.
- 6.D.3.d Compare and contrast theoretical and experimental probabilities.

Grade 7 Standards






Grade 7 Content Focus

During Grade 7, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing an understanding of proportional relationships.
- Understanding operations with rational numbers.
- Using expressions and linear equations to represent and solve problems.
- Solving problems involving perimeter and area of two-dimensional figures as well as surface area and volume of three-dimensional figures.
- Investigating probability concepts.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p>	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p>	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p>Analyze mathematical relationships to connect mathematical ideas.</p>	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>
				
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.

No additional indicator(s) at this level.

7.N.2 Operations: Students will compute with rational numbers accurately.

7.N.2.a Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

7.N.2.b Apply properties of operations (commutative, associative, distributive, identity, inverse, zero) as strategies for problem solving with rational numbers.

³RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.

7.R.1 Proportional Relationships: Students will understand the concept of proportions, use language to describe the relationship between two quantities, and use proportions to solve authentic situations.

7.R.1.a Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table).

7.R.1.b Represent and solve authentic problems with proportions.

7.R.1.c Use proportional relationships to solve authentic percent problems (e.g., percent change, sales tax, mark-up, discount, tip).

7.R.1.d Solve authentic problems involving scale drawings.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

7.A.1.a Use factoring and properties of operations to create equivalent algebraic expressions (e.g., $2x + 6 = 2(x + 3)$).

³ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

7.A.1.b Given the value of the variable(s), evaluate algebraic expressions, which may include absolute value.

7.A.1.c Solve one- and two-step equations involving rational numbers.

7.A.1.d Solve equations using the distributive property and combining like terms.

7.A.1.e Solve one- and two-step inequalities involving integers and represent solutions on a number line.

7.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

7.A.2.a Write one- and two-step equations involving rational numbers from words, tables, and authentic situations.

7.A.2.b Write one- and two-step inequalities to represent authentic situations involving integers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.G.1 Attributes: Students will identify angle relationships and apply properties to determine angle measures.

7.G.1.a Apply properties of adjacent, complementary, supplementary, linear pair, and vertical angles to find missing angle measures.

7.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

7.G.2.a Draw polygons in the coordinate plane given coordinates for the vertices.

7.G.2.b Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area of rectangles.

7.G.3 Measurement: Students will identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

7.G.3.a Solve authentic problems involving perimeter and area of composite shapes made from triangles and quadrilaterals.

7.G.3.b Determine surface area and volume of composite rectangular and triangular prisms.

7.G.3.c Determine the area and circumference of circles both on and off the coordinate plane using 3.14 for the value of Pi.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

7.D.1.a Create an investigative question and collect data.

7.D.1.b Generate conclusions about a population based on a random sample.

7.D.1.c Identify and critique biases in various data representations.

7.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

No additional indicator(s) at this level.

7.D.3 Probability: Students will interpret and apply concepts of probability.

7.D.3.a Find theoretical and experimental probabilities for compound independent and dependent events.

7.D.3.b Identify complementary events and calculate their probabilities.

Grade 8 Standards






Grade 8 Content Focus

During Grade 8, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using linear equations to represent, analyze, and solve a variety of problems.
- Developing an understanding of irrational numbers and integer exponents.
- Analyzing two-dimensional figures and solving problems using understanding of distance, angle, similarity, and congruence.
- Understanding and applying the Pythagorean Theorem.
- Determining and describing rate of change and y-intercept for given situations.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

8.N.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real based on the definitions of these sets of numbers.

8.N.1.b Represent numbers with positive and negative exponents and in scientific notation.

8.N.1.c Describe the difference between a rational and irrational number.

8.N.1.d Approximate, compare, and order real numbers, both rational and irrational, and locate them on the number line.

8.N.2 Operations: Students will compute with exponents and roots.

8.N.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

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

8.N.2.c Evaluate numerical expressions involving absolute value.

8.N.2.d Multiply and divide numbers using scientific notation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.

8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.

8.A.1.c Solve equations of the form $x^2 = k$ ($k \leq 400$) and $x^3 = k$ ($k \leq 125$), where k is a positive rational number, using square root and cube root symbols.

8.A.2 Applications: Students will solve authentic problems involving multi-step equations.

8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.

8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.

8.A.2.c Graph proportional relationships and interpret the rate of change.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.G.1 Attributes: Students will apply properties of angle relationships in triangles and with lines to determine angle measures.

8.G.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

8.G.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding same side interior, alternate interior, and alternate exterior angles to find missing measures.

8.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

8.G.2.a Perform and describe positions and orientations of shapes under single transformations including rotations in multiples of 90 degrees about the origin, translations, reflections, and dilations on and off the coordinate plane.

