Board of Education Regular Meeting

Monday, October 10, 2022 7:00 PM

Blair Public Library
2233 Civic Drive
Blair, NE 68008

Agenda

1. Call to Order

   Information concerning the Open Meeting Law, Chapter 84, Article 14 of Nebraska State Statutes, is posted in the meeting room at a location accessible to members of the public and attached to the online agenda.

   Mrs. Kari Loseke, Board President, will call the Board of Education Regular meeting to order.

2. Roll Call

   The Board Secretary will conduct roll call attendance.

3. Approval of Absent Board Members

4. Pledge of Allegiance

   Dr. Gilson will lead the Board in the Pledge of Allegiance.

5. Approval of Emergency Additions to the Agenda

6. Call for Removal of Consent Agenda Items

7. Approval of the Consent Agenda

   7.1. Waiver of reading minutes from previous meeting

   7.2. Acceptance of minutes of the previous meeting as published

- September 12, 2022 Board of Education Special and Regular Meeting Minutes
- September 27, 2022 Board of Education Special Meeting Minutes

   7.3. Receipt of Communications

   7.4. Treasurer's Report

- General Fund
- Building Fund and Savings & Depreciation

   7.5. Audit of Claims

- Activity Fund
- General Fund

8. Business

8.1. Items removed from Consent Agenda

8.2. Recognitions

8.2.1. Mr. John Spatz, Nebraska Association of School Boards Executive Director

Mr. Spatz will present data regarding school and state spending that reflects well on schools.

8.3. Acceptance of Gifts

8.3.1. Cubby's Convenience Store - Blair

Cubby's Convenience Store donates $1.00 to Blair Community Schools for every large pizza Cubby's sells. The District received a check from Cubby's in the amount of $1,179.00.

Thank you to Cubby's for their continued support and commitment to Blair Community Schools.

8.4. Consideration of Communications

8.5. Comments From The Public

This is the portion of the meeting when members of the public may address the board about matters of public concern.

<u>INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:</u>

- Getting started: When you have been recognized, please stand and state your name.
- Time Limit: The board has the discretion to limit the amount of time set aside for public participation and unless stated otherwise, will employ a time limit of 5 minutes or less.
- Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require you to follow the district's complaint procedure before addressing the board. Board members will generally not respond to any questions or comments you make about individual staff members or students. Please remember that slanderous comments will not be tolerated.

- General Rules: This is a public meeting for the conduct of business. Comments from within the audience while others are speaking will not be tolerated. Offensive language, personal attacks, and hostile conduct will not be tolerated.

- No action by the Board: The Board will not act on any matter unless it is on the published agenda.

8.6. Committee Reports

8.6.1. Policy Committee & Americanism Committee

The Policy Committee met on Monday, September 19, 2022. Meeting minutes are attached.

Policy 203.09-Standing Committee on American Civics
Policy 606.06-Acceptable Use of Computers, Technology, and the Internet
Policy 504.06-Student Appearance

8.6.2. BG&T Committee

The Buildings, Grounds, and Transportation Committee met on Tuesday, September 27, 2022. Meeting minutes are attached.

8.6.3. Finance Committee

The Finance Committee met on Tuesday, October 4, 2022. Meeting minutes are attached.

Policy 606.01R1-Employee Use of School-Owned Computers

8.7. Blair Education Association (BEA)

A letter was received from Tracy Bye, President of the Blair Education Association (BEA), requesting that Blair Community Schools Board of Education formally recognize BEA as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2024-25 contract year.

8.8. Approval of New Teachers

8.9. Acceptance of Resignations

8.10. Strategic Plans & District Goals

8.11. Superintendent Report

- K-8 Principals will present fall data.

8.12. Informational Items

Monthly Board Reports

- Blair High School
- Otte Middle School
- Arbor Park Intermediate
- K-2 Primary Schools

9. Adjournment

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.

Source: Laws 2004, LB 821, § 34.

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.

Source: Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; Laws 2004, LB 821, § 35.
Annotations

- Nebraska's public meetings laws do not apply to school board deliberations pertaining solely to disputed adjudicative facts. McQuinn v. Douglas Cty. Sch. Dist. No. 66, 259 Neb. 720, 612 N.W.2d 198 (2000).
- The primary purpose of the public meetings law is to ensure that public policy is formulated at open meetings. Marks v. Judicial Nominating Comm., 236 Neb. 429, 461 N.W.2d 551 (1990).
- The public meetings law is broadly interpreted and liberally construed to obtain the objective of openness in favor of the public, and provisions permitting closed sessions must be narrowly and strictly construed. Grein v. Board of Education of Fremont, 216 Neb. 158, 343 N.W.2d 718 (1984).
- A county board of equalization is a public body whose meetings shall be open to the public. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

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.

Source: Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2.

Annotations

- A township is a political subdivision, and as such, a township board is subject to the provisions of the public meetings laws. Steenblock v. Elkhorn Township Bd., 245 Neb. 722, 515 N.W.2d 128 (1994).
- A county agricultural society is a public body to which the provisions of the Nebraska public meetings law are applicable. Nixon v. Madison Co. Ag. Soc'y, 217 Neb. 37, 348 N.W.2d 119 (1984).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. State ex rel. Schuler v. Dunbar, 208 Neb. 69, 302 N.W.2d 674 (1981).

- As an administrative agency of the county, a county board of equalization is a public body. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- The electors of a township at their annual meeting are a public body under the Open Meetings Act. State ex rel. Newman v. Columbus Township Bd., 15 Neb. App. 656, 735 N.W.2d 399 (2007).
- The meeting at issue in this case was a "meeting" within the parameters of subsection (2) of this section because it involved the discussion of public business, the formation of tentative policy, or the taking of any action of the public power district. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).
- Informational sessions in which the governmental body hears reports are briefings. Johnson v. Nebraska Environmental Control Council, 2 Neb. App. 263, 509 N.W.2d 21 (1993).

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.

Source: Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; Laws 2004, LB 821, § 37; Laws 2004, LB 1179, § 1; Laws 2006, LB 898, § 1; Laws 2011, LB390, § 29; Laws 2012, LB995, § 17.

Annotations

- There is no absolute discovery privilege for communications that occur during a closed session. State ex rel. Upper Republican NRD v. District Judges, 273 Neb. 148, 728 N.W.2d 275 (2007).
- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. Wasikowski v. Nebraska Quality Jobs Bd., 264 Neb. 403, 648 N.W.2d 756 (2002).
- The public interest mentioned in this section is that shared by citizens in general and by the community at large concerning pecuniary or legal rights and liabilities. Grein v. Board of Education, 216 Neb. 158, 343 N.W.2d 718 (1984).
- Hearing in closed executive session was contrary to this section since there was no showing of necessity or reason under subdivision (1)(a), (b), or (c), but did not result in reversal of board decision. Simonds v. Board of Examiners, 213 Neb. 259, 329 N.W.2d 92 (1983).
- Negotiations for the purchase of land need not be conducted at an open meeting but the deliberations of a city council as to whether an offer to purchase real estate should be made should take place in an open meeting. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Public meeting law was not violated where the Board of Regents of the University of Nebraska voted to hold a closed session to consider the university president's resignation, and also discussed the appointment of an interim president during such session. Meyer v. Board of Regents, 1 Neb. App. 893, 510 N.W.2d 450 (1993).

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

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. 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 (a) twenty-four hours before the scheduled commencement of the meeting or (b) 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;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation 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 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, recordation 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.

Source: Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5.
Effective Date: September 1, 2019

Cross References

- **Intergovernmental Risk Management Act,** see section 44-4301.
- **Interlocal Cooperation Act,** see section 13-801.
- **Joint Public Agency Act,** see section 13-2501.
- **Municipal Cooperative Financing Act,** see section 18-2401.

Annotations

- Under subsection (1) of this section, the Legislature has imposed only two conditions on the public body's notification method of a public meeting: (1) It must give reasonable advance publicized notice of the time and place of each meeting and (2) it must be recorded in the public body's minutes. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- An emergency is "(a)ny event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition." Steenblock v. Elkhorn Township Bd., 245 Neb. 722, 515 N.W.2d 128 (1994).
- An agenda which gives reasonable notice of the matters to be considered at a meeting of a city council complies with the requirements of this section. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).
- When notice is required, a notice of a special meeting of a city council posted in three public places at 10:00 p.m. on the day preceding the meeting is not reasonable advance publicized notice of a meeting as is required by this section. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Teacher waived right to object to lack of public notice in board of education employment hearing by voluntary participation in the hearing without objection. Alexander v. School Dist. No. 17, 197 Neb. 251, 248 N.W.2d 335 (1976).
- A county board of commissioners and a county board of equalization are not required to give separate notices when the notice states only the time and place that the boards meet and directs a citizen to where the agendas for each board can be found. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- A county board of equalization is a public body which is required to give advanced publicized notice of its meetings. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Notice of recessed and reconvened meetings must be given in the same fashion as the original meeting. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- True notice of a meeting is not given by burying such in the minutes of a prior board proceeding. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- An agenda notice which merely stated "work order reports" was an inadequate notice under this section because it did not give interested persons knowledge that plans for a 345 kv transmission line through the district was going to be discussed and voted upon at the meeting. Inadequate agenda notice under this section meant there was a substantial violation of the public meeting laws; however, later actions by the board of directors cured the defects in notice, and such actions were in substantial compliance with the statute. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).

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.

Source: Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1.

Annotations

- To preserve an objection that a public body failed to make documents available at a public meeting as required by subsection (8) of this section, a person who attends a public meeting must not only object to the violation, but must make that objection to the public body or to a member of the public body. Stoetzel & Sons v. City of Hastings, 265 Neb. 637, 658 N.W.2d 636 (2003).

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.

Source: Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1.

Annotations

- If a person present at a meeting observes and fails to object to an alleged public meetings laws violation in the form of a failure to conduct rollcall votes before taking actions on questions or motions pending, that person waives his or her right to object at a later date. Hauser v. Nebraska Police Stds. Adv. Council, 264 Neb. 944, 653 N.W.2d 240 (2002).
- Subsection (2) of this section does not require the record to state that the vote was by roll call, but requires only that the record show if and how each member voted. Neither does the statute set a time limit for recording the results of a vote, after which no corrections of the record can be made. If no intervening rights of third persons have arisen, a board of county commissioners has power to correct the record of the proceedings had at a previous meeting so as to make them speak the truth, particularly where the correction supplies some omitted fact or action and is done not to contradict or change the original record but to have the record show that a certain action was taken or thing done, which the original record fails to show. State ex rel. Schuler v. Dunbar, 214 Neb. 85, 333 N.W.2d 652 (1983).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. State ex rel. Schuler v. Dunbar, 208 Neb. 69, 302 N.W.2d 674 (1981).
- There is no requirement that a public body make a record of where notice was published or posted. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

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.

Source: Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; Laws 2004, LB 821, § 40; Laws 2006, LB 898, § 4.

Annotations

- The Legislature has granted standing to a broad scope of its citizens for the very limited purpose of challenging meetings allegedly in violation of the Open Meetings Act, so that they may help police the public policy embodied by the act. Schauer v. Grooms, 280 Neb. 426, 786 N.W.2d 909 (2010).
- Any citizen of the state may commence an action to declare a public body's action void. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- The reading of ordinances constitutes a formal action under subsection (1) of this section. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).

- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. Wasikowski v. Nebraska Quality Jobs Bd., 264 Neb. 403, 648 N.W.2d 756 (2002).
- Under the Public Meetings Act, a county lacks capacity to maintain an action to declare its official conduct "void" for noncompliance with the act. County of York v. Johnson, 230 Neb. 403, 432 N.W.2d 215 (1988).
- When a petitioner under this section is successful in the district court, that court may allow attorney fees. Tracy Corp. II v. Nebraska Pub. Serv. Comm., 218 Neb. 900, 360 N.W.2d 485 (1984).
- Informal discussions between the Tax Commissioner and the State Board of Equalization in which instructions were clarified, with such clarification leading to the amendment of hearing notices, did not constitute a public meeting subject to the provisions of this section. Box Butte County v. State Board of Equalization and Assessment, 206 Neb. 696, 295 N.W.2d 670 (1980).
- The right to collaterally attack an order made in contravention of the Public Meeting Act must occur within a period of one year as is specifically provided by this section. Witt v. School District No. 70, 202 Neb. 63, 273 N.W.2d 669 (1979).
- Statutory change, requiring "publicized notice" for board of education employment hearings, occurring between dates meeting scheduled and conducted, held not to void proceedings. Alexander v. School Dist. No. 17, 197 Neb. 251, 248 N.W.2d 335 (1976).
- Voiding an entire meeting is a proper remedy for violations of the Open Meetings Act. Once a meeting has been declared void pursuant to Nebraska's public meetings law, board members are prohibited from considering any information obtained at the illegal meeting. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Actions by the board of directors were merely voidable under this section, and not void. Pursuant to subsection (3) of this section, the plaintiffs were awarded partial attorney fees because they were successful in having the court declare that the board of directors was in substantial violation of the statute, even though the plaintiffs did not get the relief requested of having the board's actions declared void. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).

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Source: http://nebraskalegislature.gov/laws/display_html.php?begin_section=84-1407&end_section=84-1414

Date: July 2019

Board of Education Special Meeting
September 12, 2022 7:00 PM
Blair Public Library
2233 Civic Drive, Blair NE 68008

Information concerning the Open Meeting Law, Chapter 84, Article 14 of Nebraska State Statutes, is posted in the room at a location accessible to members of the public and attached to the online agenda. The meeting notice was published in the Washington County Pilot-Tribune & Enterprise on Tuesday, September 6, 2022.

1. Call to Order
Mrs. Kari Loseke, President, called the Board of Education Special meeting to order at 7:00pm.

2. Roll Call
Present Board Members: Brandi Petersen, Kari Loseke, Denise Cada, Laura Ronning, Deb Parks, Bob Schoby, Brittney Gunderson, Steve Callaghan and Ginger Fredericksen.

3. Approval of Absent Board Members – None.

4. 2022-23 Budget Hearing – Entered into at 7:02pm – 7:06pm
The Board convened a public hearing for the purpose of hearing support, opposition, criticism, suggestions, observations of taxpayers relating to the proposed 2022-23 Budget for the Board to consider amendments relative thereto. There were no public comments.

5. Adjournment
The Special Board Meeting adjourned at 7:08pm

Board of Education Regular Meeting
September 12, 2022
Blair Public Library
2233 Civic Drive, Blair NE 68008

Information concerning the Open Meeting Law, Chapter 84, Article 14 of Nebraska State Statutes, is posted in the room at a location accessible to members of the public and attached to the online agenda. The meeting notice was published in the Washington County Pilot-Tribune & Enterprise on Tuesday, September 6, 2022.

1. Call to Order
Mrs. Kari Loseke, President, called the Board of Education Regular meeting to order at 7:08pm.

2. Roll Call
Present Board Members: Brandi Petersen, Kari Loseke, Denise Cada, Laura Ronning, Deb Parks, Bob Schoby, Brittney Gunderson, Steve Callaghan and Ginger Fredericksen.

2.1. Approval of Absent Board Members - None
3. Pledge of Allegiance
Dr. Gilson led the Board in the Pledge of Allegiance.

4. Approval of Emergency Additions to the Agenda - None
5. Call for Removal of Consent Agenda Items - None
6. Consent Agenda
Motion Passed: I move to approve the Consent Agenda as presented passed with a motion by Laura Ronning and a second by Steve Callaghan.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

6.1. Waiver of reading minutes from previous meeting
6.2. Acceptance of minutes of the previous meeting as published
6.3. Receipt of Communications
6.4. Treasurer's Report
6.5. Audit of Claims

7. Business
7.1. Items removed from Consent Agenda - None
7.2. Recognitions
7.3. Acceptance of Gifts
7.3.1. Chevy Youth Sports Program
The Blair High School Dance Team is the recipient of a $1,500 donation from Sid Dillon - Blair. The donation is funded through the Chevy Youth Sports Program, which is about empowering kids through the power of play.

Thank you to Sid Dillon for their continued support and commitment to Blair Community Schools.

Motion Passed: I move to accept the donation from Sid Dillon/Chevy Youth Sports Program in the amount of $1,500 passed with a motion by Ginger Fredericksen and a second by Brittney Gunderson.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

7.4. Consideration of Communications

7.4.1. FBLA 2022 National Fall Leadership Conference

A letter has been received from Mr. Tyler Siecke, District Activities Director, and Mrs. Vicki Schrick, FBLA Adviser, requesting permission for FBLA members to attend the National Fall Leadership Conference in Denver, Colorado, from Thursday, November 10th through Sunday, November 13th, 2022. Mrs. Schrick and Mrs. Tatum Hartvigsen, Assistant FBLA Adviser, will provide guidance and support to the members at this event. No district funds are being requested and the Blair FBLA will cover all adviser fees.

Motion Passed: I move to approve the request for FLBA members to attend the National Fall Leadership in Denver, Colorado, from Thursday, November 10th through Sunday, November 13th, 2022 passed with a motion by Steve Callaghan and a second by Brittney Gunderson.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

7.5. Comments from The Public

The Board heard from four (4) public comments.

7.6. Committee Reports

7.6.1. Policy Committee

The Policy Committee met on Monday, August 22, 2022 at 12:00pm. A report from the committee was given by Deb Parks.

Motion Passed: I move to approve on second and final notification the revisions to Policy 400.25-Professional Boundaries Between Employees and Students passed with a motion by Deb Parks and a second by Brittney Gunderson.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes

Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

Motion Passed: I move to approve on second and final notification the revisions to Policy 1005.11-Animals at School passed with a motion by Deb Parks and a second by Brittney Gunderson.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

Motion Passed: I move to approve on second and final notification the revisions to Policies 702.03-Budget Adoption Process, 702.03R1-Notice of Budget Hearing and Board Meeting, 702.03R2-Presentation at Joint Public Hearing, and 702.03R3-Budget Hearing and Resolution Checklist Procedures passed with a motion by Deb Parks and a second by Brittney Gunderson.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

Motion Passed: I move to approve on first notification New Policy 1201.00-Communications Relations passed with a motion by Deb Parks and a second by Brittney Gunderson.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

7.6.2. BG&T Committee
The Buildings, Grounds, and Transportation Committee met on Tuesday, August 30, 2022 at 4:30pm. A report from the committee was given by Bob Schoby.

7.6.4. Finance Committee
The Finance Committee met on Tuesday, September 6, 2022 at 12:00pm. A report from the committee

was given by Brandi Petersen.

Motion Passed: I move to enter into an Interlocal Agreement with Educational Service Unit #3 to provide a Physical Therapist for the 2022-23 school year passed with a motion by Brandi Petersen and a second by Laura Ronning.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

Motion Passed: I move to enter into an Interlocal Agreement with Fort Calhoun Community Schools to provide a Physical Therapist for the 2022-23 school year passed with a motion by Brandi Petersen and a second by Laura Ronning.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

Motion Passed: I move to enter into an Interlocal Agreement with Arlington Public Schools to provide an Occupational Therapist for the 2022-23 school year passed with a motion by Brandi Petersen and a second by Laura Ronning.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

Motion Passed: I move to approve first notification on the removal of Policy 606.06R1-Employee Use of School-Owned Computers passed with a motion by Brandi Petersen and a second by Laura Ronning.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes

Bob Schoby	Yes

7.7. Approval of New Teachers – None
7.8. Acceptance of Resignations – None
7.9. Strategic Plans & District Goals
7.10. Superintendent Report
7.11. Informational Items

8. Adjournment
Motion Passed: I move to adjourn meeting at 8:26pm passed with a motion by Bob Schoby and a second by Steve Callaghan.

Denise Cada	Yes
Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Laura Ronning	Yes
Bob Schoby	Yes

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Angie Conety
Secretary Board of Education

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Randall Gilson, Ed.D.
Superintendent

Board of Education Special Meeting
September 27, 2022 6:00 PM
Blair Public Library
2233 Civic Drive, Blair NE 68008

Information concerning the Open Meeting Law, Chapter 84, Article 14 of Nebraska State Statutes, is posted in the room at a location accessible to members of the public and attached to the online agenda. The meeting notice was published in the Washington County Pilot-Tribune & Enterprise on Tuesday, September 20, 2022.

1. Call to Order
Mrs. Kari Loseke, President, called the Board of Education Special Meeting to order at 6:00pm.

2. Roll Call
Present Board Members: Steve Callaghan, Ginger Fredericksen, Kari Loseke, Deb Parks, Brittney Gunderson, Denise Cada, and Bob Schoby.
Absent Board Member: Laura Ronning

3. Pledge of Allegiance
Dr. Gilson led the Board in the Pledge of Allegiance.

4. General Funds Claims
Motion Passed: I move to approve the General Fund Claims as presented passed with a motion by Steve Callaghan and a second by Bob Schoby.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Denise Cada	Yes
Laura Ronning	Absent
Bob Schoby	Yes

5. Approval of the 2022-23 Budget
Motion Passed: I move to approve the 2022-23 budget for Washington County School District 89-0001 with the following reduction changes to the presented budget: the 2022-23 Special Building Fund Budgeted Disbursements & Transfers to $3,749,593.00, and Total 2022-23 Budgeted Disbursements & Transfers to $50,680,465.00, the General Fund Necessary Cash Reserve for General Fund to $1,521,108.00, the Total Necessary Cash Reserve to $2,509,287.00, Special Building Fund Total Available Resources Before Property Taxes to $1,827,679.00, Total Available Resources Before Property Taxes to $28,824,621.00, the General Fund Personal and Real Property Tax Requirements to $20,669,407.00, the Special Building Fund Total Personal and Real Property Tax Requirements to $1,941,327.00, and the Total 2022-23 Personal and Real Property Tax Requirements to $24,611,243.00 passed with a motion by Ginger Fredericksen and a second by Brandi Petersen.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	No
Kari Loseke	Yes
Deb Parks	No
Brandi Petersen	Yes
Denise Cada	Yes

Laura Ronning	Absent
Bob Schoby	Yes

6. 2022-23 Tax Request Resolution

Motion Passed: I move to approve the 2022-23 Tax Request Resolution for Washington County School District 89-0001 that sets the property tax request at $20,669,407.00 for the General Fund, $2,000,509.00 for the Bond Fund, $1,941,327.00 for the Special Building Fund, totaling $24,611,243.00 and reflects a levy for the General Fund set at $0.905000, a levy for the Bond Fund set at $0.087591, and a levy for the Special Building Fund set at $0.085000 for a total levy set at $1.077591 passed with a motion by Bob Schoby and a second by Ginger Fredericksen.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Denise Cada	Yes
Laura Ronning	Absent
Bob Schoby	Yes

7. Adjournment

Motion Passed: I move to adjourn the meeting at 6:40pm passed with a motion by Bob Schoby and a second by Ginger Fredericksen.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Denise Cada	Yes
Laura Ronning	Absent
Bob Schoby	Yes

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Angie Conety
Board Secretary

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Randall Gilson, Ed.D.
Superintendent

Blair Community Schools
Financial Report to the Board of Education
Cash-Bank Reconciliation
September 30, 2022

		9/1/2022 through 9/30/22
Book Balance		
Beginning Balance		$6,112,289.32
Total Receipts		$5,465,420.45
Total Disbursements		-$2,467,965.43
Reconciled Book Balance-Ending Balance		**$9,109,744.34**
Bank Balance		
Beginning Balance		$1,226,692.82
Deposits	$5,472,990.70	
Interest	$273.52	
Total Receipts		$5,473,264.22
Total Disbursements		-$5,977,495.71
Bank Balance Ending Balance		$722,461.33
Less Outstanding Checks/Wires		-$89,895.95
Reconciled Bank Balance-Ending Balance		**$632,565.38**
Reconciled Balance		$632,565.38
Total Investments		$8,477,178.96
Total General Fund Balance		**$9,109,744.34**

Leslie Watts — 10/3/22

Leslie Watts, Board of Education Treasurer — Date

Blair Community Schools
Financial Report to the Board of Education
Building Fund
September 30, 2022

	9/1/2022 through 9/30/22
Beginning Balance	$822,858.44
Total Receipts	$583,456.35
Total Disbursements	-$16,014.69
Building Fund Balance	**$1,390,300.10**
Bank Balance	
Bank Balance Ending Balance	$907,385.50
Less Outstanding Checks/Wires	$0.00
Reconciled Bank Balance	$907,385.50
Total Investments	$482,914.60
Total Building Fund Balance	**$1,390,300.10**

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Blair Community Schools
Financial Report to the Board of Education
Savings Depreciation
September 30, 2022

	9/1/2022 through 9/30/22
Beginning Balance	$2,751,327.74
Total Receipts	$1,015.69
Total Disbursements	-$336.00
Savings Depreciation Fund Balance	**$2,752,007.43**
Bank Balance	
Bank Balance Ending Balance	$2,752,007.43
Less Outstanding Checks/Wires	$0.00
Total Savings Depreciation Fund Balance	**$2,752,007.43**

ACTIVITY FUND & STUDENT FEE FUND-CHECKS ISSUED IN SEPTEMBER 2022 TO BE RATIFIED 10/10/2022			
VENDOR	TOTAL	ORGANIZATION	DESCRIPTION
MY BUSINESS	$880.00	AP ADVISORY COUNCIL	AP STAFF SHIRTS
OFFICE DEPOT	$54.59	OBMS STUDENT SENATE	OMS SUPPLIES
D & T SHIRTIFIED	$465.50	8TH GRADE SHOW CHOIR	OMS SHOW SHOIR SHIRTS
ELKHORN NORTH VOCAL MUSIC	$175.00	8TH GRADE SHOW CHOIR	GROUP REGISTRATION
AMAZON CAPITAL SERVICES	$425.63	OBMS STUDENT SENATE	OMS CONCESSIONS
VISA	$402.64	OBMS STUDENT SENATE	SAMS CLUB
OFFICE DEPOT	$19.12	ADULT SPORT PASSES	EMC PASS SUPPLIES
OFFICE DEPOT	$37.99	ADULT SPORT PASSES	EMC PASS SUPPLIES
ROBERT BROWN	$70.00	FOOTBALL	9TH GRD FB OFFICIAL
TYLER MEURET	$70.00	FOOTBALL	9TH GRD FB OFFICIAL
KENNETH DICKEY	$70.00	FOOTBALL	9TH GRD FB OFFICIAL
JACOB POLLARD	$70.00	FOOTBALL	9TH GRD FB OFFICIAL
ZACHARY LUTZ	$120.00	FOOTBALL	VAR FB OFFICIAL
SEAN MONAHAN	$120.00	FOOTBALL	VAR FB OFFICIAL
ZACHARY OSBORN	$120.00	FOOTBALL	VAR FB OFFICIAL
BRIAN BOCK	$120.00	FOOTBALL	VAR FB OFFICIAL
HEATH HOWARD	$120.00	FOOTBALL	VAR FB OFFICIAL
JOHN ROBINSON	$70.00	FOOTBALL	FB OFFICIAL
JASON HARTVING	$70.00	FOOTBALL	FB OFFICIAL
DEVIN COLLINS	$70.00	FOOTBALL	FB OFFICIAL
KENNETH DICKEY	$70.00	FOOTBALL	FB OFFICIAL
JEREMY HOFF	$70.00	FOOTBALL	FB OFFICIAL
TYLER MEURET	$70.00	FOOTBALL	FB OFFICIAL
NATHAN HALL	$70.00	FOOTBALL	FB OFFICIAL
ZACHARY HUNNEL	$70.00	FOOTBALL	FB OFFICIAL
KENNETH DICKEY	$70.00	FOOTBALL	FB OFFICIAL
DARREN DAGEFORDE	$70.00	FOOTBALL	FB OFFICIAL
BRANDON DINSLAGE	$70.00	FOOTBALL	FB OFFICIAL
JEREMY CRUMP	$70.00	FOOTBALL	FB OFFICIAL
ABE'S PORTABLES	$70.85	FOOTBALL	PORTABLE RENTAL
ABE'S PORTABLES	$145.00	FOOTBALL	PORTABLE RENTAL
LOU'S SPORTING GOODS	$280.00	FOOTBALL	PRACTICE FIELD PAINT
MARK GROTH	$60.00	GIRLS SOFTBALL	JV SB UMPIRE
RODNEY MARTIN	$60.00	GIRLS SOFTBALL	JV SB UMPIRE
RODNEY MARTIN	$70.00	GIRLS SOFTBALL	VAR SB UMPIRE
MARK GROTH	$70.00	GIRLS SOFTBALL	VAR SB UMPIRE
GREG OTTEMAN	$70.00	GIRLS SOFTBALL	VAR SB UMPIRE
JESSICA SCHENCK	$140.00	GIRLS SOFTBALL	VAR SB UMPIRE
RODNEY MARTIN	$180.00	GIRLS SOFTBALL	JV SB UMPIRE
JOHN VEJVODA	$180.00	GIRLS SOFTBALL	JV SB UMPIRE
MICHELLE WHITNEY	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
SHANE FARLEY	$210.00	GIRLS SOFTBALL	VAR SB OFFICIAL
JESSICA SCHENCK	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
J D HOOGESTRAAT	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
RON JONES	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
MARK GROTH	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
DAVID FISCHER	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
LUKAS KLUEBER	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
LANCE EBERLY	$210.00	GIRLS SOFTBALL	VAR SB UMPIRE
MARK GROTH	$130.00	GIRLS SOFTBALL	SB UMPIRE
JESSICA SCHENCK	$130.00	GIRLS SOFTBALL	SB UMPIRE
SCOTT WAGNER	$201.00	GIRLS SOFTBALL	SB UMPIRE
RON JONES	$201.00	GIRLS SOFTBALL	SB UMPIRE
MICHELLE WHITNEY	$201.00	GIRLS SOFTBALL	SB UMPIRE
SUSAN HANSEN	$201.00	GIRLS SOFTBALL	SB UMPIRE
J D HOOGESTRAAT	$268.00	GIRLS SOFTBALL	SB UMPIRE
MATT TITKEMEIER	$268.00	GIRLS SOFTBALL	SB UMPIRE
BLAIR YOUTH SOFTBALL ASSN.	$988.37	GIRLS SOFTBALL	SOFTBALL EMC

VENDOR	TOTAL	ORGANIZATION	DESCRIPTION
LOU'S SPORTING GOODS	$131.78	GIRLS SOFTBALL	SOFTBALL SUPPLIES
POUNDS PRINTING INC	$130.00	GIRLS SOFTBALL	SOFTBALL POSTERS
JANE MCCLURKIN	$75.00	VOLLEYBALL	VB OFFICIAL
MICHAEL MCREARER	$50.00	VOLLEYBALL	VAR VB OFFICIAL
CANDYCE MCLEAREN	$50.00	VOLLEYBALL	VAR VB OFFICIAL
TRICIA RUMP	$75.00	VOLLEYBALL	VB OFFICIAL
DAVID RADDATZ	$110.00	VOLLEYBALL	VB OFFICIAL
THARON FRED HEUSTON JR	$110.00	VOLLEYBALL	VB OFFICIAL
MARY POLICKY	$180.00	VOLLEYBALL	VB OFFICIAL
VISA	$267.81	VOLLEYBALL	JIMMY JOHNS
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE-AMBER SAWYER #316
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE-CAPALITE
WASHINGTON COUNTY BANK	$5.00	BOARD OF ED	NSF FEE-KAREN BOYD#312 #2
WAYNE HIGH SCHOOL	$210.00	F. F. A.	FFA CONTEST MEALS
JANELL ANDERSON	$80.40	F. F. A.	FFA SUPPLIES
JANELL ANDERSON	$365.96	F. F. A.	FFA SUPPLIES
NEBR FFA ASSOCIATION	$25.00	F. F. A.	STATE FAIR ENTRY
CISHIRTS	$185.00	F. B. L. A.	FBLA POLOS
VICKI SCHRICK	$77.43	F. B. L. A.	FBLA MEETING SNACKS
VISA	$8.53	F. B. L. A.	WALGREENS
VISA	$21.98	F. B. L. A.	WALGREENS
VISA	$76.88	F. B. L. A.	WALMART
SAVVAS	$10,238.62	DUAL ENROLLMENT	BHS TEXTBOOKS
THEATRICAL RIGHTS WORLDWIDE	$2,630.00	MUSICAL	PRINTED RIGHTS & MATERIAL
THEATRICAL RIGHTS WORLDWIDE	$300.00	MUSICAL	REHEARSAL TRACKS-DIGITAL
THEATRICAL RIGHTS WORLDWIDE	$75.00	MUSICAL	ESTIMATED SHIPPING/HANDLI
MY BUSINESS	$385.00	CHEERLEADERS	CHEER SHIRTS
KRIS HEMRY	$495.00	TATTLER	REGISTRATION
EDUCATIONAL THEATRE ASSN	$35.00	THESPIANS	THESPIANS 2022
EDUCATIONAL THEATRE ASSN	$350.00	THESPIANS	THESPIANS 2022
MATHESON TRI-GAS INC	$38.25	VOCATIONAL EDUCATION	WELDING SUPPLIES
MATHESON TRI-GAS INC	$93.15	VOCATIONAL EDUCATION	WELDING SUPPLIES
MEDCO SUPPLY INC.	$33.70	ALL SPORTS	ATHL TRAINER SUPPLIES
MEDCO SUPPLY INC.	$43.50	ALL SPORTS	ATHL TRAINER SUPPLIES
MEDCO SUPPLY INC.	$153.09	ALL SPORTS	ATHL TRAINER SUPPLIES
MEDCO SUPPLY INC.	$165.70	ALL SPORTS	ATHL TRAINER SUPPLIES
MEDCO SUPPLY INC.	$3,388.37	ALL SPORTS	SEE ATTACHED QUOTE
MEDCO SUPPLY INC.	$300.00	ALL SPORTS	ESTIMATED SHIPPING/HANDLI
OFFICE DEPOT	$25.74	ALL SPORTS	BHS SUPPLIES
MEDCO SUPPLY INC.	$40.48	ALL SPORTS	TRAINER SUPPLIES
OFFICE DEPOT	$76.15	ALL SPORTS	BHS SUPPLIES
MEDCO SUPPLY INC.	$169.75	ALL SPORTS	TRAINER SUPPLIES
MEDCO SUPPLY INC.	$536.66	ALL SPORTS	TRAINER SUPPLIES
MEDCO SUPPLY INC.	$53.07	ALL SPORTS	TRAINING SUPPLIES
VISA	$146.18	ALL SPORTS	BOMGAARS
VISA	$598.00	ALL SPORTS	APPLESTORE
VISA	$1,417.00	ALL SPORTS	APPLESTORE
AWARDS UNLIMITED	$177.50	ALL SPORTS	END OF YEAR AWARDS
BLAIR RADIO	$1,000.00	ALL SPORTS - ADVERTISING	BROADCASTING SPONSOR
AMAZON CAPITAL SERVICES	$117.00	ALL SPORTS - ADVERTISING	MEMORY CARDS
STRIV AV LLC	$1,498.98	ALL SPORTS - ADVERTISING	SPORTS CAMCORDER
CARSON NORINE	$21.36	CAMP-CROSS COUNTRY	CROSS COUNTRY SNACKS
CARSON NORINE	$50.00	CAMP-CROSS COUNTRY	CROSS COUNTRY MEALS
GRAPHIC EDGE	$679.82	CAMP-FOOTBALL	FOOTBALL SUPPLIES

VENDOR	TOTAL	ORGANIZATION	DESCRIPTION
GRAPHIC EDGE	$855.46	CAMP-FOOTBALL	FOOTBALL UNIFORMS
BLAIR GARDEN CENTER	$344.85	F. F. A.	BHS FFA SUPPLIES
WILD ROOTS GREENHOUSE	$385.52	F. F. A.	GREENHOUSE SUPPLIES
WILD ROOTS GREENHOUSE	$815.00	F. F. A.	FFA MUMS
SPARTAN STORES LLC	$78.66	F. B. L. A.	SPRING 22 CONCESSIONS
THE SIGN DEPOT	$1,643.50	CHEERLEADERS	JUNIOR BEARS SHIRTS
TAYLOR OIL COMPANY INC	$170.00	BHS CONCESSIONS	BHS CONCESSION PIZZAS
SPARTAN STORES LLC	$279.03	BHS CONCESSIONS	BHS FALL CONCESSIONS
PEPSI CO	$638.56	BHS CONCESSIONS	FBLA CONCESSIONS
US FOODS INC	$1,187.72	BHS CONCESSIONS	FBLA CONCESSIONS
SPARTAN STORES LLC	$46.21	BHS CONCESSIONS	BHS FCS SUPPLIES
US FOODS INC	$759.41	BHS CONCESSIONS	BHS CONCESSIONS
SPARTAN STORES LLC	$44.34	BHS CONCESSIONS	BHS CONCESSION SUPPLY
PEPSI CO	$224.64	BHS CONCESSIONS	OMS CONCESSIONS
PEPSI CO	$2,026.96	BHS CONCESSIONS	BHS CONCESSION SUPPLY
ARIC NIELSEN	$60.00	JR HIGH FOOTBALL	FB OFFICIAL
TY STARKS	$80.00	JR HIGH FOOTBALL	FB OFFICIAL
NATHAN HALL	$80.00	JR HIGH FOOTBALL	FB OFFICIAL
RIDDELL ALL AMERICAN	$113.47	JR HIGH FOOTBALL	SHOULDER PADS
MARY POLICKY	$90.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
JANE MCCLURKIN	$90.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
TRICIA RUMP	$90.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
JANE MCCLURKIN	$90.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
TRICIA RUMP	$180.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
TRICIA RUMP	$180.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
JANE MCCLURKIN	$180.00	JR. HIGH VOLLEYBALL	VB OFFICIAL
CECELIA TONN	$245.00	BAND UNIFORM RENTALS	BAND UNIFORM REPAIRS
STANBURY UNIFORMS LLC	$1,849.25	BAND UNIFORM RENTALS	SEE ATTACHED QUOTE
STANBURY UNIFORMS LLC	$139.12	BAND UNIFORM RENTALS	ESTIMATED SHIPPING/HANDLI
SPARTAN STORES LLC	$19.29	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$44.17	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$54.09	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$46.49	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$99.12	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$46.49	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$16.26	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$19.01	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$47.09	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$5.38	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$54.76	HOME EC LAB FEES	BHS FCS SUPPLIES
SPARTAN STORES LLC	$86.02	HOME EC LAB FEES	BHS FCS SUPPLIES
MATHESON TRI-GAS INC	$847.00	VOCATIONAL EDUCATION	WELDING SUPPLIES
MATHESON TRI-GAS INC	$1,236.85	VOCATIONAL EDUCATION	WELDING SUPPLIES
MATHESON TRI-GAS INC	$186.75	VOCATIONAL EDUCATION	SHOP SUPPLIES
PROFESSIONAL FORMS INC	$3,755.61	PE UNIFORMS (STUDENT FEES)	PE UNIFORMS
VISA	$95.40	TECHNOLOGY FEE	AG PARTS WORLDWIDE
RIDDELL ALL AMERICAN	$113.48	FOOTBALL	SHOULDER PADS
LOU'S SPORTING GOODS	$305.11	GIRLS SOFTBALL	SOFTBALL SUPPLIES
LINCOLN SOUTHEAST	$135.00	GIRLS SOFTBALL	SOFTBALL ENTRY
LOU'S SPORTING GOODS	$169.11	VOLLEYBALL	VOLLEYBALL SUPPLIES
LOU'S SPORTING GOODS	$1,095.68	VOLLEYBALL	VOLLEYBALL SUPPLIES
NORRIS PUBLIC SCHOOLS	$160.00	WRESTLING	VB ENTRY
OMAHA PERFORMING ARTS	$100.00	DRAMATICS	NHSTA DUES
NEBR FBLA	$480.00	F. B. L. A.	LEADERSHIP CONFERENCE
VARSITY SPIRIT FASHIONS	$1,473.08	CHEERLEADERS	CHEER UNIFORMS
VARSITY SPIRIT FASHIONS	$23,762.30	CHEERLEADERS	CHEER UNIFORMS
VISA	$300.00	ALL SPORTS	COMP SPORTS MED INC

GENERAL FUND CLAIMS - 10/10/2022

VENDOR	AMOUNT	DESCRIPTION
ABE'S TRASH SERVICE INC	**$3,566.15**	TRASH SERVICES
AJ'S SERVICE AND REPAIR INC	**$286.00**	BUS RPEAIRS
AMAZON CAPITAL SERVICES	**$7,708.93**	SUMMER ORDER CLASSROOM SUPPLIES, OFFICE SUPPLIES, BOOKS
APPLE INC	**$2,993.00**	IPADS - DF LIBRARY, BHS SPED
BLAIR ACE HARDWARE	**$119.30**	MAINTENANCE & CUSTODIAL SUPPLIES
BLAIR COMMUNITY SCHOOLS	**$262.50**	COMMITTEE AND SAFETY MEETINGS
BOMGAARS	**$432.16**	GROUNDS & MAINTENANCE SUPPLIES
BOYS TOWN	**$5,280.96**	SPED STUDENT TUITION- AUG22
BREAKOUT EDU	**$198.00**	HAL- BREAKOUT EDU TEACHER SOFTWARE
CAPITAL BUSINESS SYSTEMS INC	**$5,604.76**	COPIER SERVICES
CCS PRESENTATION SYSTEMS	**$1,807.65**	PROJECTORS & PROJECTOR SUPPLIES
CDW GOVERNMENT INC	**$223.60**	TECHNOLOGY SUPPLIES
CENGAGE LEARNING	**$916.85**	BUSINESS ED WORKBOOKS (BHS)
CITY OF BLAIR	**$3,616.76**	UTILITY- WATER/SEWER
CITY OF BLAIR	**$5,403.06**	SRO
CONTROL SERVICES INC	**$1,725.00**	BHS HVAC REPAIRS
COUNTRY TIRE	**$48.30**	VEHICLE REPAIRS
CRAIG HOMECARE	**$3,314.56**	PRESCHOOL STUDENT NURSING SERVICES- AUG & SEPT22
CUBBYS INC	**$10,119.95**	BUS & VEHICLE FUEL
DAN'S HANDYMAN PLUMBING	**$85.00**	GARBAGE DISPOSAL REPAIR
DEMCO INC	**$799.55**	LIBRARY SUPPLIES (OMS)
DICK'S ELECTRIC	**$1,816.71**	ELECTRICAL REPAIRS (BHS)
DIETZE MUSIC HOUSE	**$6,500.48**	BAND MUSIC & SUPPLIES (OMS, BHS)
EAKES OFFICE PLUS	**$117.13**	FAX SERVICES- SEPT22
ECHO GROUP INC.	**$238.68**	MAINTENANCE SUPPLIES
EDUCATIONAL SERVICE UNIT #3	**$4,738.54**	HELPSPOT/MANAGED SVCS, TRAINING, MIPS
ENTERPRISE PUBLISHING CO INC	**$450.86**	LEGALS ADVERTISING
FAIRWAY OIL CO	**$1,815.57**	BUS PROPANE FUEL
FASTWYRE BROADBAND CABLE	**$2,116.21**	TELEPHONE, CABLE, & INTERNET SERVICES
FIREGUARD LLC	**$2,512.18**	FIRE ALARM SERVICE (DF,AP,BHS)
FLINN SCIENTIFIC INC	**$812.70**	SCIENCE CLASSROOM SUPPLIES (BHS)
FOLLETT CONTENT SOLUTIONS LLC	**$542.28**	DF LIBRARY BOOKS
FOLLETT SCHOOL SOLUTIONS LLC	**$4,408.70**	LIBRARY BOOKS & SOFTWARE SYSTEM
GOODWILL INDUSTRIES INC	**$2,236.00**	SPED WORK EXPERIENCE
GOPHER SPORT	**$4,146.97**	PE CLASS SUPPLIES & EQUIPMENT (AP,OMS)
GRAINGER	**$605.72**	GROUNDS & MAINTENANCE SUPPLIES
GRUNWALD MECHANICAL	**$872.40**	PLUMBING REPAIRS- SINK, URINAL, GARBAGE DISPOSAL (AP,OMS,BHS)
HAL LEONARD CORP	**$134.93**	VOCAL MUSIC SUPPLIES (DF)
IDEAL PURE WATER	**$477.89**	PURIFIED DRINKING WATER SUPPLIES
J F AHERN CO	**$5,751.00**	FIRE ALARM SERVICES (N,S,OMS)
J W PEPPER & SON INC.	**$44.99**	BAND SUPPLIES (OMS)
KAPLAN EARLY LEARNING CO	**$34.95**	SIXPENCE GRANT- SOFT SHAPE BLOCKS
KIM LEGGOTT	**$16.44**	EMPLOYEE MILEAGE
LAKESHORE LEARNING STORE	**$248.31**	ART SUPPLIES (DF)
LARRY'S BOILER SERVICE	**$1,868.55**	HVAC REPAIRS (N,DF)
MACGILL & CO	**$1,197.98**	NURSE OFFICE SUPPLIES (OMS,BHS)
MADONNA SCHOOL	**$3,325.00**	SPED STUDENT TUITION- SEPT22
MARCIE REED	**$210.00**	PARENT MILEAGE
MAVALUS TAPE	**$53.64**	SPED SUPPLIES- TAPE (DF)
MECHANICAL SYSTEMS INC	**$927.00**	HVAC REPAIRS (AP, BHS)
MEGAN HARDING	**$231.25**	EMPLOYEE MILEAGE
MEMORIAL COMMUNITY HOSPITAL	**$630.00**	BUS DRIVER PHYSICALS
MIDWEST ALARM SERVICES	**$510.00**	FIRE EXTINGUISHERS
NAEA	**$300.00**	ANNUAL DISTRICT DUES
NASCO	**$350.92**	SCIENCE CLASSROOM SUPPLIES (BHS)
NEW HARBINGER PUBLICATIONS	**$62.80**	GUIDANCE COUNSELOR SUPPLIES (OMS)
NOVA FITNESS EQUIPMENT	**$3,284.30**	PE CLASS SUPPLIES & EQUIPMENT (BHS)
NSAA DISTRICT II	**$35.00**	ACTIVITIES DIRECTOR MEMBERSHIP DUES
OFFICE DEPOT	**$6,676.60**	CLASSROOM, LIBRARY, PAPER SUPPLIES
OMAHA PUBLIC POWER DISTRICT	**$29,731.24**	UTILITY - ELECTRICITY
ONESOURCE THE BACKGROUND CK CO	**$370.75**	BACKGROUND CHECKS
OTUS LLC	**$24,996.00**	OTUS SOFTWARE
OZOBOT EDU INC	**$270.00**	LIBRARY TECHNOLOGY SUPPLIES (DF)
PEARSON ASSESSMENT	**$794.82**	SPED PSYCH SOFTWARE
PERRY GUTHERY HAASE GESSFORD	**$480.00**	LEGAL SERVICES
PLANK ROAD PUBLISHING INC	**$147.45**	VOCAL MUSIC SUBSCRIPTION (AP)
PRESTO X	**$890.93**	PEST CONTROL (N,S,DF,AP,OMS)