8.G.2.b Determine if two-dimensional figures are congruent or similar.

8.G.2.c Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.

8.G.3 Measurement: Students will reason with formulas and context to determine and compare length, area, and volume.

8.G.3.a Explain a model of the Pythagorean Theorem.

8.G.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve authentic problems.

8.G.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

8.G.3.d Determine the volume of cones, cylinders, and spheres and solve authentic problems using volumes.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicator(s) at this level.

8.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

8.D.2.a Represent and interpret bivariate data (e.g., ordered pairs) using scatter plots.

8.D.2.b Describe patterns such as positive or negative association, linear or nonlinear association, clustering, and outliers when bivariate data is represented on a coordinate plane.

8.D.2.c Draw an informal line of best fit based on the closeness of the data points to the line.

8.D.2.d Use a linear model to make predictions and interpret the rate of change and y-intercept in context.

8.D.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

High School Standards

High School Content Focus

During high school, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the content standards. The content standards are designed to be accessible to each and every high school student prior to graduation whereas the Advanced Topics reflect the mathematical content leading to certain career interests. Schools have the flexibility to organize the standards into integrated or strand-focused courses.

NUMBER: Instruction in Number should focus on these critical areas:

- Working in authentic contexts, solutions involve quantities, numbers with units.
- Using units, approximations, and estimations to check the reasonableness of their work.
- Understanding how forms of approximation can accumulate errors when problem solving.
- Understanding the four operations on real numbers applies to complex numbers.

ALGEBRA: Instruction in Algebra should focus on these critical areas:

- Solving many authentic problems to best understand patterns, expressions, relations, and functions.
- Using algebraic symbols and mathematical models to represent and demonstrate an understanding of quantitative relationships.
- Analyzing change as it arises in various contexts such as physical and social as supported by algebraic reasoning and the concept of function.
- Interpreting the functions in multiple representations, using their points of interest, and connecting across multiple representations to understand their mathematical equivalence instead of rote steps or procedures.

GEOMETRY: Instruction in Geometry should focus on these critical areas:






- Using mathematics to define the spatial attributes of the world around us.
- Exploring transformations (translations, reflections, rotations, and dilations) to build a foundation to understand congruence, similarity, and symmetry.
- Formalizing geometric concepts using planar geometry, parallelism, congruence, similarity, and symmetry.
- Connecting algebra and geometry via coordinate geometry, planar transformations, and trigonometry.
- Developing skills of argumentation and proof by proving congruence, similarity, symmetry, and other concepts of plane geometry.

DATA: Instruction in Data should focus on these critical areas:

- Using numbers in context (data) with the mathematical processes can result in better predictions and informed decisions.
- Using tools to apply statistical methods to describe patterns and trends.
- Understanding randomness, variability, and causality through data collection, data analysis, and interpretation of results.
- Describing data using probability and sampling distributions to judge whether a result is unsurprising or rare.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
<p>PROBLEM SOLVING</p>	<p>REASONING</p>	<p>REPRESENTATIONS</p>	<p>CONNECTIONS</p>	<p>COMMUNICATION</p>

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

HS.N.1.a Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, technology).

HS.N.1.b Determine if the context of a problem calls for an approximation or an exact value. HS.N.1.c

Determine the rounding convention to be used based on the context of a problem.

HS.N.1.d Estimate a value using the concept of betweenness by bounding above and below (e.g., since $\log(10) = 1$ and $\log(1,000) = 3$ we know $\log(500)$ is between 1 and 3).

HS. N.1.e Determine the tolerance interval and percent of error in measurement. HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

HS.N.1.g Determine whether extremely large or extremely small quantities can be reasonably represented by a calculator or graphing utility.

HS.N.1.h Use scientific notation to appropriately represent large and small quantities.

HS.N.2 Sets and Operations: Students will use number sets and operations to reason and to solve problems.

HS.N.2.a Extend the properties of exponents to rational numbers. HS.N.2.b Use properties of rational and irrational numbers.

HS.N.2.c Demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

HS.N.2.d Compute with subsets of the complex number system including imaginary, rational, irrational, integers, whole, and natural numbers.

HS.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

HS.N.3.a Understand roundoff error and why roundoff error accumulates when rounding occurs prior to the last step in a computation.

HS.N.3.b Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

HS.N.3.c Use units to assess the validity of an answer in the context of a problem. HS.N.3.d

Communicate the meaning of an answer in the context of a problem.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

HS.A.1.a Demonstrate that functions are a well mapped subdomain of relations.

HS.A.1.b Analyze a relation to determine if it is a function given mapping diagrams, function notation (e.g., $f(x)=x^2$), a table, or a graph.