PRO-ED	**$856.90**	SPED TEXTBOOKS (BHS)
PURPLE COMMUNICATIONS INC.	**$474.38**	SPED SPEECH SERVICES
QUADIENT FINANCE USA INC	**$1,000.00**	POSTAGE
REALLY GOOD STUFF LLC	**$538.76**	K-2 CLASSROOM SUPPLIES
RHYTHM BAND INSTRUMENTS LLC	**$45.95**	VOCAL MUSIC SUPPLIES (AP)
RIVERSIDE INSIGHTS	**$1,525.00**	HAL- COGNITIVE ABILITIES (SOFTWARE)
RYAN O'GRADY	**$148.31**	EMPLOYEE MILEAGE
S E SMITH & SONS	**$17.25**	MAINTENANCE SUPPLIES
SAGE PUBLICATIONS	**$168.00**	HAL SUBSCRIPTION- GIFTED CHILD TODAY
SARA SKINNER-PETRU	**$25.63**	EMPLOYEE REIMBURSE- FOREIGN LANGUAGE CLASS SUPPLIES
SCHMITT MUSIC CO	**$59.38**	AP BAND- LUDGWIG BASS MALLET
SCHOLASTIC MAGAZINES	**$494.45**	SOCIAL STUDIES MAGAZINE SUBSCRIPTION-UPFRONT (BHS)
SCHOOL SPECIALTY LLC	**$1,075.16**	SCIENCE CLASSROOM SUPPLIES (OMS)
SCI SUPPLY	**$66.80**	SCIENCE CLASSROOM SUPPLIES (BHS)
SECURITY EQUIPMENT INC	**$1,259.23**	SECURIT SYSTEM REPAIR & WIRE
SHRED-IT US JV LLC	**$12.30**	SHREDDING SERVICES
SKINNY BONES	**$712.30**	SIXPENCE GRANT- FAMILY NIGHT ADMISSION
SMITTY'S AUTO SERVICE	**$66.43**	FORD TRUCK REPAIRS
SPARTAN STORES LLC	**$542.54**	FCS SUPPLIES
STANCE	**$250.00**	STANCE 2022-23 MEMBERSHIP
STAPLES BUSINESS ADVANTAGE	**$848.48**	CLASSROOM, OFFICE, & BUS BARN SUPPLIES
STRATUS BUILDING SOLUTIONS	**$15,590.00**	CUSTODIAL CONTRACT CLEANING SERVICES-OCT22 (AP,BHS)
SUPER DUPER PUBLICATIONS	**$81.85**	SPED SPEECH PATH SUPPIES & MATERIALS (AP)
TALBOT LAW OFFICE P.C. LLC	**$210.00**	LEGAL SERVICES
TEACHING STRATEGIES LLC	**$1,722.00**	PRESCHOOL- TEACHING STRATEGIES GOLD
THE HOME DEPOT PRO	**$8,951.32**	CUSTODIAL SUPPLIES & VOCATIONAL EDUCATION SUPPLIES
THE OMNI GROUP	**$18.00**	403B FEE- SEPT22
THEMES & VARIATIONS	**$174.95**	VOCAL MUSIC SOFTWARE LICENSE (AP)
ULTRA FOLDERS	**$248.00**	K-2 CLASSROOM SUPPLIES
UNITE PRIVATE NETWORKS	**$834.24**	DISTRICT NETWORK SERVICES
US CELLULAR	**$3,479.20**	MIFI HOTSPOTS
VERIZON	**$130.05**	WIRELESS PHONE
VERIZON CONNECT	**$47.90**	CAMERA SERVICES- BUS & VEHICLE
VEX ROBOTICS	**$19,995.00**	ROBOTICS EQUIPMENT
WANDA DOLPHIN	**$16.25**	EMPLOYEE MILEAGE
WELLS FARGO VENDOR FINANCIAL SERVICES LLC	**$97,800.00**	EFC GRANT FUNDED STUDENT 1:1 APPLE COMPUTERS; STAFF COMPUTERS
WEST MUSIC	**$511.30**	VOCAL MUSIC CLASSROOM SUPLIES (DF)
Summary	**$332,493.22**	

GENERAL FUND-CHECKS ISSUED TO BE RATIFIED 10/10/2022

VENDOR	TOTAL	DESCRIPTION
SUPER BEE APPLE ORCHARD	$120.00	SIXPENCE FAMILY ENGAGEMENT
FREMONT MIDDLE SCHOOL	$150.00	VOCAL MUSIC CONTEST (OMS)
VISA	$18,516.56	AMAZON ORDERS, TRAVEL, DUES, TRAINING & INSERVICE, SUPPLIES, LIBRARY BOOKS, MISC, REPAIRS, MEETINGS, EQUIPMENT, TECHNOLOGY NEEDS, CLASSROOM SUPPLIES & MATERIALS, POSTAGE, TRANSPORTATION DEF & FUEL
Summary	**$18,516.56**	

GENERAL FUND-SEPTEMBER 2022 PAYROLL & BENEFITS TO BE RATIFIED 10/10/2022

GROSS PAYROLL	$1,285,638.17	GROSS SALARY & WAGES
NET PAYROLL - DIRECT DEPOSITS	$889,964.62	NET PAY CHECKS- DIRECT DEPOSIT TOTALS
NET PAYROLL - MANUAL CHECKS	$5,263.02	NET PAY CHECKS - MANUAL CHECK TOTALS
NEBRASKA REVENUE NEB EPAY.	$47,415.21	NE STATE W/H
OMNI FINANCIAL1 CORP COLL	$5,571.07	P/R DEDUCTION - 403(B) INVESTMENTS
OUTGOING WIRE TO US TREASURY	$298,185.15	FEDERAL W/H, FICA W/H & FICA TAXES
RETIREMENT	$240,037.95	RETIREMENT DEDUCTION & BENEFIT
VISION SERVICE PLAN INSURANCE CO	$1,290.48	P/R DEDUCTION - VISION INSURANCE
MADISON NATIONAL LIFE INSURANCE CO.	$4,855.73	EMPLOYEE LTD INSURANCE
SECTION 125	$7,876.35	P/R DEDUCTION - FLEX PLAN CONTRIBUTIONS
BLUE CROSS BLUE SHIELD	$258,298.16	EMPLOYEE HEALTH & DENTAL INSURANCE
HOLLIE BOOTH	$169.69	P/R DEDUCTION - REFUND VISION
JORDAN BOUVIA	$20.17	P/R DEDUCTION - REFUND VISION
CREDIT MANAGEMENT SERVICES	$801.40	P/R DEDUCTION - GARNISHMENT
ERIN MCCARTNEY	$185.00	P/R DEDUCTION - GARNISHMENT

LUNCH FUND CLAIMS 10/10/2022

VENDOR	TOTAL	DESCRIPTION
THE WALDINGER CORPORATION	$3,689.99	OVEN, SKILLET, WARMING WELL REPAIRS (OMS,BHS)
TAHER	$152,488.20	FOOD SERVICE EXPENSE- AUG22 & ADVANCE FOR 22-23 SCHOOL YEAR
S & S PUMPING SERVICE	$200.00	PUMP GREASE TRAP (BHS)
BECCA STAMBAUGH	$525.27	FOOD SERVICE SUPPLIES REIMBURSEMENT
Summary	**$156,903.46**	

BUILDING FUND CLAIMS 10/10/2022

VENDOR	TOTAL	DESCRIPTION
LAMP RYNEARSON	$6,400.00	KRANTZ FIELD TURF
ALBIREO ENERGY	$1,214.00	INTEGRATION OF THE CONTROL SYSTEM
Summary	**$7,614.00**	

SAVINGS/DEPRECIATION FUND CLAIMS 10/10/2022

VENDOR	TOTAL	DESCRIPTION
ELECTRIC SOUND INC	$6,040.00	NORTH INTERCOM SYSTEM
DILLON BROTHERS MOTORSPORTS	$4,995.00	KAWASAKI MULE
THE BOOKWORM	$1,631.99	LANGUAGE ARTS CURRICULUM BOOKS (OMS)
SAVVAS	$1,905.99	MYVIEW WORKBOOKS - K-2 CURRICULUM
AMERICAN BAND ACCESSORIES	$928.75	BAND UNIFORMS (BHS)
DIETZE MUSIC	$450.00	BASS GUITAR (BHS)
Summary	**$15,951.73**	

Americanism Committee Meeting Minutes

Monday, September 18, 2022
Call to Order at 12:00 pm
Deerfield Primary, Room D2

Committee Members Present: Denise Ray, and Brittney Gunderson
Committee Member Absent: Deb Parks (Chair)
Also Present: Dr. Randy Gilson, Bob Schoby, Dr. Danielle Ladwig and Angie Conety

1. Discussion

The Americanism Committee was formed to fulfill the new requirements of the American Civics Education Bill LB 399. The committee will examine and ensure the social studies curriculum used in the district is aligned to the social studies standards and teaches foundational knowledge in civics, history, economics, financial literacy, and geography.

Dr. Danielle Ladwig shared the following documents:

- Civic Law Requirements. This is a checklist of must haves for the curriculum for Social Studies. ESU#3 (Educational Service Unit) put this template together for everyone to follow for clear communication. It lists what needs to be addressed and at what grade we are addressing it. This document gets updated yearly.
- Social Studies Standards Review K-12 Document. This document is a good visual and shows when the standards are being addressed by each individual grade level.
- Policy 203.09-Standing Committee on American Civics. The committee reviewed 203.09-Standing Committee on American Civics and the "Reviewed" date of 10-10-2022 will be reflected.

This portion of the meeting will serve as the second and final of two (2) yearly required Americanism Committee meetings and the minutes will reflect so.

Policy Committee Meeting Minutes

Monday, September 19, 2022
Immediately Followed the Americanism Committee Meeting
Deerfield Primary, Room D2

1. Old Business

A. Math Curriculum and Math Standards

Dr. Ladwig shared a copy of the final Nebraska's College and Career Ready Standards of Mathematics, as approved by the State Board of Education on September 2, 2022. As per state statue, these standards must also be approved by the local Board of Education.

A motion may be brought at the October 10, 2022 Board of Education meeting **to approve the adoption of the 2022 Nebraska's College and Career Ready Standards for Mathematics.**

B. Second & Final Reading New Policy 1201.00-Communications Relations

With no recommended changes since the approval of the first notification to policy 1201.00-Communications Relations, the committee will be asking for approval support of the second and final notification.

A motion may be brought at the October 10, 2022 Board of Education meeting **to approve on second and final notification new policy 1201.00-Communications Relations.**

C. Safety Plan
The next Safety Committee Meeting is scheduled for October 5th, 2022 at 11:30am at the Blair City Library. Dr. Gilson shared the agenda, presentation, and information from the September meeting. Dr. will be developing a tabletop training for the October meeting and then schedule an active shooter training in the future.

D. Growth Ad Hoc Meeting
The next Growth Ad Hoc Meeting is scheduled for October 5th, 2022 at 1:00pm at the Blair City Library. Discussion and collaboration to develop a five-year plan for the most effective use of educational programming, personnel, and facilities to support current and projected increases in student enrollment is on the agenda.

2. New Business

E. Policy 606.06-Acceptable Use of Computers, Technology, and the Internet
Review of Board Policy 606.06-Acceptable Use of Computers, Technology, and the Internet took place. There are no recommended changes at this time and a review date of 10-10-2022 will be reflected on the policy.

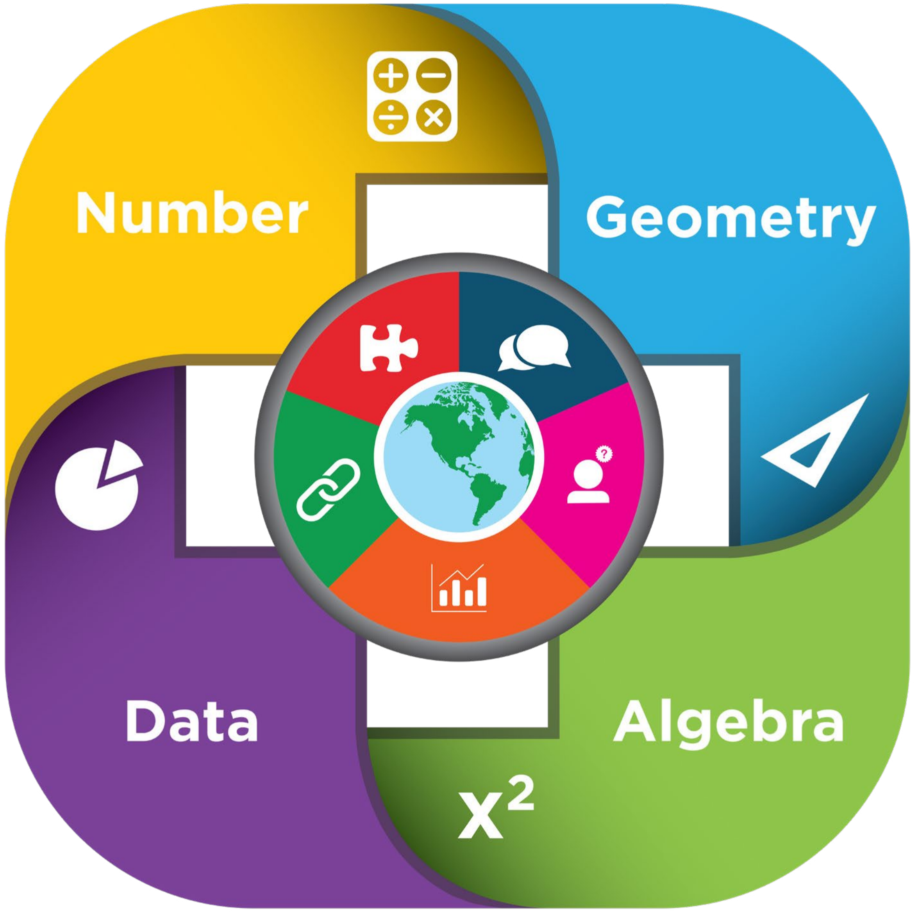
F. Dress Code – Policy 504.06-Student Appearance
The district office has received complaints regarding Board Policy 504.06-Student Appearance.

The School Board Policy Committee confirmed that "It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy." The Policy Committee did clarify that the Student Dress Code procedures outlined in the Student/Parent Handbooks are aligned to Board Policy 504.06 - Student Appearance and shall stand alone to govern during school hours, but not while participating in activities.

G. Next Scheduled Policy Committee Meeting
Monday, October 24, 2022 at 12:00pm.

3. Adjournment

A. Adjournment:
The committee adjourned at 1:22pm.



Nebraska's College and Career Ready Standards for Mathematics

Approved by the Nebraska State Board of Education on September 2, 2022

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Acknowledgements

The standards within this document were developed by a team of Nebraska educators. These educators represent the diversity of students served by Nebraska's K-12 schools, a variety of content and grade-level expertise, and geographic locations across the state. In addition, a panel of subject matter experts reviewed and provided guidance on the recommended revisions. The standards were developed during the 2021-2022 academic year and approved by the Nebraska State Board of Education on September 2, 2022. The Nebraska Department of Education would like to express warm gratitude to these educators for their knowledge, expertise, and dedication to Nebraska's K-12 students.

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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)**

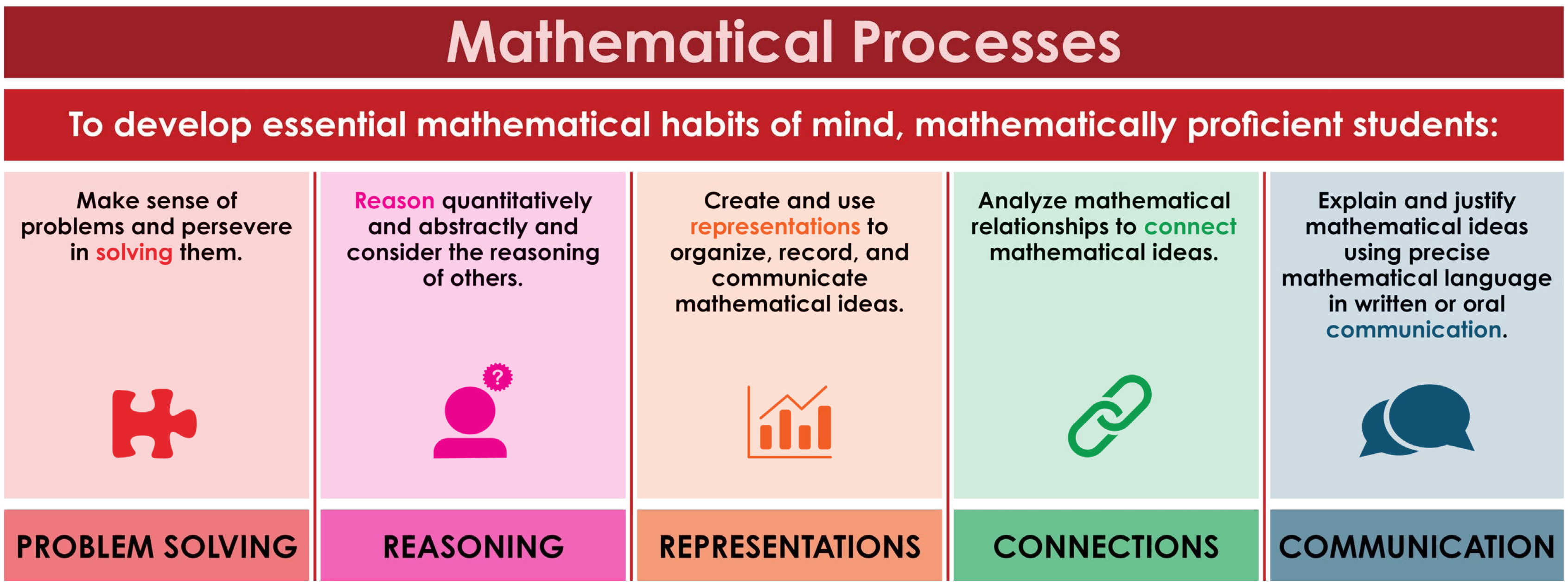
Explain and justify mathematical ideas using precise mathematical language in written or oral communication. Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. 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.



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.

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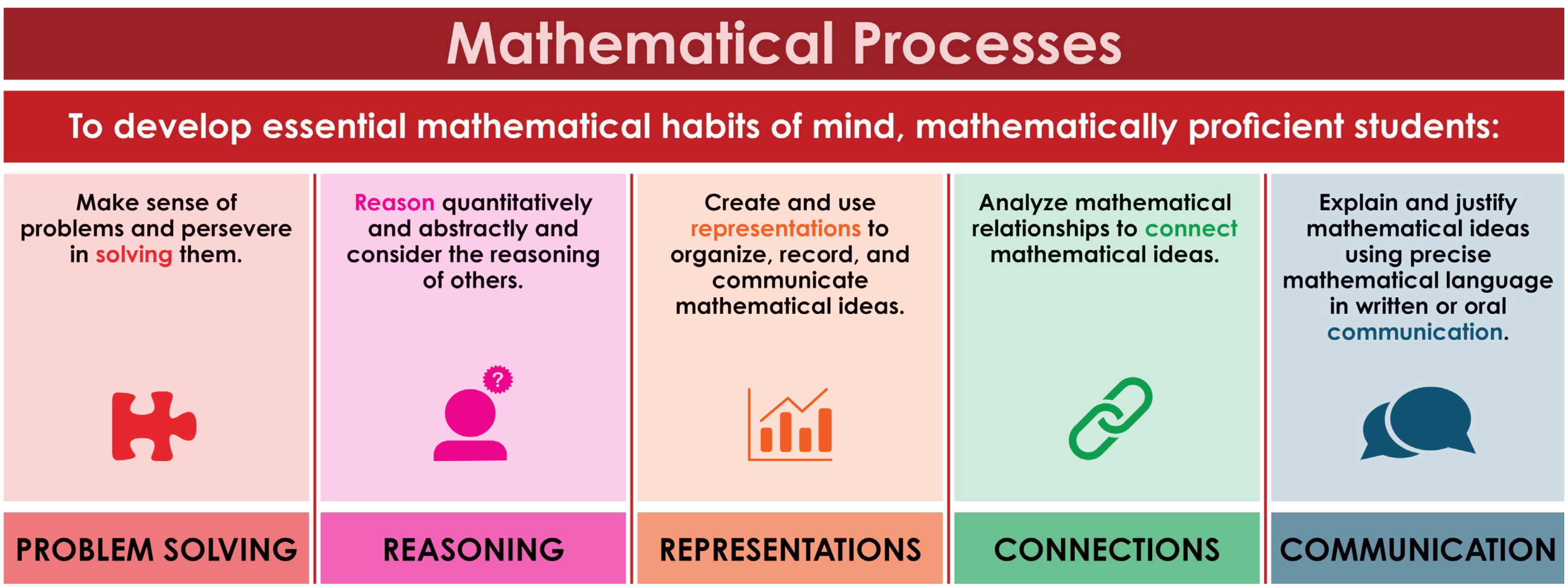
Grade 1 Standards

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.



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 proceeding 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.

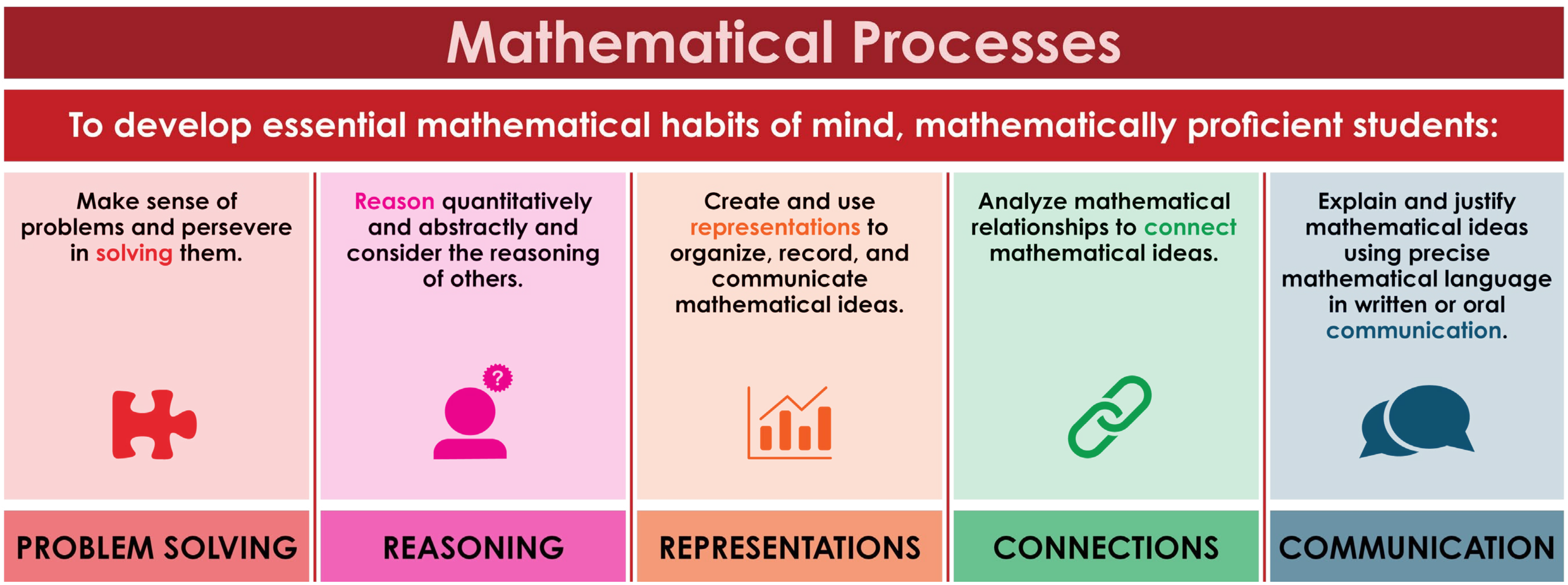
1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

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.



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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.

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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.

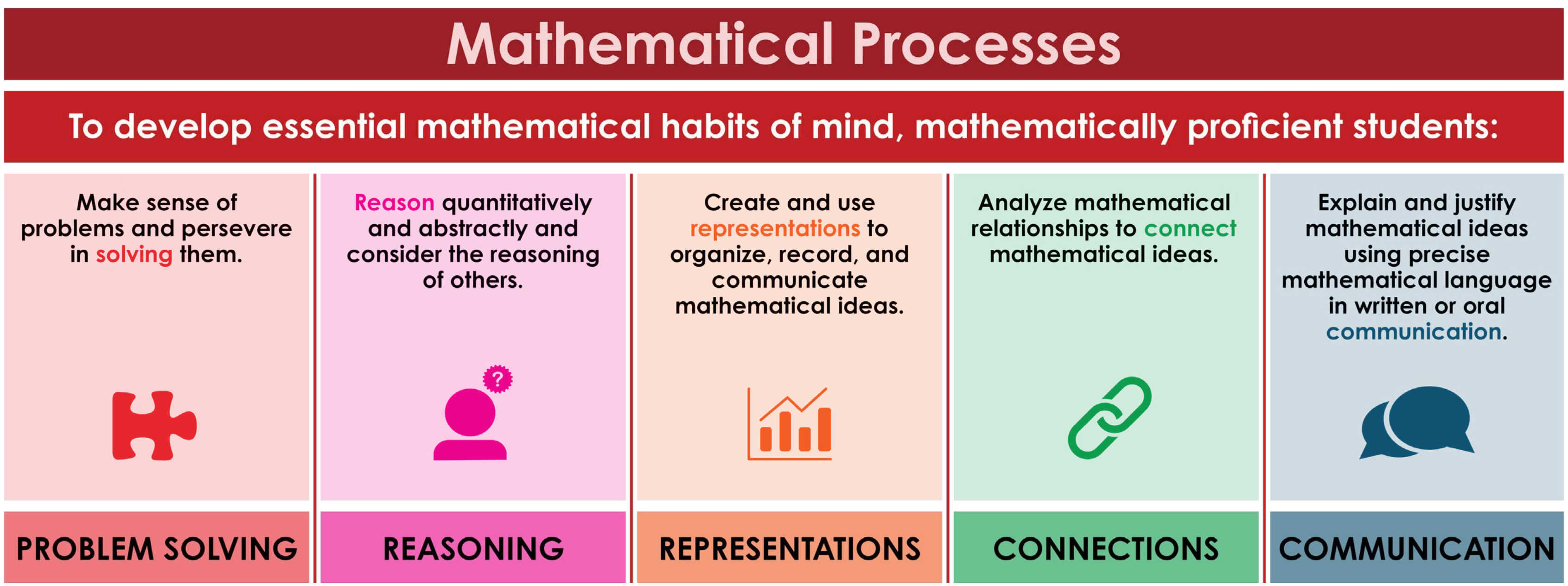
2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

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.



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:

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

Approved by the Nebraska State Board of Education on September 2, 2022

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.

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

4G.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., 180º = 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.

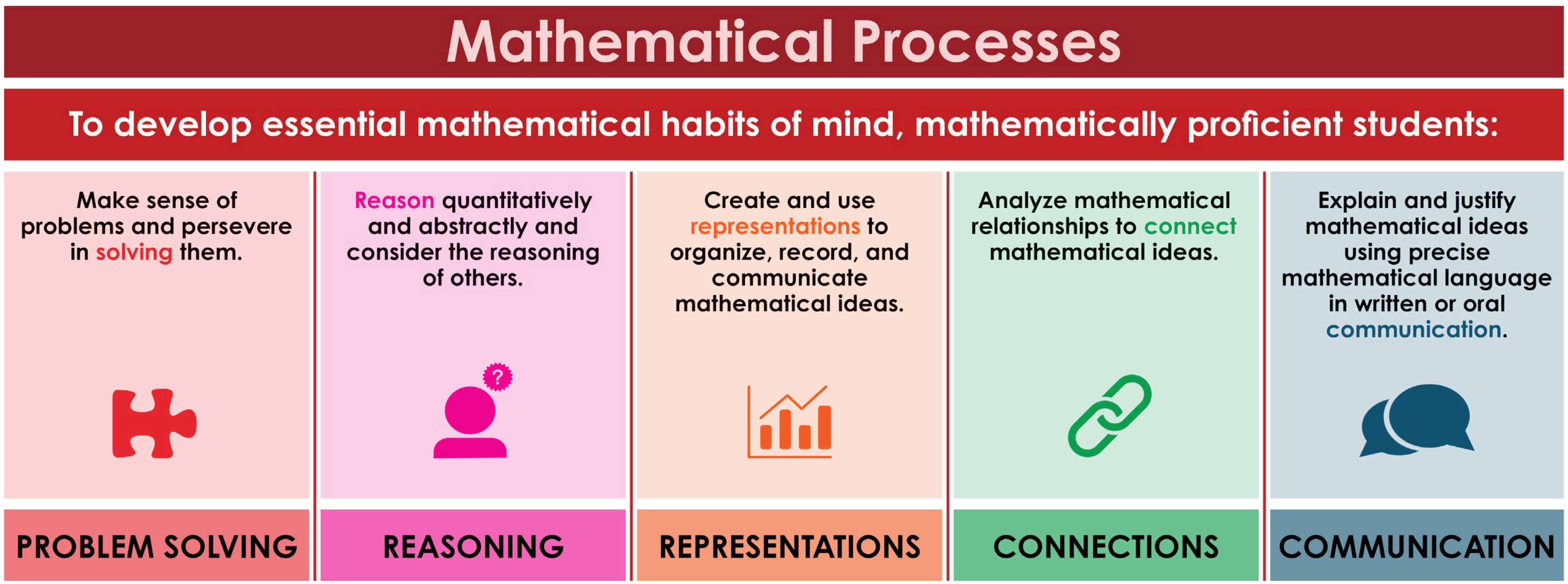
4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

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.



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 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.

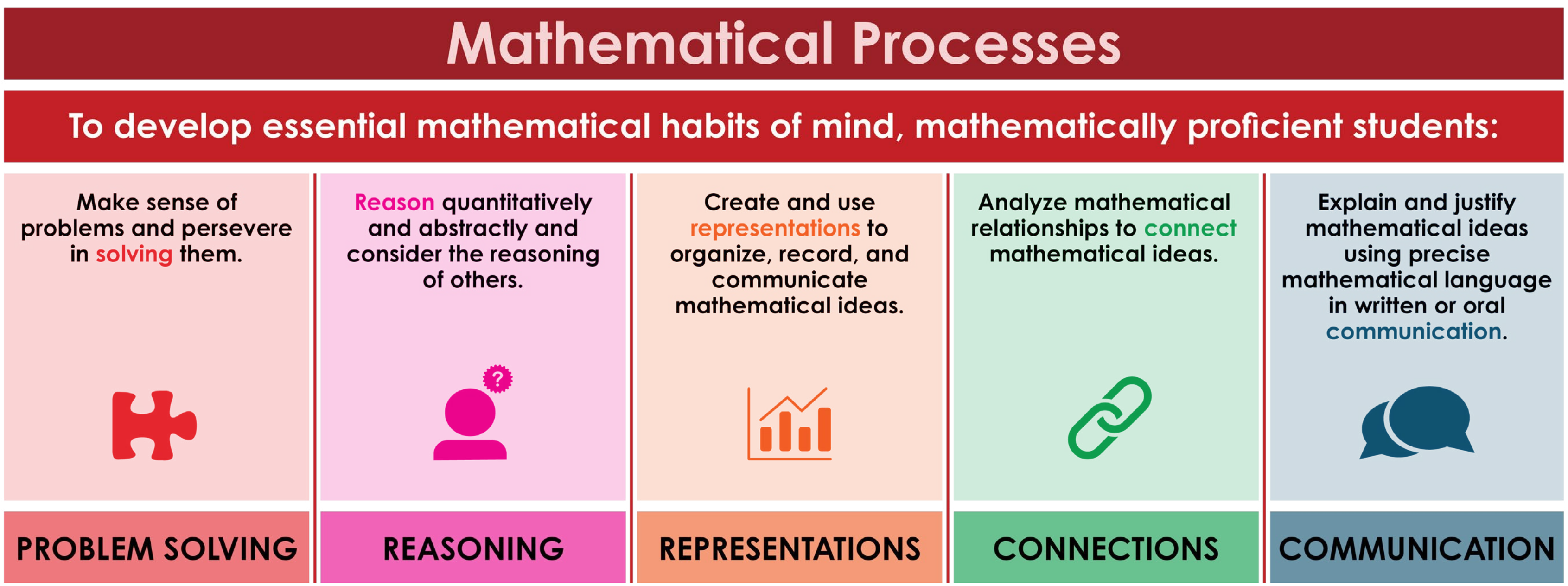
5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

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.



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.

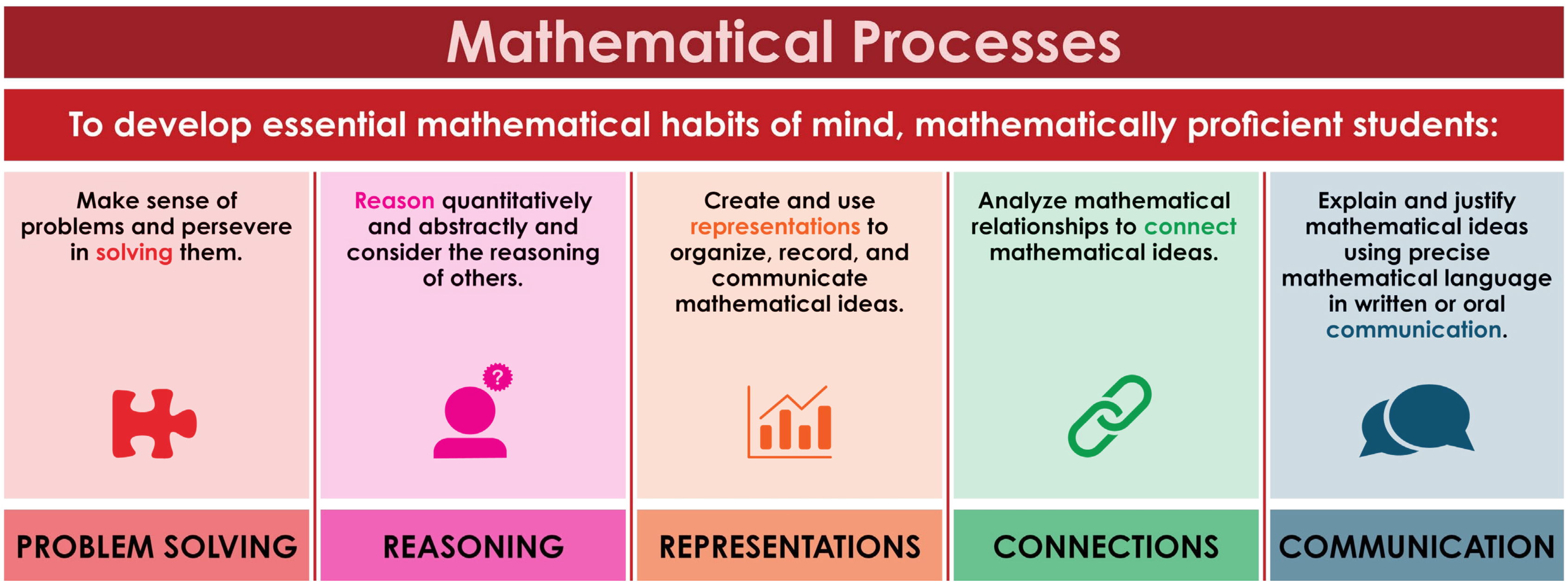
6.D.3.d Compare and contrast theoretical and experimental probabilities.

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.



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.

[3]RATIOS 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.

Approved by the Nebraska State Board of Education on September 2, 2022

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.

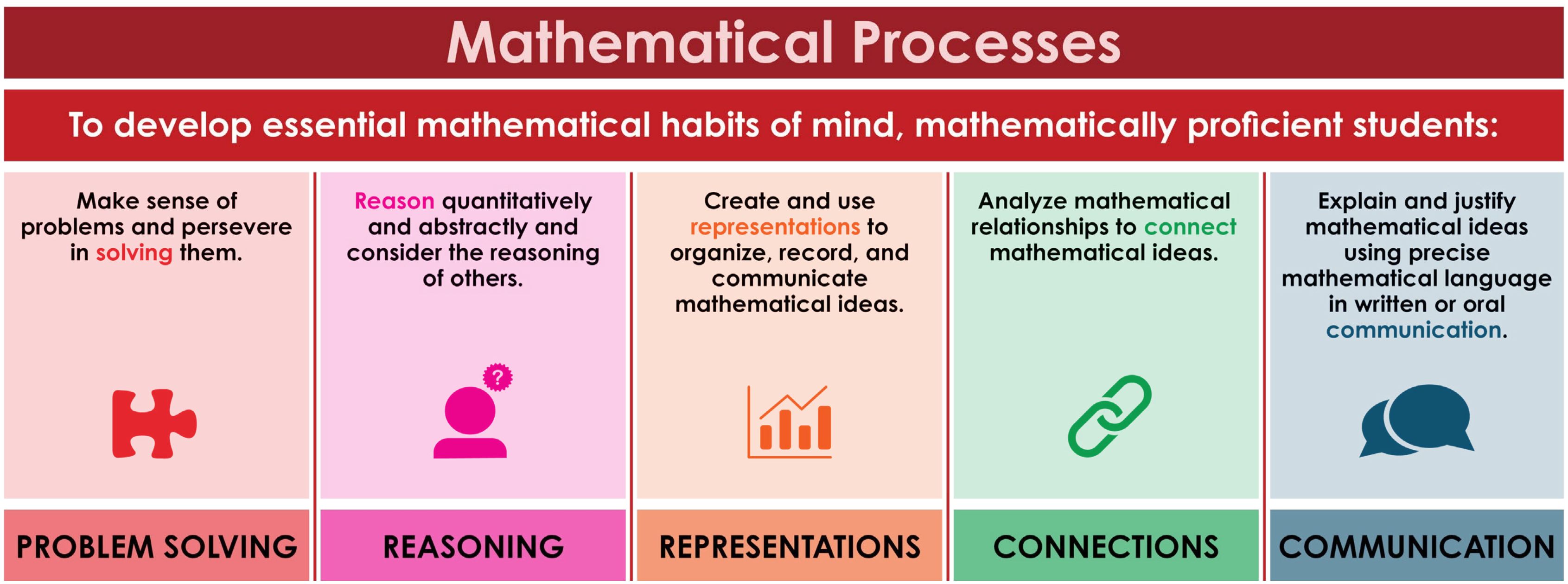
7.D.3.b Identify complementary events and calculate their probabilities.

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.



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 $x^2 = k(k <= 400)$ and $x^3 = k(k <= 125)$, 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:

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

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.G1.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.3 Probability: Students will interpret and apply concepts of probability.

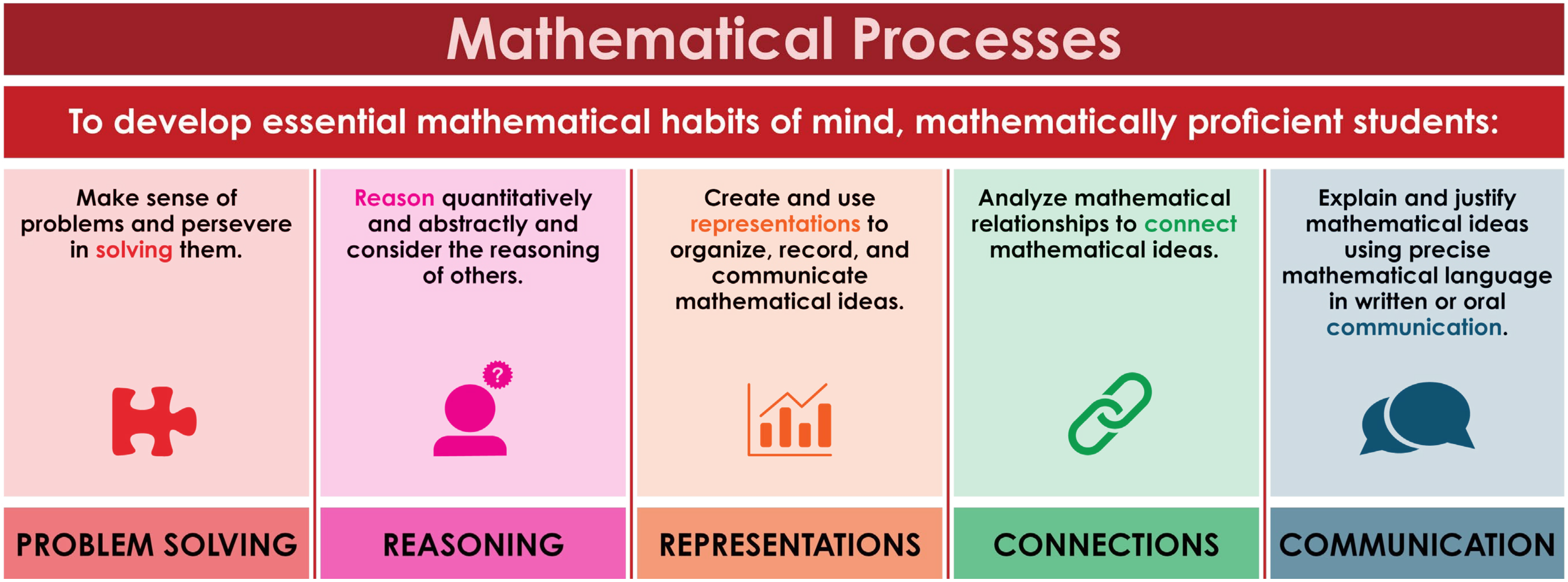
HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.

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.



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, delations 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.

Building, Grounds, and Transportation Committee Meeting Minutes

Tuesday, September 27, 2022
Call to Order at 4:30pm
Deerfield Primary School – Room D2

Committee Members Present: Bob Schoby (Chair), Steve Callaghan (4:40) and Ginger Fredericksen
Present: Dr. Randall Gilson, Tom Anderson, Tom Shearer and Angie Conety

1. Old Business

A. Ad Hoc Recommendation

The date for the next Safety Committee and Ad Hoc Growth Committee Meetings was shared:

- **Ad Hoc Growth Meeting – October 5th, 2022 at 1:00pm at the Blair City Library**
  Continued discussion to form a recommendation to present to the Board at the November 14th, 2022 Board of Education Meeting. The Board and Dr. Gilson are developing a five-year plan for the most effective use of educational programming, personnel, and facilities to support current and projected increases in student enrollment. Discussion of shifting to a K-5 configuration will be on the agenda.
- **Safety Meeting – October 5th, 2022 at 11:30am at the Blair City Library**
  Dr. Gilson will be having the attendees perform a table top activity. The goal of the activity is to re-establish safety and mitigate the physical, psychological, and emotional impacts from the incident.

B. High School Theater Update

Mr. Anderson informed a consultant is looking over the plans for the high school auditorium rigging system. More to come on this in the future.

2. New Business

C. Director of Operations Monthly Report

Mr. Anderson shared a monthly maintenance, grounds and transportation report. Please see the report attached to the agenda and let Mr. Anderson know if you have any questions or concerns.

Items from the report:

- The bus barn is having issues with the main line to the toilets. The line has a very small slope which causes them to back up through the floor drain producing a sewer odor.
- The fire panel at Arbor Park needs to be replaced and will be added to the Capital Forecast for budgeting purposes.
- Carpet has become a necessity for replacement in four (4) buildings; North Primary, South Primary, Otte Middle School, and Blair High School as it has become a safety concern. Mr. Anderson is proposing the best timing for the

carpet project to begin is over Christmas break and would finish up over the summer. In order for this to happen, Mr. Anderson is requesting permission to move forward with ordering the carpet. The BG&T Committee is in support of this proposal. Mr. Anderson will present the final quotes to the Finance Committee for a possible recommendation for Board approval at the October 10th Board meeting.

- Tommy Gate on the Food Truck. The replacement proposal came in higher than anticipated. Mr. Anderson is going to look into the cost of a new truck with a tommy gate and share it at the next BG&T meeting.

D. Next Scheduled BG&T Committee Meeting
Tuesday, November 1, 2022 at 4:30pm.

3. Adjournment

E. The meeting adjourned at 5:40 pm.

Finance Committee Meeting Minutes

Tuesday, October 4, 2022
Call to Order at 12:00pm
Deerfield Primary

Committee Members Present: Brandi Petersen (Chair), Kari Loseke and Laura Ronning
Also Present: Dr. Randall Gilson, Tom Shearer and Angie Conety

1. Old Business

A. 2022-23 Budget Update

Mr. Shearer submitted the 2022-23 Budget with the Washington County Clerk, State Auditor, and NDE on September 29th, 2022. He will confirm the Tax Levies are correct with the County Clerk before October 15th.

The Notice of Budget Change Summary was forwarded to the Washington County Pilot-Tribune & Enterprise and published in the newspaper on Tuesday, October 4, 2022. The Budget Change reflects the reduction of General Fund & Building Fund Levies by $.01 each, $0.02 total and the impact the change to the 2022-23 Budget.

B. Policy 606.06R1-Employee Use of School-Owned Computers

The committee will be recommending second and final notification the removal of policy 606.06R1-Employee Use of School-Owned Computers. It was noted policy 606.06R1 did not provide the privacy protection school employees thought it would. The computers, whether they are used for private or personal use, are property of school district.

A motion may be brought at the October 10, 2022 Board of Education meeting **to approve second and final notification on the removal of Policy 606.06R1-Employee Use of School-Owned Computers.**

C. Capital Forecast: Carpet Needs

Carpet has remained an item on the Capital Forecast List as a high need for several buildings in the district. Mr. Anderson has received quotes on the following buildings:

- North Primary – $11,926.00 (2 rooms)
- South Primary – $14,890.00 (3 rooms & walkway)
- Otte Middle School – $35,120.00 (7 rooms)
- Blair High School – $33,863.00 (8 rooms)
- Total = $95,799.00

A motion may be brought at the October 10, 2022 Board of Education meeting **to approve the purchase from Floors Inc., in the amount of $95,799.00 for the installation of new carpet as presented.**

2. New Business

A. Monthly Financials – September 2022

Mr. Shearer provided a financial recap of the monthly financials.

B. Varsity Football Gate/Concessions Analysis

Mr. Shearer shared a varsity football gate and football concessions analysis that exhibited an increase in revenue with an observed increase in attendance.