HS.A.1.c Classify a function given its mapping diagram, function notation, table, or graph as a linear, quadratic, absolute value, exponential, or other function.

HS.A.1.d Analyze a function's domain and range to determine if it is one-to-one and has an inverse function both algebraically and graphically.

HS.A.1.e Define, interpret, and analyze linear, quadratic, absolute value, and exponential functions using the points of interest of the functions and graphing technology.

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation). HS.A.1.g Interpret logarithmic equations as exponential equations.

HS.A.1.h Describe arithmetic sequences using tables of values and functions in explicit and recursive forms. HS.A.1.i Describe geometric sequences using tables of values and functions in explicit and recursive forms.

HS.A.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions and solving linear and quadratic equations, and inequalities.

HS.A.2.a Analyze and explain the properties used in solving equations, inequalities, systems of linear equations, systems of linear inequalities, and literal equations.

HS.A.2.b Generate expressions in equivalent forms by using algebraic properties to make different characteristics or features visible.

HS.A.2.c Analyze equations and inequalities to determine and apply efficient methods to solve and use appropriate technology as needed.

HS.A.2.d Calculate the slope (rate of change) of a line given coordinate points, a graph, or a table of values.

HS.A.2.e Write and graph equations of functions (linear, absolute value, quadratic, and exponential) using the points of interest of the function.

HS.A.2.f Given a line, write the equation of a line that is parallel or perpendicular to it.

HS.A.2.g Perform and explain operations such as addition, subtraction, multiplication, division, and factoring on polynomials.

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial. HS.A.2.i Combine functions by composition and perform operations on functions.

HS.A.3 Applications: Students will solve authentic problems using nonlinear functions.

HS.A.3.a Analyze and model authentic situations using various representations and appropriate technology.

HS.A.3.b Identify, interpret, relate, and graph the factors, x-intercepts, roots, and zeros of polynomial functions using algebraic and graphing methods.

HS.A.3.c Identify and predict appropriate solutions to equations given context and domain/range (e.g., extraneous solutions, imaginary solutions, no solution, infinitely many solutions).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

HS.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

HS.G.1.a Demonstrate that two figures are similar or congruent by using a sequence of rigid motions and dilations that map a figure onto the other in problems both with and without coordinates.

HS.G.1.b Describe symmetries of a figure in terms of rigid motions that map a figure onto itself and make inferences about symmetric figures (e.g., unknown side lengths or angle measures) in problems both with and without coordinates.

HS.G.1.c Explain how the criteria for triangle congruence and similarity (ASA, SAS, and AAS SSS congruence; AA similarity criterion) follow from the definition of congruence and similarity in terms of corresponding parts.

HS.G.1.d Identify and apply right triangle relationships including converse of the Pythagorean Theorem.

HS.G.1.e Apply side and angle relationships of special right triangles (30-60-90 and 45-45-90) to solve geometric problems.

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent. HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

HS.G.1.h Compare/contrast the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids.

HS.G.1.i Use slope and the distance formula to determine the type of quadrilateral.

HS.G.1.j Identify, describe, apply, and reason through properties of central angles, inscribed angles, angles formed by intersecting chords, secants, and/or tangents to find the measures of angles related to the circle, arc lengths, and areas of sectors.

HS.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems and create three-dimensional shapes.

HS.G.2.a Convert between various units of volume (e.g., cubic feet to cubic yards).

HS.G.2.b Apply the effect of a scale factor to determine the volume of similar three-dimensional shapes and solids.

HS.G.2.c Determine surface area and volume of pyramids, as well as solids that are composites of pyramids, prisms, spheres, cylinders, and cones, using formulas and appropriate units.

HS.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

HS.G.3.a Derive the midpoint formula using the concept of average and apply the midpoint formula to find coordinates.

HS.G.3.b Find the images and preimages of transformations of a point, shape, or a relation on the coordinate plane. Transformations include the following and their compositions: reflections across horizontal and vertical lines and the lines $y=x$ and $y=-x$, rotations about the origin of 90 degrees, dilations about the origin by any positive scale factor, and any translation.

HS.G.3.c Find the equation of a circle given the radius and the center.

HS.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

HS.G.4.a Know and use definitions to make deductions in mathematical argumentation (e.g., syllogism, detachment).

HS.G.4.b Evaluate the validity of conditional statements, including biconditional statements (e.g., conditional, converse, contrapositive, inverse).

HS.G.4.c Evaluate the validity of an argument communicated in different ways (e.g., a flow format, two-column, paragraph format).