C. 2021 Kawasaki Mule ATV

In the past, the district has leased a Kawasaki Mule ATV for no charge to be used primarily during the varsity home football games. The lease was expiring and Dillion Brothers MotorSports did not have inventory to replace the lease with a new mule. Mr. Tyler Siecke, Activities Director, was able to secure a bargain purchase price for the mule we were leasing for $4,995.00. In exchange for the bargain price, Mr. Siecke agreed to wrap the mule with a Dillion Brothers MotorSports advertisement.

D. Audit – August 31, 2022

The 2021-22 audit fieldwork with Dana F. Cole & Company has been scheduled for Thursday, October 13th and Friday, October 14th, 2022.

E. Next Scheduled Finance Committee Meeting

Tuesday, November 8, 2022 at 12:00pm.

3. Adjournment

The meeting was adjourned at 1:05pm.

2022-2023
STATE OF NEBRASKA
SCHOOL DISTRICT BUDGET FORM

County-District #: 89-0001 **Class #: 111**
Blair Community Schools
TO THE COUNTY BOARD AND COUNTY CLERK OF
Washington County

This budget is for the Period SEPTEMBER 1, 2022 through AUGUST 31, 2023

Upon Filing, The School Certifies the Information Submitted on this Form to be Correct:

AMOUNT OF PERSONAL AND REAL PROPERTY TAX REQUIRED FOR:	Principal and Interest on Bonds	All Other Purposes	TOTAL
General Fund	$ -	$ 20,669,407.00	$ 20,669,407.00
Bond Fund(s) *[If More Than 1 Bond Fund - Total All Together]*	$ 2,000,509.00		$ 2,000,509.00
Special Building Fund	$ -	$ 1,941,327.00	$ 1,941,327.00
Qualified Capital Purpose Undertaking Fund	$ -	$ -	$ -
Total All Funds	$ 2,000,509.00	$ 22,610,734.00	$ 24,611,243.00

Outstanding Bonded Indebtedness as of September 1, 2022
(Include Bond Fund(s) and Qualified Capital Purpose Undertaking Fund)

$ 20,810,000.00	Principal
$ 2,558,066.00	Interest
$ 23,368,066.00	**Total Outstanding Bonded Indebtedness**

Total Certified Valuation (All Counties) $ 2,283,912,458
*(Certification of Valuation(s) from County Assessor **MUST** be attached)*

Report of Joint Public Agency & Interlocal Agreements

Was this Subdivision involved in any Interlocal Agreements or Joint Public Agencies for the reporting period of July 1, 2021 through June 30, 2022?

[X] YES [ ] NO

*If **YES**, Please submit Interlocal Agreement Report by September 30th.*

County Clerk's Use Only

Report of Trade Names, Corporate Names & Business Names

Did the subdivision operate under a separate Trade Name, Corporate Name, or other Business Name during the period of July 1, 2021 through June 30, 2022?

[X] YES [ ] NO

*If **YES**, Please submit Trade Name Report by September 30th.*

Has your School District held a successful election to override the levy limits provided in Statute 77-3442, which is in effect for 2022-2023 school fiscal year?

[ ] YES [X] NO

APA Contact Information

Auditor of Public Accounts
State Capitol, Suite 2303
Lincoln, NE 68509
Telephone: (402) 471-2111 **FAX:** (402) 471-3301
Website: auditors.nebraska.gov

Questions - E-Mail: Jeff.Schreier@nebraska.gov

Submission Information

Budget Due by 9-30-2022

Submit budget to:

1. Auditor of Public Accounts -Electronically on Website or Mail
2. County Board (SEC. 13-508), C/O County Clerk
3. Nebraska Dept. of Education -Upload to NDE Portal only

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # 89-0001
Blair Community Schools

2022-2023 BUDGET ADOPTED

	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	NECESSARY CASH RESERVE (Column 8)	TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9)
General	11,223,648.00	17,141,330.00	20,462,713.00	37,604,043.00	4,531,168.00	31,551,767.00	36,082,935.00	1,521,108.00	37,604,043.00
Depreciation	2,955,048.00	3,784,348.00		3,784,348.00			3,784,348.00		3,784,348.00
Employee Benefit	4,433.00	4,435.00		4,435.00			4,435.00	-	4,435.00
Contingency	-	-		-			-		-
Activities	365,380.00	845,680.00		845,680.00			845,680.00	-	845,680.00
School Nutrition	965,417.00	2,225,354.00		2,225,354.00			2,225,354.00	-	2,225,354.00
Bond	954,979.00	989,179.00	1,980,504.00	2,969,683.00			1,981,504.00	988,179.00	2,969,683.00
Special Building	1,673,763.00	1,827,679.00	1,921,914.00	3,749,593.00			3,749,593.00		3,749,593.00
Qualified Capital Purpose Undertaking	63,006.00	1,566,172.00	-	1,566,172.00			1,566,172.00	-	1,566,172.00
Cooperative	-	100,000.00		100,000.00			100,000.00	-	100,000.00
Student Fee	204,444.00	340,444.00		340,444.00			340,444.00	-	340,444.00
				-					-
TOTAL ALL FUNDS	18,410,118.00	28,824,621.00	24,365,131.00	53,189,752.00	4,531,168.00	31,551,767.00	50,680,465.00	2,509,287.00	53,189,752.00

PERSONAL AND REAL PROPERTY TAX RECAP

	General Fund	Bond Fund(s) [Total Of All Bond Funds]	Special Building Fund	Qualified Capital Purpose Undertaking Fund
PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	20,462,713.00	1,980,504.00	1,921,914.00	-
COUNTY TREASURER'S COMMISSION 1% OF TAXES COLLECTED (Line B)	206,694.00	20,005.00	19,413.00	-
TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B) (Line C)	20,669,407.00	2,000,509.00	1,941,327.00	-

CERTIFIED STATE AID	MOTOR VEHICLE TAXES
$ 438,874.00	$ 1,700,000.00

COUNTY TREASURER'S BALANCE, 9-1-2022			
5,997,351.00	954,979.00	652,093.00	62,454.00

BUDGET STATEMENT

County-District # 89-0001

Blair Community Schools

2021-2022 ACTUAL/ESTIMATED								
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8)
General	11,400,131.00	17,077,967.00	18,851,280.00	35,929,247.00	3,982,976.00	20,722,623.00	24,705,599.00	11,223,648.00
Depreciation	2,483,894.00	3,270,199.00		3,270,199.00			315,151.00	2,955,048.00
Employee Benefit	4,431.00	4,433.00		4,433.00			-	4,433.00
Contingency	-	-		-			-	-
Activities	336,549.00	867,261.00		867,261.00			501,881.00	365,380.00
School Nutrition	618,170.00	2,413,787.00		2,413,787.00			1,448,370.00	965,417.00
Bond	962,112.00	1,153,579.00	1,856,590.00	3,010,169.00			2,055,190.00	954,979.00
Special Building	1,530,886.00	2,112,780.00	1,892,557.00	4,005,337.00			2,331,574.00	1,673,763.00
Qualified Capital Purpose Undertaking	66,939.00	72,535.00	54,421.00	126,956.00			63,950.00	63,006.00
Cooperative	-	48,895.00		48,895.00			48,895.00	-
Student Fee	182,174.00	317,927.00		317,927.00			113,483.00	204,444.00
				-				-
TOTAL ALL FUNDS	17,585,286.00	27,339,363.00	22,654,848.00	49,994,211.00	3,982,976.00	20,722,623.00	31,584,093.00	18,410,118.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

MOTOR VEHICLE TAXES
$ 1,741,756.00

ACTUAL RESOURCES AND DISBURSEMENTS

County-District # 89-0001

Blair Community Schools

2020-2021 ACTUAL

	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8)
General	10,870,841.00	18,103,905.00	16,650,419.00	34,754,324.00	3,599,658.00	19,754,535.00	23,354,193.00	11,400,131.00
Depreciation	1,946,638.00	2,851,071.00		2,851,071.00			367,177.00	2,483,894.00
Employee Benefit	24,865.00	24,872.00		24,872.00			20,441.00	4,431.00
Contingency	-	-		-			-	-
Activities	355,872.00	668,151.00		668,151.00			331,602.00	336,549.00
School Lunch	411,859.00	1,704,170.00		1,704,170.00			1,086,000.00	618,170.00
Bond	906,123.00	18,050,685.00	1,908,597.00	19,959,282.00			18,997,170.00	962,112.00
Special Building	2,748,995.00	3,019,104.00	1,428,422.00	4,447,526.00			2,916,640.00	1,530,886.00
Qualified Capital Purpose Undertaking	66,636.00	72,099.00	55,165.00	127,264.00			60,325.00	66,939.00
Cooperative	-	11,729.00		11,729.00			11,729.00	-
Student Fee	149,115.00	291,364.00		291,364.00			109,190.00	182,174.00
				-				-
TOTAL ALL FUNDS	$ 17,480,944.00	44,797,150.00	20,042,603.00	64,839,753.00	3,599,658.00	19,754,535.00	47,254,467.00	17,585,286.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

MOTOR VEHICLE TAXES
$ **1,706,526.00**

CORRESPONDENCE INFORMATION

ENTITY OFFICIAL ADDRESS

If no official address, please provide address where correspondence should be sent

NAME	**BLAIR COMMUNITY SCHOOLS**
ADDRESS	**1100 DEERFIELD BLVD**
CITY & ZIP CODE	**BLAIR, NE 68008-0288**
TELEPHONE	**402-426-2610**
WEBSITE	**www.blairschools.org**

	BOARD CHAIRPERSON	CLERK/TREASURER/SUPERINTENDENT/OTHER	PREPARER
NAME	KARI LOSEKE	DR. RANDALL GILSON	TOM SHEARER
TITLE /FIRM NAME	Chairperson	SUPERINTENDENT	BUSINESS MANAGER
TELEPHONE	402-426-2610	402-426-2610	402-426-2610
EMAIL ADDRESS	kloseke@blairschools.org	randy.gilson@blairschools.org	tom.shearer@blairschools.org

For Questions on this form, who should we contact (please √ one): Contact will be via email if supplied.

- [ ] Board Chairperson
- [ ] Clerk / Treasurer / Superintendent / Other
- [X] Preparer

2022-2023 ALLOWABLE GROWTH PERCENTAGE COMPUTATION FORM

CALCULATION OF ALLOWABLE GROWTH PERCENTAGE

Prior Year Total Property Tax Request (1) $ 23,042,817.00
*(Total Personal and Real Property Tax Required from **prior year** budget - Cover Page)*

Base Limitation Percentage Increase (2%) 2.00 % (2)

Real Growth Percentage Increase

61,284,284.00 / 1,868,673,007.00 = 3.28 % (3)

2022 Real Growth Value per Assessor / Prior Year Total Real Property Valuation per Assessor

Note: Real Growth Value per Assessor for purposes of the Property Tax Request Act (§77-1631) is different than the growth value for purposes of the Lid on Restricted Funds(§13-518). The County Assessor must provide you with separate growth amounts.

Total Allowable Growth Percentage Increase (Line 2 + Line 3) (4) 5.28 %

Allowable Dollar Amount of Increase to Property Tax Request (Line 1 x Line 4) (5) $ 1,216,660.74

TOTAL BASE PROPERTY TAX REQUEST AUTHORITY (Line 1 + Line 5) (6) **$ 24,259,477.74**

ACTUAL PROPERTY TAX REQUEST

2022-2023 ACTUAL Total Property Tax Request (7) $ 24,611,243.00
(Total Personal and Real Property Tax Required from Cover Page)

Property Tax Request exceeds allowable growth percentage. Political subdivision MUST complete the postcard notification requirements, and participate in the joint public hearing.

If line (7) is **greater than** line (6), your political subdivision **is required** to participate in the joint public hearing, and complete the postcard notification requirements of §77-1633. You must provide your proposed property tax request and telephone number to the County Clerk by September 5th. You are not required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632. The joint public hearing is completed in lieu of this hearing.

If line (7) is **less than** line (6), your political subdivision **is not required** to participate in the joint public hearing, or complete the postcard notification requirements of §77-1633. You are required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632.

SCHEDULE A GENERAL FUND LID EXCLUSIONS

County-District # 89-0001

Blair Community Schools

Line No.		2022-2023 Amount Budgeted To Spend
1	Repairs to Infrastructure Damaged by a Natural Disaster: (List repair)	
2		
3		
4		
5		
6		
7		
8		
9	**Total Repairs to Infrastructure Damaged by a Natural Disaster** (Lines 1 through 8)	$ -
10	**Judgments:** (List the types of judgments obtained against your School District to the extent such judgment is not paid by liability insurance)	
11		
12		
13		
14		
15		
16		
17	**Total Judgments** (Lines 11 through 16)	$ -
18	**Distance Education Courses**	
19	**Amounts eligible as exclusion for Voluntary Termination Agreements**	
20	**Retirement Contribution Increase**	$ 391,038.00
21	**Native American Impact Aid**	
22	**Total General Fund Lid Exclusions - To LC-2 Form** (Line 9 + Line 17 to 21)	$ 391,038.00

Blair Community Schools
Schedule B - Levies

Levy Limit Compliance

NOTE: The Schedule portion below is to determine if the School District has met the levy limitations.

Line No		General Fund (Column A)	Bond Funds (Column B)	Special Building Funds (Column C)	Qualified Capital Purpose Undertaking Funds (Column D)
1	Total Personal and Real Property Taxes -Cover Page	20,669,407.00	2,000,509.00	1,941,327.00	-
2	**Exclusions:**				
3	Bonded indebtedness secured by a levy on property (Includes Co. Treasurer Comm.)	-	2,000,509.00		-
4	Judgments not paid by liability insurance	-			
5	Voluntary termination agreements with certificated staff / employees occurring prior to 9/1/17	-			
6	Voluntary termination agreements with certificated Teachers 9/1/17 and after	-			
7					
8					
9					
10					
11					
12	**Total Exclusions (Line 3 + Line 11)**	-	2,000,509.00	-	-
13	Total Personal and Real Property Tax Requirement Subject to the Levy Limitation (Line 1 minus Line 12)	20,669,407.00	-	1,941,327.00	-
14	Assessed Valuation	2,283,912,458	2,283,912,458	2,283,912,458	2,283,912,458
15	Levy Subject to Limitation ((Line 13 / Line 14) x 100)	0.905000	0.000000	0.085000	0.000000
16	Total Levy for Compliance	0.990000			

Levies Expected to be Set by County

NOTE: The Schedule portion below is to assist with the Levy setting process.

Fund	Property Taxes	Valuation	Expected Levy
General Fund	$ 20,669,407.00	$ 2,283,912,458	0.905000
Special Building Fund	$ 1,941,327.00	$ 2,283,912,458	0.085000
Bond Fund	$ 2,000,509.00	$ 2,283,912,458	0.087591
Bond Fund	$ -	$ 2,283,912,458	0.000000
Bond Fund	$ -	$ 2,283,912,458	0.000000
QCPUF Fund	$ -	$ 2,283,912,458	0.000000
QCPUF Fund	$ -	$ 2,283,912,458	0.000000
	$ -	$ 2,283,912,458	0.000000
	$ -	$ 2,283,912,458	0.000000
	$ -	$ 2,283,912,458	0.000000
	$ -	$ 2,283,912,458	0.000000
	$ -	$ 2,283,912,458	0.000000
	$ -	$ 2,283,912,458	0.000000
Total	$ 24,611,243.00		$ 1.077591

Must agree to Cover

If the **total** levy on Line 16 is $1.05, or less, the levy limitation per State Statute Section 77-3442 has been met.

If Total of Line 16 is greater than $1.05 and you **did not** hold a successful election to override the levy, you are in violation of the levy lid. The school district **must reduce property taxes** to meet the levy limitation.

If Total of Line 16 is greater than $1.05 and you **held** a successful election to override the levy, which is in effect for the you must **attach a copy of the election ballot and the certified election returns** to your budget.

Qualified Capital Purpose Undertaking Fund levy. A district may only exceed the maximum levy of five and one-fifth cents per one hundred dollars of taxable valuation in any year if (i) the taxable valuation of the district is lower than the taxable valuation in the year in which the district last issued capital purpose undertaking bonds or (ii) such maximum levy is insufficient to meet the annual principal and interest obligations for all capital purpose undertaking bonds. Projects beginning after April 19, 2016 can only have a maximum levy of three cents per one hundred dollars of taxable valuation in any year. (Statute 79-10,110 & 79-10,110.02).

Special Building Fund levy. Limit on Building Fund levy of 14 cents (Statute 79-10,120)

REMINDER: School districts that have combined levies greater than $1.20 or the combined levies that exceeded the maximum levy approved at a special election may be subject to petitions for the free holding of territory. Combined levies do not include levies for bonded indebtedness approved by the voters of a school district or levies for the refinancing of such bonded indebtedness.

Voluntary Termination Exclusions

Line 5 Amounts to pay for current and future sums agreed to be paid by a school district to certificated employees in exchange for a voluntary termination of employment occurring prior to 9/1/17

Line 6 Amount levied by school district at maximum levy to pay for current and future qualified voluntary termination incentives for certificated teachers pursuant to statute. Payments cannot exceed $35,000, must be paid within 5 years, will result in savings to the school, were not included in a collective bargaining agreement

Line 7 Amounts levied by school district at maximum levy to pay for 50% of the current and future sums agreed to be paid to certificated employees in exchange for voluntary termination between 9/1/18 to 8/31/19 as a result of collective bargaining agreement in force on 9/1/17

Superintendent Pay Transparency Notice—Proposed Contract - Dr. Randall Gilson

Notice is hereby given that Blair Community Schools has approval of a proposed superintendent employment contract/contract amendment on its agenda for the board meeting to be held on June 13, 2022 at7:00pm at the Blair Public Library, 2233 Civic Drive in Blair, Nebraska 68008.

After the 2022/23 school year, how many years remain on the contract: 1
(Column F must be completed if additional years remain on contract.)

The estimated costs to the district for the 2022/23 year and future years are listed below:

	2022/23 Base Pay, Additional Compensation & Benefits	Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
Base Pay for the Total FTE	$ 180,000.00	$ 180,000.00	$ **360,000.00**
Compensation for activities outside of the regular salary:			
• *Extended contracts / Activities outside of regular salary*			$ -
• *Bonus/Incentive/Performance Pay*			$ -
• *Stipends*			$ -
• *All other costs not mentioned above*			$ -
Benefits and Payroll Costs Paid by district:			
• *Insurances (Health, Dental, Life, Long Term Disability)*	$ 586.00	586	$ 1,172.00
• *Cafeteria Plan Stipend*			$ -
• *Cash in lieu of insurance*	$ 5,000.00	$ 5,000.00	$ 10,000.00
• *Employee's share of retirement, deferred compensation, FICA and Medicare **if paid by the district***	$ 29,591.00	$ 29,591.00	$ 59,182.00
• *District's share of retirement, FICA and Medicare*			$ -
• *IRS value of housing allowance*			$ -
• *IRS value of vehicle allowance*			$ -
• *Additional leave days*			$ -
• *Annuities*			$ -
• *Service credit purchase*			$ -
• *Association / Membership dues*	$ 2,800.00	$ 2,800.00	$ 5,600.00
• *Cell Phone/Internet reimbursement*	$ 960.00	$ 960.00	$ 1,920.00
• *Relocation reimbursement*			$ -
• *Travel allowance/reimbursement*	$ 3,600.00	$ 3,600.00	$ 7,200.00
• *Mileage Allowance*			$ -
• *Educational tuition assistance*			$ -
• *All other benefit costs not mentioned above*			$ -
Totals:	**$ 222,537.00**	**$ 222,537.00**	**$ 445,074.00**

Schedule D

REPORT OF JOINT PUBLIC AGENCY AND INTERLOCAL AGREEMENTS

REPORTING PERIOD JULY 1, 2021 THROUGH JUNE 30, 2022

Blair Community Schools **Washington**

SUBDIVISION NAME COUNTY

Parties to Agreement (Column 1)	Agreement Period (Column 2)	Description (Column 3)	
EDUCATIONAL SERVICE UNIT #5 BEATRICE, NE	*9/1/2021-8/31/2022*	*Southeast Nebraska Distance Learning Consortium Interlocal Cooperation Act Agreement Membership. Distance Ed and Telephone Services.*	
EDUCATIONAL SERVICE UNIT #3 OMAHA, NE	7/1/2021-6/30/2022	SCHOOL SUPPLIES, TECHNOLOGY AND SOFTWARE SUPPORT, TRAINING, CONSORTIUM - PERKINS & TITLE III;	
CITY OF BLAIR. BLAIR, NE	7/1/2021-6/30/2022	VEHICLE FUEL PRICING, WATER & SEWER, SECURITY RESOURCE OFFICER, EVENT SECURITY	
NJUMP NEBRASKA SCHOOL BOARDS ASSOC. LINCOLN, NE	7/1/2021-6/30/2022	PURCHASE OF NATURAL GAS FOR UTILITIES	
RALSTON PUBLIC SCHOOLS RALSTON, NE	7/1/2021-6/30/2022	SPED PROGRAM CONSORTIUM - HEARING SERVICES	
FORT CALHOUN COMMUNITY SCHOOLS. FT CALHOUN, NE	7/1/2021-6/30/2022	PIONEER LEARNING CENTER - SPED PROGRAM-LIFE SKILLS & ALTERNATIVE EDUCATION	
FORT CALHOUN COMMUNITY SCHOOLS. FT CALHOUN, NE	7/1/2021-6/30/2022	SHARE OCCUPATIONAL THERAPIST PAID TO FORT CALHOUN SCHOOLS; SHARE PHYSICAL THERAPIST	
ARLINGTON PUBLIC SCHOOLS. ARLINGTON, NE	7/1/2021-6/30/2022	SHARE OCCUPATIONAL THERAPIST PAID TO FORT CALHOUN SCHOOLS	
EDUCATIONAL SERVICE UNIT #3 OMAHA, NE	7/1/2021-6/30/2022	SPED PROGRAM-BROOKE VALLEY SCHOOL, VISION SERVICES, DISTRICT'S PHYSICAL THERAPIST	
FORT CALHOUN COMMUNITY SCHOOLS. FT CALHOUN, NE	7/1/2021-6/30/2022	TRANSPORT FT CALHOUN SPED STUDENTS FROM PIONEER LEARNING CENTER IN FT CALHOUN TO WORK EXPERIENCE IN BLAIR	

REPORT OF TRADE NAMES, CORPORATE NAMES, BUSINESS NAMES

REPORTING PERIOD JULY 1, 2021 THROUGH JUNE 30, 2022

Blair Community Schools — SUBDIVISION NAME

Washington — COUNTY

List all Trade Names, Corporate Names and Business Names under which the political subdivision conducted business.

BLAIR COMMUNITY SCHOOLS

SCHOOL DISTRICT NO. 1 WASHINGTON COUNTY, NEBRASKA

Nebraska Department of Education
School Finance & Organization Services

2022/23 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE CERTIFICATION

COUNTY: WASHINGTON
COUNTY-DISTRICT NUMBER: 89-0001-000
DISTRICT NAME: BLAIR COMMUNITY SCHOOLS

Certified Budget Authority	**$29,148,808**	**Budget Based**
Allowable Reserve Percentage	**35 %**	
Access to Prior Year's Unused Budget Authority	**$568,757**	

Certified Budget Authority:
Certified Budget Authority is calculated three ways. The greater of the Budget Based Calculation, the Student Growth Adjustment Calculation, or the Formula Needs Calculation becomes a district's Certified Budget Authority.

Budget Based Calculation: *((GFBE - SGF - SPED - GFLE) X 1.025))*

Student Growth Adjustment Calculation: *((GFBE - SGF - SPED - GFLE) + (SGA +/- SGACORR))*

Formula Needs Calculation: *((FN X 1.10) - (SPED X 1.025))*

		Data Source
GFBE	2021/22 General Fund Budget	2021/22 LC-2 Line B-100
SGF	2021/22 Special Grant Funds	2021/22 LC-2 Line B-110
SPED	2021/22 Special Education Budget	2021/22 LC-2 Line B-120
GFLE	2021/22 General Fund Lid Exclusions (Schedule A)	2021/22 LC-2 Line B-130
SGA	2022/23 Student Growth Adjustment	2022/23 State Aid
SGACORR	2022/23 Student Growth Correction	2022/23 State Aid
FN	2022/23 Formula Needs	2022/23 State Aid

2022/23 Basic Allowable Growth Rate (BAGR) is 2.5%.

Access to Prior Year's Unused Budget Authority:
This amount is equal to the lesser of 2% of 2021/22 adjusted expenditures (2% of LC-2 Line B-140) or 2021/22 Total Unused Budget Authority (LC-2 Line B-175) *if the district has Unused Budget Authority available.*

Please Note: ***To access this additional budget growth, the amount must be manually entered on Line A-355 of the 2022/23 LC-2.***

Any questions about this information or how it is to be used in meeting the budgeting requirements of state law can also be directed to School Finance at the Nebraska Department of Education, Box 94987, Lincoln, NE 68509-4987, or by calling (402)450-0867 or (402)540-0649.

District Number: 89-0001-000
District Name: BLAIR COMMUNITY SCHOOLS
District Phone: (402)426-2610

Instructions (https://cdn.education.ne.gov/wp-content/uploads/2021/06/2122_LC2Instructions.pdf)

2022/23 Section A: Calculation of Total Allowable Budget Authority

Certified Budget Authority	A-101	29,148,808
Access to Prior Year's Unused Budget Authority [Maximum Amount: $568,757]	A-355	568,757
Total Adjusted Budget Authority	A-361	29,717,565
Total Allowable Budget Authority	A-780	29,717,565

The School District Budget Spreadsheet provided by the Auditor of Public Accounts is uploaded here.

MAKE SURE THE SPREADSHEET IS CLOSED BEFORE YOU UPLOAD.

Choose File No file chosen

Upload Budget Data

Excel file ONLY - 20MB limit

Update the budget data any time a change is made to the Budget Spreadsheet.

2022/23 Section B: General Fund Budget of Disbursements & Transfers and Unused Budget Authority

2022/23 General Fund Budget of Disbursements & Transfers	**B-100**	36,082,935
2022/23 Special Grant Funds	B-110	1,443,164
2022/23 Special Education Budget of Disbursements & Transfers	**B-120**	4,531,168
2022/23 General Fund Lid Exclusions	**B-130**	391,038
Total Adjusted General Fund Budget of Disbursements & Transfers	B-140	29,717,565
2022/23 Unused Budget Authority	B-150	0

Update the LC2 System budget data any time a change is made to your School District Budget Spreadsheet.

Total Unused Budget Authority

2021/22 Total Unused Budget Authority	B-160	1,530,585
2022/23 General Fund Expenditure Growth	B-162	568,757
Adjusted Unused Budget Authority	B-165	961,828
2022/23 Unused Budget Authority	B-170	0
Total Unused Budget Authority (Carries forward into future school fiscal years)	B-175	961,828

Additional Budget Authority Approved by Patron

Did you hold a successful special election for additional **BUDGET** Authority? (Not a levy override)	**B-180**	○Yes ●No

Levy Override Approved by Patron

Did you hold a successful election of your patrons for a levy override that applies to the current year?	**B-400**	○Yes ●No

2022/23 Section C: Allowable Reserves and Total Reserves

2022/23 Applicable Allowable Reserve Percentage	C-170	35.00
2022/23 Total Allowable Reserves	C-180	12,629,027
2022/23 General Fund Necessary Cash Reserve	**C-300**	1,747,216
2022/23 Depreciation Fund Total Requirements	**C-310**	3,784,348
2022/23 Employee Benefit Fund Necessary Cash Reserve	**C-320**	0
Total Reserves	C-340	5,531,564

Recalculate LC-2 after making changes to individual lines *(Form not saved)* — Recalculate LC-2

Save a copy of the LC-2 without submitting to NDE *(Save before moving to another page)* — Save LC-2

Submit completed LC-2 to NDE.
You can upload your Budget Documentation on the next screen.
Mailed or emailed budgets will not be accepted by NDE. — District Approval

Log Out of LC-2 system *(If you log out without saving and/or submitting your data, changes will be lost.)* — Log Out

NDE 03-056
Revised 6/2022

District Number: 89-0001-000
District Name: BLAIR COMMUNITY SCHOOLS
District Phone: (402)426-2610

Special Grant Fund List

Return to LC2

Total Special Grant Funds 3.00 1,443,164

Save Grants **If you made any changes to the Special Grant Fund List, click here before returning to the LC2.**

Print Grants

*** Items denoted with a * must be approved by the State Board of Education.**
Email your request for approval of these items to:
Michelle Cartwright at michelle.cartwright@nebraska.gov

Grant Description	Line	Amount
ACE/Cultural Connections	1.110	0
Adult Education - English Literacy/Civics Grants	1.115	0
Adult Education & Family Literacy Act Grants	1.120	0
Adult Education Volunteer Coordination Program	1.125	0
Annenberg Foundation Grants (Rural Challenge)	1.130	0
ARP-HCY I & II	1.135	0
Artist-in-Schools/Communities Grants	1.140	0
Beyond School Bells Grant	1.145	0
Building Safe and Responsive Schools Grants	1.150	0
Career and Technical Education Grants (Carl Perkins)	1.155	0

Career Pathway Advancement Project (CPAP)	1.160	0
Century Link/NETA Grants	1.165	0
Child Care & Development Fund	1.170	0
Clean School Bus FY22-26	1.175	0
Community 4 Kids Grant	1.180	0
Community Incentive Grants	1.185	0
Department of Justice STOP Violence Grant	1.190	0
Distance Learning Grants (Federal)	1.195	0
Early Childhood Education Endowment Program Ages Birth-3 (Sixpence) Grants	1.200	105,55
Early Childhood Education Program Ages 3-5 Grants	1.205	63,560
Early Intervention Act and IDEA Part C (Infants/Toddlers with Disabilities) Grants	1.210	0
Education Improvement Fund Grants (includes Distance Education Incentive Grants, Expanded Learning Opportunity Grants and Innovation Grants)	1.215	0
EducationQuest Foundation Community Grants	1.220	0
ESEA Title I Grants (includes Accountability, Support for Improvement, Disadvantaged, Migrant Education, and Neglected or Delinquent)	1.225	193,49
ESEA Title II Part A - Support Effective Instruction (Principal and Teacher Training and Recruiting/Class Size Reduction)	1.230	49,826
ESEA Title III Grants - Immigrant Education Grants	1.235	0
ESEA Title III Grants – Language Instruction for English Learners	1.240	0
ESEA Title IV Part A - Student Support & Academic Enrichment Grants	1.245	12,169
ESEA Title IV Part B - 21st Century Community Learning Center Grants	1.250	0
ESEA Title IX – McKinney-Vento Homeless Assistance Act Grants	1.255	0
ESEA Title VI Grants - Rural and Low-Income (Rural Education Achievement Program (REAP) Grants)	1.260	0
ESEA Title VII Grants - Indian, Native Hawaiian, and Alaska Native Education	1.265	0
ESSERS I/II/III - Elementary and Secondary School Emergency Relief Fund (CARES, CRRSA, ARP)	1.270	551,68
Forest Service Grants (Conservation Education)	1.275	0
GEERS – Governor's Emergency Education Relief Fund (CARES, CRRSA)	1.280	0

Great Plains Communications Grants (Commitment to the Schools)	1.285	0
Head Start Grants	1.290	0
High Ability Learner Incentive Grants (Gifted)	1.295	0
High School Equivalency Assistance Act Grants	1.300	0
IDEA Part B & Sec 619 Flow-Through Grants (includes Base, Enrollment/Poverty, CEIS, and Non-public)	1.305	466,87
IDEA Special Education Discretionary Grants (includes State Improvement Grants (SpDG/PBIS), Deaf-Blind Grants, Part B Sec 611 & Sec 619 State Set-Aside Grants, and other Office of Special Education Program (OSEP) Grants	1.310	0
Immigrant Impact Education Grants	1.315	0
Improving Health & Education Outcomes for Young People	1.320	0
Indian Education Grants	1.325	0
Individuals with Disabilities Education Act/American Rescue Plan Act of 2021 (ARP)	1.330	0
Innovation in Education Program Grants (includes funds from USDE)	1.335	0
Johnson-O'Malley Grants	1.340	0
JROTC	1.345	0
Kiewit Foundation Grants	1.350	0
Magnet School Grants	1.355	0
Medicaid Administrative Activities in Public Schools (MAAPS) Grants	1.360	0
Medicaid in Public Schools (MIPS)	1.365	0
Mentoring for Success Grants	1.370	0
Microsoft Settlement Agreement	1.375	0
National Assessment of Educational Progress (NAEP)	1.380	0
National Science Foundation Grants	1.385	0
NDEQ	1.390	0
NE Emerging Technologies Initiative-Pathways to STEM grant	1.395	0
NE Improving Student Health	1.400	0
NE Improving Student Health (CARES Act)	1.405	0

NE Youth Suicide Prevention 21	1.410	0
Nebraska Arts Council Grants	1.415	0
Nebraska Community Foundation/TeamMates Grants	1.420	0
Nebraska Environmental Trust Grants	1.425	0
Nebraska Game & Parks Commission Grants (Conservation Education, Outdoor Classroom)	1.430	0
Nebraska Grant for School Emergency Management	1.435	0
Nebraska Humanities Grants	1.440	0
Nebraska Natural Resources Commission Grants	1.445	0
Nebraska STOP School Violence Prevention Training Program	1.450	0
Nebraska STOP School Violence Threat Assessment Program	1.455	0
Preschool Development Grant (PDG)	1.460	0
Project AWARE (Advancing Wellness & Resiliency in Education)	1.465	0
Refugee School Impact Grant	1.470	0
reVISION Action Grant	1.475	0
Ritonya-Buscher-Poehling Foundation Grants	1.480	0
Safe Routes to Schools Grant	1.485	0
Save the Children Grant	1.490	0
School Climate Transformation Grant	1.495	0
School Health Program Grants	1.500	0
Smaller Learning Communities Program Grants	1.505	0
SPED Planning Region Team	1.510	0
Stackable, instructionally embedded, Portable Science (SIPS) Assessments.	1.515	0
Statewide Longitudinal Data System	1.520	0
Summer Food Service Program	1.525	0
Supplemental Nutrition (CRRSA & ARP?)	1.530	0
Teaching American History (TAH) Grants	1.535	0

Technology Information Infrastructure Assistance Program Grants (U.S. Department of Commerce)	1.540	0
Textbook Loan Grants (Rule 4)	1.545	0
USDA Nutrition Service Grants	1.550	0
Vocational Rehabilitation Grants	1.555	0
Young Adult Tobacco Prevention	1.560	0
*Insurance Settlements	1.565	0
*Interfund Loans	1.570	0
*Reimbursements for Wards of the Court	1.575	0
*Short-Term Borrowings	1.580	0
*Special Supplementary Grants from City or County Governments	1.585	0
*Special Supplementary Grants from City or County Governments	1.590	0
*Special Supplementary Grants from Corporations, Foundations, or Other Private Interests	1.595	0
*Special Supplementary Grants from Corporations, Foundations, or Other Private Interests	1.600	0

*** Items denoted with a * must be approved by the State Board of Education.**
Email your request for approval of these items to:

Michelle Cartwright at michelle.cartwright@nebraska.gov

Home of the Bears.

Shearer, Tom <tom.shearer@blairschools.org>

2022/23 LC-2 has been received by NDE

1 message

stephanie.degroot@nebraska.gov <stephanie.degroot@nebraska.gov> Wed, Sep 28, 2022 at 2:29 PM
To: tom.shearer@blairschools.org

District Number: **89-0001-000**

Fiscal Year: **20222023**

The 2022/23 LC-2 for the school district has been received by the Nebraska Department of Education.

If you have questions regarding the submission of the LC-2 using the NDE Portal, please contact the NDE Help Desk at 888-285-0556 or ADVISERHelp@nebraskacloud.org.

If you have questions regarding the information contained in the LC-2, please contact: Michelle Cartwright at michelle.cartwright@nebraska.gov or Stephanie DeGroot at stephanie.degroot@nebraska.gov

CERTIFICATION OF TAXABLE VALUE FOR SCHOOL DISTRICTS
TAX YEAR 2022

{certification required on or before August 20th of each year}

TO:
BLAIR COMMUNITY SCHOOL
C/O TOM SHEARER
P O BOX 288
BLAIR, NE. 68008

TAXABLE VALUE LOCATED IN THE COUNTY OF WASHINGTON

Name of School District	Class of School	Base School Code	Unified/ Learning Comm. Code	School District Taxable Value	School District Real Growth Value *	School District Prior Year Total Real Property Valuation	Real Growth Percentage [a]
BLAIR SCHOOL 1	3	89-0001		2,283,912,458	61,284,284	1,868,673,007	3.28

** Real Growth Value is determined pursuant to Neb. Rev. Stat. § 77-1631 which includes (i) improvements to real property as a result of new construction and additions to existing buildings, (ii) any other improvements to real property which increase the value of such property, (iii) annexation of real property by the political subdivision, and (iv) a change in the use of real property; and (v) the annual increase in the excess value for any tax increment financing project located in the political subdivision, if applicable.*
[a] Real Growth Percentage is determined pursuant to Neb. Rev. Stat. § 77-1631 and is equal to the school district's Real Growth Value divided by the school district's total real property valuation from the prior year.

I STEVEN MENCKE, WASHINGTON County Assessor hereby certify that the valuation listed herein is, to the best of my knowledge and belief, the true and accurate taxable valuation for the current year, pursuant to Neb. Rev. Stat. § 13-509.

Steven Mencke
(signature of county assessor)

8/12/2022
(date)

CC: County Clerk, WASHINGTON County
CC: County Clerk where school district is headquartered, if different county, _______________ County

Guideline form provided by Nebraska Dept. of Revenue Property Assessment Division (August 2021)

Note to School District: A copy of the Certification of Value must be attached to the budget document.

CERTIFICATION OF TAXABLE VALUE FOR SCHOOL DISTRICT BONDS
TAX YEAR 2022

{certification required on or before August 20th of each year}

TO: **BLAIR COMMUNITY SCHOOL**
C/O TOM SHEARER
P O BOX 288
BLAIR, NE 68008

TAXABLE VALUE LOCATED IN THE COUNTY OF WASHINGTON

Name of Base School District BOND(S)	Specify appropriate description of grade level applicable to the bond, e.g. elementary, high sch 9-12, or K-12	Base School Code	School BOND Taxable Value
BLAIR SCHOOL 1 BOND		89-0001	2,283,912,458

I STEVEN MENCKE, WASHINGTON County Assessor hereby certify that the valuation listed herein is, to the best of my knowledge and belief, the true and accurate taxable valuation for the current year, pursuant to Neb. Rev. Stat. § 13-509.

Steven Mencke
(signature of county assessor)

8/12/2022
(date)

CC: County Clerk, WASHINGTON County
CC: County Clerk where school district is headquartered, if different county, ______ County

Note to School District: A copy of the Certification of Value must be attached to the budget document.

Guideline form provided by Nebraska Dept. of Revenue Property Assessment Division (August 2021)

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Blair Community Schools (89-0001) in Washington County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 12th day of September, 2022 at 7:00 o'clock, P.M., at Blair Public Library, 2233 Civic Drive, Blair, NE 68008 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: https://nep.education.ne.gov

FUNDS	Actual Disbursements & Transfers 2020-2021 (1)	Actual/Estimated Disbursements & Transfers 2021-2022 (2)	Budgeted Disbursements & Transfers 2022-2023 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
General	$ 23,354,193.00	$ 24,705,599.00	$ 36,082,935.00	$ 1,747,216.00	$ 17,141,330.00	$ 20,897,799.00
Depreciation	$ 367,177.00	$ 315,151.00	$ 3,784,348.00		$ 3,784,348.00	
Employee Benefit	$ 20,441.00	$ -	$ 4,435.00	$ -	$ 4,435.00	
Contingency	$ -	$ -	$ -		$ -	
Activities	$ 331,602.00	$ 501,881.00	$ 845,680.00	$ -	$ 845,680.00	
School Nutrition	$ 1,086,000.00	$ 1,448,370.00	$ 2,225,354.00	$ -	$ 2,225,354.00	
Bond	$ 18,997,170.00	$ 2,055,190.00	$ 1,981,504.00	$ 988,179.00	$ 989,179.00	$ 2,000,509.00
Special Building	$ 2,916,640.00	$ 2,331,574.00	$ 3,978,966.00		$ 1,830,945.00	$ 2,169,718.00
Qualified Capital Purpose Undertaking	$ 60,325.00	$ 63,950.00	$ 1,566,172.00	$ -	$ 1,566,172.00	$ -
Cooperative	$ 11,729.00	$ 48,895.00	$ 100,000.00	$ -	$ 100,000.00	
Student Fee	$ 109,190.00	$ 113,483.00	$ 340,444.00	$ -	$ 340,444.00	
	$ -	$ -	$ -	$ -	$ -	
TOTALS	$ 47,254,467.00	$ 31,584,093.00	$ 50,909,838.00	$ 2,735,395.00	$ 28,827,887.00	$ 25,068,026.00

State of Nebraska, County of Washington
Chris Rhoades, Being by me first duly sworn, ·· oses and says that he is the Associate ꜰ ᴜᴊlisher of the Pilot-Tribune , a legal weekly newspaper printed and published at Blair, in Washington County, Nebraska and of general circulation in said County and State: that said newspaper has a bona fide circulation of more than 3000 copies weekly, in said County: and has been published in said County for more than 52 successive weeks prior to the first publication of the attached notice, that the attached notice was published in said newspaper for 1 consecutive week(s) being the issues of.

9/6/2022

Date(s)

Chris Rhoades, Associate Publisher

Subscribed in my presence, and sworn to before me this date:

September 20, 2022

Shauna L Gerke

Notary

GENERAL NOTARY - State of Nebraska
SHAUNA GERKE
My Comm. Exp. July 24, 2023

Cost information

Printers Fee	$	131.25
Aff & billing prep fee		
Notary Fee		
Copy Fee		
·'itional Affidavits		
ꜱ‿ᴊ mins discount		
Total Amount Due	$	131.25

Affidavit of Publication:

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Blair Community Schools (89-0001) in Washington County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 12th day of September, 2022 at 7:00 o'clock, P.M., at Blair Public Library, 2233 Civic Drive, Blair, NE 68008 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: https://nep.education.ne.gov

FUNDS	Actual Disbursements & Transfers 2020-2021 (1)	Actual/Estimated Disbursements & Transfers 2021-2022 (2)	Budgeted Disbursements & Transfers 2022-2023 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
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Depreciation	$ 367,177.00	$ 315,151.00	$ 3,784,348.00	[redacted]	$ 3,784,348.00	[redacted]
Employee Benefit	$ 20,441.00	$ -	$ 4,435.00	$ -	$ 4,435.00	
Contingency	$ -	$ -	$ -	[redacted]	$ -	
Activities	$ 331,602.00	$ 501,881.00	$ 845,680.00	$ -	$ 845,680.00	
School Nutrition	$ 1,086,000.00	$ 1,448,370.00	$ 2,225,354.00	$ -	$ 2,225,354.00	
Bond	$ 18,997,170.00	$ 2,055,190.00	$ 1,981,504.00	$ 988,179.00	$ 989,179.00	$ 2,000,509.00
Special Building	$ 2,916,640.00	$ 2,331,574.00	$ 3,978,966.00	[redacted]	$ 1,830,945.00	$ 2,169,718.00
Qualified Capital Purpose Undertaking	$ 60,325.00	$ 63,950.00	$ 1,566,172.00	$ -	$ 1,566,172.00	$ -
Cooperative	$ 11,729.00	$ 48,895.00	$ 100,000.00	$ -	$ 100,000.00	[redacted]
Student Fee	$ 109,190.00	$ 113,483.00	$ 340,444.00	$ -	$ 340,444.00	
	$ -	$ -	$ -	$ -	$ -	
TOTALS	$ 47,254,467.00	$ 31,584,093.00	$ 50,909,838.00	$ 2,735,395.00	$ 28,827,887.00	$ 25,068,026.00

ZNEZ

PT 9-6-22

ENTERPRISE MEDIA GROUP

BLAIR COMMUNITY SCHOOLS

www.blairschools.org
1100 Deerfield Blvd
PO Box 288
Blair, NE 68008
(402) 426-2610

*****Request for Retirement Contribution Increase Expenditure Exclusion*****

July 22, 2022

Nebraska Department of Education
School Finance & Organization Services

RE: 2022/23 Retirement Contribution Increase
BLAIR COMMUNITY SCHOOLS (89-0001-000)
Washington County School District No. 1

The school district is seeking approval from the State Board of Education for the Retirement Contribution Increase Expenditure Exclusion. The estimated increase in expenditures for the 2022/23 school fiscal year is shown below.

I understand if the State Board of Education approves the request, the school district will report the amount on Schedule A of the 2022/23 School District Budget Form. I also understand the approved amount will be part of the total amount from Schedule A that will be reported by the school district on Line B-130 of the 2022/23 LC-2.

Round to the Nearest Dollar		
2022/23 Staff Salaries Subject to Retirement	1.10	15,456,049
Retirement Contribution Increase at 9.88% *[Multiply*	1.20	1,527,058
Retirement Contribution Increase at 7.35% *[Multiply*	1.30	1,136,020
Requested Retirement Contribution Increase	**1.40**	**391,038**

Applicable percentages are stated in state statute §79-958 and 79-1028.1(e).

Please feel free to contact me if you have any questions related to this request.

Sincerely,

R Gilson

Dr. Randall Gilson
BLAIR COMMUNITY SCHOOLS (89-0001-000)

rev. April 2022

Email the completed template to stephanie.degroot@nebraska.gov for State Board Approval.

* To be approved at the October 2022 State Board Meeting. It was erroneously missed for approval at the September 2022 State Board Meeting

BLAIR COMMUNITY SCHOOLS

www.blairschools.org

PO Box 288
1100 Deerfield Blvd
Blair, NE 68008
(402) 426-2610

August 30, 2022

Washington County Clerk
Attn: Barbara L. Sullivan
PO Box 466
Blair, NE 68008

Dear Ms. Barb Sullivan:

I hereby appoint Tom Shearer, Business Manager, as the authorized representative for Blair Community Schools, 89-0001, to present at the Joint Public Hearing set on Monday, September 26, 2022 at 6:05pm at the Blair High School Auditorium located 440 N 10th St, Blair, NE, 68008 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the setting the final tax request for the school district. Mr. Shearer will give a brief presentation on our District's intent to increase the property tax request that was calculated to be more than the allowable growth percentage and the effect of such request on the school district budget.

Representative Contact Name & Title:	Tom Shearer, Business Manager
Representative Contact Phone:	402-427-2716
Representative Contact Email:	tom.shearer@blairschools.org

Receipt Confirmation

x Barbara Sullivan

Sincerely,

RGil

Dr. Randall Gilson
Superintendent
School District #1 Washington County, Nebraska (Blair Community Schools)

Washington County
Joint Public Hearing Report

Pursuant to Neb. Rev. Stat. § 77-1633, a joint public hearing was held on September 26, 2022 at 6:05 P.M at the Blair High School Auditorium.