HS.G.4.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

HS.G.4.e Prove and apply geometric properties and theorems regarding triangles, congruence, and similarity using deductive reasoning.

HS.G.4.f Prove and apply geometric theorems about quadrilaterals using deductive reasoning.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

HS.D.1.a Formulate multi-variable statistical investigative questions and determine how data can be collected and analyzed to provide an answer.

HS.D.1.b Apply an appropriate data collection plan when collecting primary data for the statistical investigative question of interest.

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis. HS.D.1.d Distinguish between surveys, observational studies, and experiments.

HS.D.1.e Understand what constitutes good practice in designing a sample survey, an experiment, and an observational study.

HS.D.1.f Understand issues of bias and confounding variables in a study and their implications for interpretation.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.2.a Identify appropriate ways to summarize and then represent the distribution of univariate data and bivariate data through the construction of histograms, dot plots, stem plots, box plots, cumulative relative frequency graphs, time plots, circle graphs, stacked bar graphs, and mosaic bar graphs by hand or with technology.

HS.D.2.b Describe the shape, identify any outliers, and determine the spread of a data set.

HS.D.2.c Select and determine the appropriate measure of center based on the shape of a distribution and/or the presence of outliers.

HS.D.2.d Recognize when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

HS.D.2.e Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data and recognize possible associations and trends in the data.

HS.D.2.f Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HS.D.2.g Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Interpret slope and y-intercept in the context of the problem.

HS.D.2.h Measure the strength of association using correlation coefficients for regression curves and interpret their meanings for the model.

HS.D.2.i Use residuals and residual plots to judge the quality of a regression model.

HS.D.2.j Recognize and explain when arguments based on data confuse correlation with causation.

HS.D.2.k Understand what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

HS.D.2.l Use probability as a tool for assessing risk and for informed decision making by interpreting P-values.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.

HS.D.3.b Explain independent versus dependent probability of an event.

HS.D.3.c Determine when order in counting matters and use permutations and combinations to compute probabilities of events accordingly.






HS.D.3.d Determine whether or not events are mutually exclusive (disjoint) and calculate their probabilities in either case.

HS.D.3.e Recognize and explain the concepts of conditional probability in everyday language and everyday situations.

High School Advanced Topics Standards

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

AT.N.1.a Use domain and range restrictions to apply an appropriate viewing window while using graphing technology.

AT.N.1.b Compare and contrast radians and degrees as measures of angles and the reason graphing utilities tend to use radians as the default setting.

AT.N.2 Sets and Operations: Students will compare and contrast subsets and perform operations with subsets of the complex number system to reason and to solve problems.

AT.N.2.a Perform arithmetic operations with complex numbers.

AT.N.2.b Represent complex numbers and their operations in the complex plane. AT.N.2.c Use complex numbers in polynomial identities and equations.

AT.N.2.d Represent quantities using bases other than decimal such as binary (base 2) or hexadecimal (base 16) and convert numbers to and from base 10.

AT.N.2.e Explain modular arithmetic and its role in computer programming. AT.N.2.f Represent and model vector quantities.

AT.N.2.g Perform operations on vectors.

AT.N.2.h Perform operations on matrices and use matrices in applications.

AT.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

AT.N.3.a Use vectors to communicate the geometric relationships between complex numbers in the complex plane.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

AT.A.1.a Analyze and graph nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic, and piecewise) and relations (conic sections) using their points of interest and graphing technology.

AT.A.1.b Use the unit circle to define the trigonometric functions on multiples of known angles (positive and negative multiples of 30 and 45 degrees or $\pi/6$ and $\pi/4$).

AT.A.1.c Given a function, list the sequence of algebraic transformations that changes a parent function to the given function.

AT.A.1.d Define the radian unit of measure and its relationship with degrees.

AT.A.2 Algebraic Processes: Students will apply the operational properties when evaluating nonlinear expressions and solving nonlinear equations and inequalities.

AT.A.2.a Explain symmetry of functions and determine whether a function is odd, even, or neither.

AT.A.2.b Represent, interpret, and analyze inverses of functions algebraically and graphically using domain restrictions when necessary.

AT.A.2.c Write equations of nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic and piecewise) using points of interest of the function.

AT.A.2.d Convert between radian and degree measures of an angle.

AT.A.2.e Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

AT.A.3 Applications: Students will solve authentic problems using nonlinear functions and relations.

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

AT.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

AT.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create three-dimensional shapes.

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object. AT.G.2.c Use

Cavalieri's Principle to determine volume of three-dimensional figures.

AT.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origins, dilations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

AT.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables. AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

AT.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

AT.D.2.a Determine when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved

outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

AT.D.3 Probability: Students will interpret and apply concepts of probability.

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.