Notice of the Joint Public Hearing was provided by:
1. Postcard mailed to all affected property taxpayers by the County Assessor on September 8, 2022.
2. Publication in the Pilot-Tribune on September 20, 2022.

The following political subdivision representatives were present at the hearing and gave a brief presentation on their political subdivision's intent to increase their property tax request by more than the allowable growth percentage and the effect of such request on their budget.

Name:	Political Subdivision Represented:
Randy Gilson & Tom Shearer	Blair Public Schools
Dawn Lewis	Arlington Public Schools
David Genoways & Jerry Green	Fort Calhoun Public Schools
Katie Knight & Corban Helmandollar	City of Fort Calhoun
Steve Kruger & Steve Dethlefs	Washington County

Approximate number of attendees excluding presenters: 130

Additionally, the following individuals spoke at the Joint Public Hearing and provided their input on the proposed property tax requests.

Name:	Address:	Organization Represented: *(if applicable)*
Tom Triplett	Blair	
Angela Triplett	Blair	
Hunter Nohrenberg	Herman	
Herta Bouvia	Blair	
Gary Thomas	Blair	
Richard Johnson	?	
Pam Daly	Ft Calhoun	
Dan Daly	Ft Calhoun	
Dennis McCormick	Blair	
Wes Stamp	Ft Calhoun	
Ben Hansen	Blair	

Michael Dwyer	Arlington	
Adam Fischer	Blair	
Frank Gappa	2146 Mad Hatter, Blair	
Ben Stangl	Ft Calhoun	
Dave Nissen	Arlington	
Jackie Mapes	Ft Calhoun	
Robert Schumacher	5836 Rocky Ln, Ft Calhoun	
Angela Carroll	Ft Calhoun	
Jeff Burianek	Blair	
Tanya Becerra	Blair	
Phil White	Blair	
Heidi Livermore	Blair	
Whitney Fredrick	Blair	
Ellen Whitacker	Blair	
Dwayne ?		
Julia Hindmarsh	Fremont	
Myles Gardner	Blair	
Steve Beck	Blair	
Ryan ?		
Bill Boyd	Ft Calhoun	
William Recek	Ft Calhoun	
Shana Welch	Ft Calhoun	
Pat Lyloff	Ft Calhoun	

After all members of the public present were given a reasonable amount of time to provide their input on the proposed property tax requests, the hearing was closed at 8:22 P.M.

Signed,

Barbara Sullivan

Washington County Clerk

WASHINGTON COUNTY NEBRASKA Seal COUNTY CLERK

Affidavit of Publication:

State of Nebraska, County of Washington
Chris Rhoades, Being by me first duly sworn, deposes and says that he is the Associate Publisher of the Pilot-Tribune , a legal weekly newspaper printed and published at Blair, in Washington County, Nebraska and of general circulation in said County and State: that said newspaper has a bona fide circulation of more than 3000 copies weekly, in said County: and has been published in said County for more than 52 successive weeks prior to the first publication of the attached notice, that the attached notice was published in said newspaper for 1 consecutive week(s) being the issues of.

9/20/2022

Date(s)

Chris Rhoades, Associate Publisher

Subscribed in my presence, and sworn to before me this date:

September 20, 2022

Shauna L Gerke

Notary

GENERAL NOTARY - State of Nebraska
SHAUNA GERKE
My Comm. Exp. July 24, 2023

Cost information

Printers Fee	$	16.20
Aff & billing prep fee		
Notary Fee		
Copy Fee		
Additional Affidavits		
25% mins discount		
Total Amount Due	$	16.20

NOTICE TO THE PUBLIC

LEGAL NOTICE to be published in the paper on Tuesday, September 20, 2022.

The Board of Education of Blair Community Schools will meet on Tuesday, September 27, 2022 at 6:00pm for a Special Board of Education Meeting for the purpose of adopting the proposed 2022-23 Budget and Tax Resolution. The meeting will take place at the Blair Public Library, 2233 Civic Drive, Blair NE 68008.

The meeting is open to the public but there will be no public comments heard. An agenda kept continuously current is available for inspection at the office of the superintendent during normal business hours. If you are in need of any special accommodations, please contact the Administration Office at 402-426-2610 prior to Tuesday, September 27, 2022.

Angie Conety, Secretary
Board of Education
ZNEZ

PT 9-20-22

ENTERPRISE
MEDIA GROUP

RESOLUTION SETTING THE 2022-2023 PROPERTY TAX REQUEST
FOR WASHINGTON COUNTY SCHOOL DISTRICT #89-0001
BLAIR COMMUNITY SCHOOLS

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Blair Community Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Blair Community Schools resolves that:

1. The 2022-2023 property tax request be set at:

General Fund:	$ 20,669,407.00
Bond Fund:	$ 2,000,509.00
Special Building Fund:	$ 1,941,327.00
Qualified Capital Purpose Undertaking Fund:	$ -

2. The total assessed value of property differs from last year's total assessed value by 8.84 percent.
3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be 1.008918 per $100 of assessed value.
4. Blair Community Schools proposes to adopt a property tax request that will cause its tax rate to be 1.077591 per $100 of assessed value.
5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Blair Community Schools will increase (or decrease) last year's budget by 4.85 percent.
6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2022.

Motion by Bob Schoby, seconded by Ginger Fredericksen to adopt Resolution.

Roll call vote as follows:

Bob Schoby	YES	NO
Brandi Petersen	YES	NO
Brittney Gunderson	YES	NO
Deb Parks	YES	NO
Denise Cada	YES	NO
Ginger Fredericksen	YES	NO
Kari Loseke	YES	NO
Laura Ronning Absent	YES	NO
Steve Callaghan	YES	NO

The undersigned herewith certifies, as Secretary of the Board of Education of Blair Community Schools that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

____________________, Angie Conety, Board Secretary

Dated this 27th day of September, 2022

Notice of Special Hearing To Set Final Tax Request

Blair Community Schools (89-0001) in Washington County, Nebraska

Held a Joint Public Hearing on 9-26-22

	2021-2022	2022-2023	Change
Property Valuations	2,098,392,910	2,283,912,458	9%

	2021-2022 Budget Information				2022-2023 Budget Information				
Fund	2021-2022 Operating Budget	2021-2022 Property Tax Request	2021 Tax Rate	Property Tax Rate (2021-2022 Request **Divided By** 2022 Valuation)	2022-2023 Operating Budget	2022-2023 Proposed Property Tax Request	Proposed 2022 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	34,931,113.00	18,885,536.00	0.900000	0.826894	36,082,935.00	20,669,407.00	0.905000	1%	3%
Bond Fund(s) K - 12	1,980,191.00	2,000,193.00	0.095320	0.087577	1,981,504.00	2,000,509.00	0.087591	-8%	0%
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund ______			0.000000	0.000000			0.000000	#DIV/0!	0
Special Building Fund	4,337,151.00	2,098,395.00	0.100000	0.091877	3,749,593.00	1,941,327.00	0.085000	-15%	-14%
Qualified Capital Purpose Undertaking Fund K - 12	126,772.00	58,693.00	0.002797	0.002570	1,566,172.00	-	0.000000	-100%	1135%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
Total	41,375,227.00	23,042,817.00	1.098117	1.008918	43,380,204.00	24,611,243.00	1.077591	-2%	5%

Board of Education Special Meeting
September 27, 2022 6:00 PM
Blair Public Library
2233 Civic Drive, Blair NE 68008

Information concerning the Open Meeting Law, Chapter 84, Article 14 of Nebraska State Statutes, is posted in the room at a location accessible to members of the public and attached to the online agenda. The meeting notice was published in the Washington County Pilot-Tribune & Enterprise on Tuesday, September 20, 2022.

1. Call to Order
Mrs. Kari Loseke, President, called the Board of Education Special Meeting to order at 6:00pm.

2. Roll Call
Present Board Members: Steve Callaghan, Ginger Fredericksen, Kari Loseke, Deb Parks, Brittney Gunderson, Denise Cada, and Bob Schoby.
Absent Board Member: Laura Ronning

3. Pledge of Allegiance
Dr. Gilson led the Board in the Pledge of Allegiance.

4. General Funds Claims
Motion Passed: I move to approve the General Fund Claims as presented passed with a motion by Steve Callaghan and a second by Bob Schoby.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Denise Cada	Yes
Laura Ronning	Absent
Bob Schoby	Yes

5. Approval of the 2022-23 Budget
Motion Passed: I move to approve the 2022-23 budget for Washington County School District 89-0001 with the following reduction changes to the presented budget: the 2022-23 Special Building Fund Budgeted Disbursements & Transfers to $3,749,593.00, and Total 2022-23 Budgeted Disbursements & Transfers to $50,680,465.00, the General Fund Necessary Cash Reserve for General Fund to $1,521,108.00, the Total Necessary Cash Reserve to $2,509,287.00, Special Building Fund Total Available Resources Before Property Taxes to $1,827,679.00, Total Available Resources Before Property Taxes to $28,824,621.00, the General Fund Personal and Real Property Tax Requirements to $20,669,407.00, the Special Building Fund Total Personal and Real Property Tax Requirements to $1,941,327.00, and the Total 2022-23 Personal and Real Property Tax Requirements to $24,611,243.00 passed with a motion by Ginger Fredericksen and a second by Brandi Petersen.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	No
Kari Loseke	Yes
Deb Parks	No
Brandi Petersen	Yes
Denise Cada	Yes

Laura Ronning	Absent
Bob Schoby	Yes

6. 2022-23 Tax Request Resolution

Motion Passed: I move to approve the 2022-23 Tax Request Resolution for Washington County School District 89-0001 that sets the property tax request at $20,669,407.00 for the General Fund, $2,000,509.00 for the Bond Fund, $1,941,327.00 for the Special Building Fund, totaling $24,611,243.00 and reflects a levy for the General Fund set at $0.905000, a levy for the Bond Fund set at $0.087591, and a levy for the Special Building Fund set at $0.085000 for a total levy set at $1.077591 passed with a motion by Bob Schoby and a second by Ginger Fredericksen.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Denise Cada	Yes
Laura Ronning	Absent
Bob Schoby	Yes

7. Adjournment

Motion Passed: I move to adjourn the meeting at 6:40pm passed with a motion by Bob Schoby and a second by Ginger Fredericksen.

Steve Callaghan	Yes
Ginger Fredericksen	Yes
Brittney Gunderson	Yes
Kari Loseke	Yes
Deb Parks	Yes
Brandi Petersen	Yes
Denise Cada	Yes
Laura Ronning	Absent
Bob Schoby	Yes

Angie Conety
Board Secretary

Randall Gilson, Ed.D.
Superintendent

NOTICE OF SUMMARY OF BUDGET CHANGES

Blair Community Schools (89-0001)
IN
Washington County, Nebraska

PUBLIC NOTICE is hereby given that the governing body met on the 27th day of September 2022, at 6:00pm at the Blair Public Library, 2233 Civic Drive, Blair, NE 68008 and adopted the 2022-2023 budget and approved the 2022-2023 Tax Resolution. The purpose of this notice is to notify the public that the adopted budget differed from the budget originally published on September 6, 2022 and presented for a Public Hearing held on September 12, 2022 at 7:00pm at the Blair Public Library. The budget differs after the board approved the reduction of the General Fund tax rate levy by $0.01 and the Special Building Fund tax rate levy by $0.01. The reduced tax requirement also reduced the General Fund's necessary cash reserve and the Special Building Fund's budget of disbursements and transfers. The Boards decision to reduce the General Fund and Building Fund tax requirements was made following the Joint Public Hearing held on September 26th at 6:05pm at the Blair High School Auditorium, 440 N 10th, Blair, NE 68008 where overwhelming opposition to the budget was made based on current economic conditions due to, but not limited to inflation and property valuation increases. The budget detail is available at the office of the School Board Secretary during regular business hours.

Board Secretary

Summary of Adopted Budget on September 27, 2022		Reasons for Change
2022-2023 Special Building Fund Proposed Budget of Disbursements & Transfers	$ 3,749,593.00	Lower tax request provides less resources available to spend
2022-2023 Total Proposed Budget of Disbursements & Transfers	$ 50,680,465.00	Lower tax request provides less resources available to spend
2022-2023 General Fund Necessary Cash Reserve	$ 1,521,108.00	Lower tax request provides less for necessary cash reserve
2022-2023 Total Necessary Cash Reserve	$ 2,509,287.00	Lower tax request provides less for necessary cash reserve
2022-2023 Special Building Fund Total Resources Available Before Property Taxes	$ 1,827,679.00	Lower tax request impacts allocation of other funding
2022-2023 Total Resources Available Before Property Taxes	$ 28,824,621.00	Lowered Building Fund Resources Available Before Property Taxes
Total General Fund 2022-2023 Personal & Real Property Tax Requirement	$ 20,669,407.00	Lowered tax rate levy by $0.01 to aid current economic conditions
Total Special Building Fund 2022-2023 Personal & Real Property Tax Requirement	$ 1,941,327.00	Lowered tax rate levy by $0.01 to aid current economic conditions
Total 2022-2023 Personal & Real Property Tax Requirement	$ 24,611,243.00	Lowered General and Special Building Fund tax levy by $0.02 total

Summary of Originally Published Budget on September 6, 2022, presented at September 12, 2022 Public Hearing	
2022-2023 Special Building Fund Proposed Budget of Disbursements & Transfers	$ 3,978,966.00
2022-2023 Total Proposed Budget of Disbursements & Transfers	$ 50,909,838.00
2022-2023 General Fund Necessary Cash Reserve	$ 1,747,216.00
2022-2023 Total Necessary Cash Reserve	$ 2,735,395.00
2022-2023 Special Building Fund Total Resources Available Before Property Taxes	$ 1,830,945.00
2022-2023 Total Resources Available Before Property Taxes	$ 28,827,887.00
Total General Fund 2022-2023 Personal & Real Property Tax Requirement	$ 20,897,799.00
Total Special Building Fund 2022-2023 Personal & Real Property Tax Requirement	$ 2,169,718.00
Total 2022-2023 Personal & Real Property Tax Requirement	$ 25,068,026.00

Additional Information: Change in Tax Request and Tax Rate Levy

Fund	Approved Tax Request	Approved Tax Rate	Originally Published Tax Request	Originally Published Tax Rate
General Fund	$20,669,407.00	$0.905000	$20,897,799.00	$0.915000
Bond Fund(s) K - 12	$2,000,509.00	$0.087591	$2,000,509.00	$0.087591
Special Building Fund	$1,941,327.00	$0.085000	$2,169,718.00	$0.095000
Qualified Capital Purpose Undertaking Fund K - 12	$0.00	$0.000000	$0.00	$0.000000
Totals	$24,611,243.00	$1.077591	$25,068,026.00	$1.097591

[redacted] BUDGET SUMMARY updated 9-27-22

Blair Community Schools (89-0001) in Washington County, Nebraska

FUNDS	Actual Disbursements & Transfers 2020-2021 (1)	Actual/Estimated Disbursements & Transfers 2021-2022 (2)	Budgeted Disbursements & Transfers 2022-2023 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
General	$ 23,354,193.00	$ 24,705,599.00	$ 36,082,935.00	$ 1,521,108.00	$ 17,141,330.00	$ 20,669,407.00
Depreciation	$ 367,177.00	$ 315,151.00	$ 3,784,348.00		$ 3,784,348.00	
Employee Benefit	$ 20,441.00	$ -	$ 4,435.00	$ -	$ 4,435.00	
Contingency	$ -	$ -	$ -		$ -	
Activities	$ 331,602.00	$ 501,881.00	$ 845,680.00	$ -	$ 845,680.00	
School Nutrition	$ 1,086,000.00	$ 1,448,370.00	$ 2,225,354.00	$ -	$ 2,225,354.00	
Bond	$ 18,997,170.00	$ 2,055,190.00	$ 1,981,504.00	$ 988,179.00	$ 989,179.00	$ 2,000,509.00
Special Building	$ 2,916,640.00	$ 2,331,574.00	$ 3,749,593.00		$ 1,827,679.00	$ 1,941,327.00
Qualified Capital Purpose Undertaking	$ 60,325.00	$ 63,950.00	$ 1,566,172.00	$ -	$ 1,566,172.00	$ -
Cooperative	$ 11,729.00	$ 48,895.00	$ 100,000.00	$ -	$ 100,000.00	
Student Fee	$ 109,190.00	$ 113,483.00	$ 340,444.00	$ -	$ 340,444.00	
	$ -	$ -	$ -	$ -	$ -	
TOTALS	$ 47,254,467.00	$ 31,584,093.00	$ 50,680,465.00	$ 2,509,287.00	$ 28,824,621.00	$ 24,611,243.00

BLAIR COMMUNITY SCHOOLS

www.blairschools.org

1100 Deerfield Blvd
PO Box 288
Blair, NE 68008
(402) 426-2610

September 29, 2022

I confirm that the 2022-2023 Budget Materials for Blair Community Schools were received on September 29, 2022. Budget Materials included:

1. The 2022-2023 State of Nebraska School District Budget Form (pages 1-6)
2. Schedules A, B, and D (Schedule C consolidated with Schedule B)
3. Report of Joint Agreement & Interlocal Agreements
4. Report of Trade Names, Corporate Names, Business names
5. 2022/23 Certified Budget Authority & Allowable Reserve %
6. School Budget Form LC-2 (including special grants list and email confirmation that 2022/23 LC-2 & LC-2 Budget Document was submitted and received by the Nebraska Department of Education (NDE))
7. Copies of Certifications of Taxable Value for School Districts Tax Year 2022
8. Copies of printed publication for Notice of Budget Hearing & Budget Summary, and relating Affidavit of Printer, Original
9. 7-22-22 Letter to State Board of Education requesting approval retirement contribution increase expenditure exclusion (should be approved at their October 2022 Board Meeting-somehow was missed for their Sept Meeting)
10. Letter to County Clerk appointing authorized representative for the Joint public hearing with confirmation of receipt
11. Joint Public Hearing Report provided by Washington County Clerk
12. Affidavit of Publication for 9-27-2022 Special Board Meeting to adopt budget and approve tax resolution
13. The 2022/2023 Tax Resolution for Washington County School District #89-0001 signed by the Board Secretary
14. Copy of 2022-23 Budget information with proposed tax request and tax levy rate
15. September 27, 2022 Special Board of Education Meeting Minutes approving both the budget and tax resolution signed by the Board Secretary and Superintendent
16. Copy of Notice of Budget Changes submitted to Enterprise Newspaper for publication on 9-27-2022. (affidavit will be provided at a later date when received)
17. Updated copy of Budget Summary after Budget changes approved at the 9-27-22 Special Board Meeting.
18. Copy of unsigned County Clerk Budget Materials receipt.

Barbara Sullivan

Barbara L. Sullivan, Washington County Clerk

Official Nebraska Government Website

Nebraska Auditor of Public Accounts

Accountability, Integrity, Reliability

Charlie Janssen

(http://auditors.nebraska.gov/)

Electronic Submission Confirmation

Thank you for your submission. Your filing will be reviewed and the subdivision contacted with any issues. We ask that you do not also submit a paper copy of this filing.

Submitted
9/29/2022 12:26:39

Name
TOM SHEARER

Agency
Blair Community Schools

Email
tom.shearer@blairschools.org (mailto:tom.shearer@blairschools.org)

Type Of Filing
Original Filing

Reference Id
20220929122638

Budget Year Submitted
2022-2023

Comments
Our joint public hearing voiced opposition, the Board adopted a budget and passed a tax resolution that reduced the total levy by $0.02 total vs what had been published and presented for a public hearing. A notice of budget changes will be published.

Nebraska Auditor of Public Accounts (https://auditors.nebraska.gov/)
State Capitol, Suite 2303
P.O. Box 98917
Lincoln, NE 68509-8917
Phone: (402) 471-2111
Fax: (402) 471-3301
Email: Charlie.Janssen@nebraska.gov (mailto:Charlie.Janssen@nebraska.gov)

Anonymously Report Fraud, Waste, and Abuse (https://auditors.nebraska.gov/SAE_E-Mail.html)
Nebraska.gov
Contact Us: Support (https://www.nebraska.gov/contact-us.html)
Security, Accessibility, and Privacy Policies (http://www.nebraska.gov/policies.html)

Home of the Bears.

Shearer, Tom <tom.shearer@blairschools.org>

LC-2 Budget Document has been submitted

1 message

stephanie.degroot@nebraska.gov <stephanie.degroot@nebraska.gov> Thu, Sep 29, 2022 at 12:36 PM
To: tom.shearer@blairschools.org

District Number: **89-0001-000**

Fiscal Year: **20222023**

The Budget Document for the 2022/23 LC-2 for the school district has been received by the Nebraska Department of Education.

If you have questions regarding this submission, please contact the NDE Help Desk at 888-285-0556 or ADVISERHelp@nebraskacloud.org.

If you have questions regarding the information contained in the LC-2, please contact: Michelle Cartwright at michelle.cartwright@nebraska.gov or Stephanie DeGroot at stephanie.degroot@nebraska.gov

NOTICE OF SUMMARY OF BUDGET CHANGES

Blair Community Schools (89-0001)
IN
Washington County, Nebraska

PUBLIC NOTICE is hereby given that the governing body met on the 27th day of September 2022, at 6:00pm at the Blair Public Library, 2233 Civic Drive, Blair, NE 68008 and adopted the 2022-2023 budget and approved the 2022-2023 Tax Resolution. The purpose of this notice is to notify the public that the adopted budget differed from the budget originally published on September 6, 2022 and presented for a Public Hearing held on September 12, 2022 at 7:00pm at the Blair Public Library. The budget differs after the board approved the reduction of the General Fund tax rate levy by $0.01 and the Special Building Fund tax rate levy by $0.01. The reduced tax requirement also reduced the General Fund's necessary cash reserve and the Special Building Fund's budget of disbursements and transfers. The Boards decision to reduce the General Fund and Building Fund tax requirements was made following the Joint Public Hearing held on September 26th at 6:05pm at the Blair High School Auditorium, 440 N 10th, Blair, NE 68008 where overwhelming opposition to the budget was made based on current economic conditions due to, but not limited to inflation and property valuation increases. The budget detail is available at the office of the School Board Secretary during regular business hours.

Board Secretary

Summary of Adopted Budget on September 27, 2022		Reasons for Change
2022-2023 Special Building Fund Proposed Budget of Disbursements & Transfers	$ 3,749,593.00	Lower tax request provides less resources available to spend
2022-2023 Total Proposed Budget of Disbursements & Transfers	$ 50,680,465.00	Lower tax request provides less resources available to spend
2022-2023 General Fund Necessary Cash Reserve	$ 1,521,108.00	Lower tax request provides less for necessary cash reserve
2022-2023 Total Necessary Cash Reserve	$ 2,509,287.00	Lower tax request provides less for necessary cash reserve
2022-2023 Special Building Fund Total Resources Available Before Property Taxes	$ 1,827,679.00	Lower tax request impacts allocation of other funding
2022-2023 Total Resources Available Before Property Taxes	$ 28,824,621.00	Lowered Building Fund Resources Available Before Property Taxes
Total General Fund 2022-2023 Personal & Real Property Tax Requirement	$ 20,669,407.00	Lowered tax rate levy by $0.01 to aid current economic conditions
Total Special Building Fund 2022-2023 Personal & Real Property Tax Requirement	$ 1,941,327.00	Lowered tax rate levy by $0.01 to aid current economic conditions
Total 2022-2023 Personal & Real Property Tax Requirement	$ 24,611,243.00	Lowered General and Special Building Fund tax levy by $0.02 total

Summary of Originally Published Budget on September 6, 2022, presented at September 12, 2022 Public Hearing	
2022-2023 Special Building Fund Proposed Budget of Disbursements & Transfers	$ 3,978,966.00
2022-2023 Total Proposed Budget of Disbursements & Transfers	$ 50,909,838.00
2022-2023 General Fund Necessary Cash Reserve	$ 1,747,216.00
2022-2023 Total Necessary Cash Reserve	$ 2,735,395.00
2022-2023 Special Building Fund Total Resources Available Before Property Taxes	$ 1,830,945.00
2022-2023 Total Resources Available Before Property Taxes	$ 28,827,887.00
Total General Fund 2022-2023 Personal & Real Property Tax Requirement	$ 20,897,799.00
Total Special Building Fund 2022-2023 Personal & Real Property Tax Requirement	$ 2,169,718.00
Total 2022-2023 Personal & Real Property Tax Requirement	$ 25,068,026.00

Additional Information: Change in Tax Request and Tax Rate Levy

Fund	Approved Tax Request	Approved Tax Rate	Originally Published Tax Request	Originally Published Tax Rate
General Fund	$20,669,407.00	$0.905000	$20,897,799.00	$0.915000
Bond Fund(s) K - 12	$2,000,509.00	$0.087591	$2,000,509.00	$0.087591
Special Building Fund	$1,941,327.00	$0.085000	$2,169,718.00	$0.095000
Qualified Capital Purpose Undertaking Fund K - 12	$0.00	$0.000000	$0.00	$0.000000
Totals	$24,611,243.00	$1.077591	$25,068,026.00	$1.097591

September-22

Blair Community Schools Budget Comparison Receipts

Description	Code	2022-2023 Mon Rec	2022-2023 YTD Rec	2022-2023 Budget	2022-2023 %	2021-2022 Mon Rec	2021-2022 YTD Rec	2021-2022 Budget	2021-2022 %
Local Receipts									
Local Property Taxes	11100	$5,246,666	$5,246,666	$17,470,198	30.0%	$5,762,846	$5,762,846	$17,213,691	33.5%
Property Tax Interest & Penalties	11140	$2,909	$2,909	$37,000	7.9%	$1,805	$1,805	$40,000	4.5%
Carline Tax	11115	$1,153	$1,153	$8,500	13.6%	$0	$0	$9,000	0.0%
OPPD In Lieu	11120	$0	$0	$220,000	0.0%	$0	$0	$220,000	0.0%
Motor Vehicle Tax	11125	$149,823	$149,823	$1,700,000	8.8%	$127,917	$127,917	$1,735,000	7.4%
Tuition ESU#3 (PT Contract)	11315	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Tuition Other Districts (SPED)	11323	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Tuition for Summer School	11312	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Tuition for Preschool	11370	$6,755	$6,755	$40,000	16.9%	$6,600	$6,600	$20,000	33.0%
Transportation School Districts	11423	$0	$0	$0	100.0%	$0	$0	$250	0.0%
Transportation Private Sources	11440	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Interest	11510	$274	$274	$14,000	2.0%	$1,967	$1,967	$20,000	9.8%
Local License Fee	11911	$0	$0	$7,000	0.0%	$0	$0	$7,000	0.0%
Police Court Fines	11921	$0	$0	$600	0.0%	$0	$0	$1,000	0.0%
Community Service Fees	11800	$0	$0	$1,800	0.0%	$0	$0	$1,800	0.0%
Rentals - Facilitiies and Equip	11910	$0	$0	$4,000	0.0%	$0	$0	$4,000	0.0%
Contributions/Donations	11920	$950	$950	$4,000	23.8%	$239	$239	$5,000	4.8%
Grant - Corporate/Private Interest	11925	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Misc Revenue-Local Government	11960	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Other Local Receipts	11990	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Total		$5,408,529	$5,408,529	$19,507,098	27.7%	$5,901,375	$5,901,375	$19,276,741	30.6%
Intermediate Source									
County Fines & Licenses	12110	$0	$0	$107,000	0.0%	$0	$0	$110,000	0.0%
ESU #3 Receipts	12210	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Total		$0	$0	$107,000	0.0%	$0	$0	$110,000	0.0%
State Source									
State Aid	13110	$43,887	$43,887	$438,874	10.0%	$45,626	$45,626	$456,255	10.0%
Special Education	13120	$0	$0	$1,310,000	0.0%	$0	$0	$1,310,000	0.0%
SPED Sch Age Transportation	13125	$0	$0	$120,000	0.0%	$0	$0	$140,000	0.0%
Homestead Exemption	13130	$0	$0	$425,000	0.0%	$0	$0	$417,000	0.0%
Payments for Hi Ability	13535	$0	$0	$9,740	0.0%	$0	$0	$9,470	0.0%
Flex Funding: Before Age 5	13165	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Flex Funding: School Age	13166	$0	$0	$8,000	0.0%	$0	$0	$0	100.0%
Pro-Rate Motor Vehicles	13180	$0	$0	$41,000	0.0%	$0	$0	$39,000	0.0%
State Apportionment	13400	$0	$0	$310,000	0.0%	$0	$0	$335,000	0.0%
Property Tax Credit	13131	$0	$0	$1,000,000	0.0%	$0	$0	$924,000	0.0%
Personal Property Tax Credit	13132	$0	$0	$0	100.0%	$0	$0	$23,000	0.0%

September-22

Blair Community Schools Budget Comparison Receipts

		2022-2023				2021-2022			
Description	Code	Mon Rec	YTD Rec	Budget	%	Mon Rec	YTD Rec	Budget	%
Education Innovation Grant	13575	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Teacher Training Grants	13551	$0	$0	$0	100.0%	$0	$0	$0	100.0%
State Field Trip Grant (NAC)	13590	$0	$0	$0	100.0%	$0	$0	$0	100.0%
NDEQ Transportation Grant	13500	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Early Childhood Grant	13540	$0	$0	$63,560	0.0%	$0	$0	$81,838	0.0%
SixPence Ealry Childhood Grant	13541	$0	$0	$105,558	0.0%	$0	$0	$0	100.0%
NDEQ Transportation Grant	13599	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Other	13990	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Total		$43,887	$43,887	$3,831,732	1.1%	$45,626	$45,626	$3,735,563	1.2%
Federal Sources									
IDEA Part B, Peak Grant	14418	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Title I Current	14505	$0	$0	$193,496	0.0%	$0	$0	$171,254	0.0%
Title I - Accountability	14506	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Title II Part A	14509	$0	$0	$49,826	0.0%	$0	$0	$45,021	0.0%
Title IV	14969	$0	$0	$12,169	0.0%	$0	$0	$11,098	0.0%
IDEA PART B (611) ARP	14421	$0	$0	$0	100.0%	$0	$0	$0	100.0%
IDEA PRESCHOOL (619) ARP	14422	$0	$0	$0	100.0%	$0	$0	$0	100.0%
IDEA BASE AGE 0-3/3-5	14512	$0	$0	$0	100.0%	$0	$0	$0	100.0%
IDEA 619 Ages 3-4	14516	$0	$0	$12,290	0.0%	$0	$0	$11,775	0.0%
IDEA Part B (611) Base Allocation	14518	$0	$0	$450,230	0.0%	$0	$0	$426,982	0.0%
IDEA Part B Proportionate Share	14521	$0	$0	$4,530	0.0%	$0	$0	$0	100.0%
MIPS	14708	$0	$0	$30,000	0.0%	$0	$0	$26,500	0.0%
MEDICAID ADMIN	14709	$0	$0	$26,000	0.0%	$0	$0	$29,000	0.0%
Forest Reserve: De Soto	14707	$0	$0	$13,500	0.0%	$0	$0	$13,500	0.0%
Perkins Grant	14525	$0	$0	$20,216	0.0%	$0	$0	$19,630	0.0%
Title III NCLB-LEP	14527	$0	$0	$3,108	0.0%	$0	$0	$1,818	0.0%
Head Start	14309	$0	$0	$0	100.0%	$0	$0	$34,068	0.0%
Disaster Aid (FEMA-Covid19)	14995	$0	$0	$0	100.0%	$0	$0	$0	100.0%
ESSER Grant (Covid19)	14996	$0	$0	$0	100.0%	$0	$0	$0	100.0%
ESSER II Grant (Covid19)	14997	$0	$0	$0	100.0%	$0	$0	$150,809	0.0%
ESSER III Grant (Covid19)	14998	$0	$0	$551,685	0.0%	$0	$0	$1,219,616	0.0%
Other Fed Categorical	14530	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Total		$0	$0	$1,367,050	0.0%	$0	$0	$2,161,071	0.0%
Non Revenue Receipts									
Insurance Adjustment	15301	$0	$0	$0	100.0%	$3,547	$3,547	$0	100.0%
Transfer of Funds In	15200	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Refunds from Prior Years Expense	11980	$12,167	$12,167	$0	100.0%	$0	$0	$0	100.0%
Other Non-Revenue Rec	15690	$0	$0	$0	100.0%	$0	$0	$6,502	0.0%

September-22

Blair Community Schools Budget Comparison Receipts

Description	Code	2022-2023 Mon Rec	2022-2023 YTD Rec	2022-2023 Budget	2022-2023 %	2021-2022 Mon Rec	2021-2022 YTD Rec	2021-2022 Budget	2021-2022 %
Total		$12,167	$12,167	$0	100.0%	$3,547	$3,547	$6,502	54.5%
Non Program Receipts									
Sale of Property	15300	$0	$0	$0	100.0%	$0	$0	$0	100.0%
Total		$0	$0	$0	100.0%	$0	$0	$0	100.0%
GRAND TOTAL		$5,464,583	$5,464,583	$24,812,880	22.0%	$5,950,547	$5,950,547	$25,289,877	23.5%

Period: 1
Month SEPTEMBER
Year: 2022-2023

		2022-2023	2021-2022
Receipts to be Collected		$24,812,880	$25,289,877
Local Property Taxes-State Budge	11101	$1,567,515	$118,990
Cash Balance Estimated on Budget		$5,226,297	$5,538,544
County Treasurer Balance Estimated on Budget		$5,997,351	$6,093,496
Total Receipts		$37,604,043	$37,040,907

September-22

Blair Community Schools Budget Comparison Expenditures

	Program Name	2022-2023 Month Exp	2022-2023 YTD Exp	2022-2023 Budget	2022-2023 %	2021-2022 Month Exp	2021-2022 YTD Exp	2021-2022 Budget	2021-2022 %
201100	Regular Instruction	$1,134,412	$1,134,412	$12,521,159	9.1%	$1,017,425	$1,017,425	$12,041,717	8.4%
201125	Regular Instruction - FLEX	$0	$0	$0	100.0%	$0	$0	$24,470	0.0%
201150	Instruction - Limited English Programs	$8,916	$8,916	$109,213	8.2%	$8,712	$8,712	$108,383	8.0%
201160	Instruction - Poverty Programs	$72,215	$72,215	$530,225	13.6%	$33,313	$33,313	$481,039	6.9%
	Subtotal REGULAR INSTRUCTION	$1,215,543	$1,215,543	$13,160,597	9.2%	$1,059,450	$1,059,450	$12,655,610	8.4%
201200	Special Education	$245,162	$245,162	$2,875,420	8.5%	$173,326	$173,326	$2,740,236	6.3%
202141	Special Education (Psychology)	$36,855	$36,855	$418,318	8.8%	$17,247	$17,247	$291,953	5.9%
202151	Special Education (Speech Path)	$18,708	$18,708	$195,922	9.5%	$20,647	$20,647	$254,172	8.1%
202161	Special Education (Occup Therapy)	$12,771	$12,771	$128,082	10.0%	$4,044	$4,044	$97,766	4.1%
202171	Special Education (Physical Therapy)	$45	$45	$569	7.9%	$0	$0	$1,121	0.0%
202181	Special Education (Vision Services)	$0	$0	$85,000	0.0%	$0	$0	$81,600	0.0%
	Subtotal SPED - SCHOOL AGE	$313,540	$313,540	$3,703,311	8.5%	$215,263	$215,263	$3,466,848	6.2%
201190	Early Childhood Education	$100	$100	$1,200	8.4%	$26	$26	$7,200	0.4%
202143	Preschool - Psych - Ages 0-2	$0	$0	$0	100.0%	$0	$0	$0	100.0%
201291	Preschool - SPED - Ages 3-5	$37,392	$37,392	$344,508	10.9%	$19,533	$19,533	$259,903	7.5%
201292	Preschool - SPED - Ages 0-2	$0	$0	$200	0.0%	$0	$0	$200	0.0%
202152	Preschool - Speech Path - Ages 3-5	$615	$615	$2,242	27.4%	$1,339	$1,339	$1,111	120.5%
202153	Preschool - Speech Path - Ages 0-2	$97	$97	$40,420	0.2%	$569	$569	$44,040	1.3%
202162	Preschool - Occup Therapy - Ages 3-5	$2,014	$2,014	$24,200	8.3%	$954	$954	$20	4770.0%
202163	Preschool - Occup Therapy - Ages 0-2	$2,014	$2,014	$24,380	8.3%	$954	$954	$200	477.0%
202172	Preschool - Physical Therapy - Ages 3-5	$3,375	$3,375	$40,576	8.3%	$274	$274	$39,866	0.7%
202173	Preschool - Physical Therapy - Ages 0-2	$3,497	$3,497	$40,701	8.6%	$258	$258	$40,291	0.6%
202182	Preschool - Vision Services - Ages 3-5	$0	$0	$20,000	0.0%	$0	$0	$15,300	0.0%
202183	Preschool - Vision Services - Ages 0-2	$0	$0	$14,000	0.0%	$0	$0	$15,300	0.0%
	Subtotal PRESCHOOL (non-reimbursed)	$49,104	$49,104	$552,426	8.9%	$23,907	$23,907	$423,431	5.6%
202610	Operation of Plant	$209,252	$209,252	$1,392,281	15.0%	$170,795	$170,795	$1,162,869	14.7%
202620	Maintenance of Plant	$47,006	$47,006	$280,425	16.8%	$32,104	$32,104	$270,451	11.9%
202630	Grounds Maintenance	$14,316	$14,316	$142,931	10.0%	$10,825	$10,825	$138,407	7.8%
202640	Equipment Maintenance	$3,224	$3,224	$11,200	28.8%	$18,339	$18,339	$13,200	138.9%
202650	Non-Student Vehicle Maint & Purch	$1,779	$1,779	$68,869	2.6%	$1,681	$1,681	$63,036	2.7%
202660	Security	$28,505	$28,505	$84,200	33.9%	$25,791	$25,791	$76,200	33.8%
202670	Safety	$6,875	$6,875	$52,484	13.1%	$2,923	$2,923	$54,334	5.4%
202680	Operation/Maintenance of Plant-Other	$0	$0	$3,000	0.0%	$0	$0	$3,000	0.0%
	Subtotal MAINTENANCE COSTS	$310,956	$310,956	$2,035,389	15.3%	$262,459	$262,459	$1,781,497	14.7%
202710	Reg Pupil Transportation-Operating	$32,567	$32,567	$342,126	9.5%	$23,299	$23,299	$301,413	7.7%
202712	SPED Transportation-Operating	$7,116	$7,116	$151,221	4.7%	$8,133	$8,133	$140,893	5.8%
202720	Reg Putpil Transporation-Monitoring	$0	$0	$2,095	0.0%	$16	$16	$0	100.0%
202722	SPED Transportation-Monitoring	$2,406	$2,406	$47,227	5.1%	$2,042	$2,042	$60,068	3.4%
202730	Reg Pupil Transportation-Maintenance	$34,078	$34,078	$379,914	9.0%	$25,101	$25,101	$368,654	6.8%
202732	SPED Transportation-Maintenance	$13,323	$13,323	$30,893	43.1%	$11,110	$11,110	$26,028	42.7%
202790	Reg Pupil Transportation-Other	$9,984	$9,984	$120,159	8.3%	$9,653	$9,653	$114,931	8.4%
202792	SPED Transportation-Other	$6,801	$6,801	$47,290	14.4%	$6,473	$6,473	$55,093	11.7%
202793	SPED Transportation-Other Preschool	$0	$0	$0	100.0%	$0	$0	$0	100.0%
	Subtotal STUDENT TRANSPORTATION	$106,275	$106,275	$1,120,925	9.5%	$85,827	$85,827	$1,067,081	8.0%

September-22 **Blair Community Schools Budget Comparison Expenditures**

	Program Name	2022-2023 Month Exp	2022-2023 YTD Exp	2022-2023 Budget	2022-2023 %	2021-2022 Month Exp	2021-2022 YTD Exp	2021-2022 Budget	2021-2022 %
202120	Guidance Services	$45,404	$45,404	$489,740	9.3%	$44,052	$44,052	$494,451	8.9%
202130	Health Services	$24,074	$24,074	$241,264	10.0%	$17,551	$17,551	$213,327	8.2%
202140	Psych Services	$0	$0	$25,000	0.0%	$0	$0	$21,500	0.0%
202190	Other Pupil Supp Services	$7,003	$7,003	$133,080	5.3%	$7,524	$7,524	$116,201	6.5%
202210	Improvement of Instruction	$9,275	$9,275	$132,911	7.0%	$9,023	$9,023	$132,244	6.8%
202212	Curriculum & Assessment	$2,266	$2,266	$46,838	4.8%	$15,349	$15,349	$9,846	155.9%
202213	Instructional Staff Training/Development	$6,401	$6,401	$64,901	9.9%	$1,333	$1,333	$29,766	4.5%
202211	School Improvement	$0	$0	$1,410	0.0%	$0	$0	$0	100.0%
202214	Implementation of Standards	$0	$0	$0	100.0%	$0	$0	$0	100.0%
202220	Library Services	$78,555	$78,555	$597,778	13.1%	$51,198	$51,198	$580,895	8.8%
202230	Instruction-Related Technology	$19,451	$19,451	$325,131	6.0%	$19,660	$19,660	$319,687	6.1%
202223	Audio-Visual Services	$2,993	$2,993	$7,300	41.0%	$1,701	$1,701	$7,300	23.3%
202240	Academic Student Assessment	$0	$0	$45,121	0.0%	$0	$0	$31,018	0.0%
202310	Board of Education	$962	$962	$40,799	2.4%	$807	$807	$41,198	2.0%
202320	Executive Admin Services	$26,365	$26,365	$365,379	7.2%	$26,763	$26,763	$296,121	9.0%
202330	Legal Services	$2,674	$2,674	$17,500	15.3%	$486	$486	$14,000	3.5%
202410	Office of Principal	$118,661	$118,661	$1,355,457	8.8%	$111,623	$111,623	$1,330,479	8.4%
202490	School Administration - Other	$0	$0	$10,700	0.0%	$0	$0	$10,100	0.0%
202510	Gen Business Support	$61,792	$61,792	$384,872	16.1%	$54,013	$54,013	$456,845	11.8%
202520	Warehousing & Distribution	$1	$1	$1	100.0%	$1	$1	$1	100.0%
202530	Printing, Publishing, Duplicating Services	$0	$0	$0	100.0%	$0	$0	$0	100.0%
202540	Planning, R&D, & Evaluation Services	$0	$0	$0	100.0%	$0	$0	$0	100.0%
202560	Public Information Services	$0	$0	$0	100.0%	$0	$0	$0	100.0%
202570	Personnel Services	$0	$0	$3,000	0.0%	$108	$108	$2,000	5.4%
202580	Technology-Administration Services	$5,200	$5,200	$3,750	138.7%	$3,709	$3,709	$4,550	81.5%
202900	Other Support Services	$0	$0	$0	100.0%	$0	$0	$0	100.0%
203300	Community Services	$95	$95	$2,015	4.7%	$349	$349	$0	100.0%
203400	Corporate/Privat Interest Grants	$1,687	$1,687	$0	100.0%	$42,604	$42,604	$0	100.0%
203535	High Ability Learners Grant	$0	$0	$10,130	0.0%	$3,983	$3,983	$9,470	42.1%
203540	State Early Childhood Grant	$7,666	$7,666	$63,560	12.1%	$7,642	$7,642	$81,838	9.3%
203541	Sixpence Early Childhood Grant	$12,736	$12,736	$105,558	12.1%	$0	$0	$0	100.0%
203599	State Categorical Grants-NDEQ Grant	$0	$0	$0	100.0%	$0	$0	$0	100.0%
201300	Summer School	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206019	COVID19 RELATED EXPENSES	$0	$0	$0	100.0%	$0	$0	$0	100.0%
208000	Activity Fund Transfers	$0	$0	$30,000	0.0%	$0	$0	$30,000	0.0%
209000	NON-PROGRAM EXPEND	$0	$0	$0	100.0%	$0	$0	$0	100.0%
	FEDERAL PROGRAMS								
206200	Title I	$0	$0	$255,491	0.0%	$27,061	$27,061	$227,373	11.9%
206210	Title I Accountability	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206310	Title IIA	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206404	IDEA 611 BIRTH TO	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206406	IDEA 619 AGES 3-4	$0	$0	$12,290	0.0%	$0	$0	$11,775	0.0%
206408	IDEA - SPED BASE-EP	$21,888	$21,888	$450,230	4.9%	$46,239	$46,239	$426,982	10.8%
206410	IDEA - SPED Preschool	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206412	IDEA - Part B Proportionalte Share	$0	$0	$4,350	0.0%	$0	$0	$0	100.0%
206418	IDEA PART B PEAK PROJECTS	$0	$0	$0	100.0%	$0	$0	$0	100.0%

September-22 **Blair Community Schools Budget Comparison Expenditures**

		2022-2023				2021-2022			
	Program Name	Month Exp	YTD Exp	Budget	%	Month Exp	YTD Exp	Budget	%
206421	IDEA PART-B (611) ARP BASE & ENROLL	$4,699	$4,699	$0	100.0%	$9,004	$9,004	$0	100.0%
206422	IDEA PRESCHOOL (619) ARP	$0	$0	$0	100.0%	$3,530	$3,530	$0	100.0%
206700	PERKINS GRANT	$0	$0	$20,216	0.0%	$105	$105	$19,630	0.5%
206925	Title III	$2,590	$2,590	$3,108	83.3%	$0	$0	$1,818	0.0%
206940	HEAD START	$0	$0	$0	100.0%	$1,947	$1,947	$34,068	5.7%
206990	FEDERAL CATEGORICAL GRANTS	$0	$0	$0	100.0%	$1,690	$1,690	$0	100.0%
206996	CARES ACT - ESSER FUND-COVID19	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206997	CRRSA - ESSER II FUND	$0	$0	$0	100.0%	$0	$0	$0	100.0%
206998	ARP - ESSER III GRANT	$10,110	$10,110	$551,685	1.8%	$20,440	$20,440	$1,219,616	1.7%
TOTAL		$2,467,965	$2,467,965	$26,373,212	9.4%	$2,176,404	$2,176,404	$25,568,566	8.5%

Period: 1 (SEPTEMBER)
Year: 2022-2023

	2022-2023	2021-2022
Total Budget of Disbursements	$26,373,212	$25,568,566
Debt Service (Spending Authority Adjustment)	$9,709,723	$9,362,547
Necessary Cash Reserve	$1,521,108	$2,109,794
Total Requirements	$37,604,043	$37,040,907