

Board of Education Regular
Meeting/Business
Monday, March 10, 2025 6:00 PM

Virginia Moon Administrative Center
8545 Park Dr
Ralston, NE 68127-3621

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. District Financial Report
Speaker(s): Dr. Aaron Bredenkamp
 - 6.2. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.3. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.4. Update from the Communications Department
Speaker(s): Jim Frederick
 - 6.5. District Human Resources Update
Speaker(s): Jason Buckingham
 - 6.6. School Based Mental Health Program
Speaker(s): Jen Pollock
 - 6.7. Committee on American Civics--Public Testimony Opportunity
Speaker(s): Anne Harley
7. Board Action Items
 - 7.1. Seymour roof repair bid (Action)

Speaker(s): Jason Buckingham
8. Pre-Adjournment Information and Activities
 - 8.1. Announcements
 - 8.2. Board of Education Supplemental Meeting Information
 - 8.3. Future Board Calendar
9. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not 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. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____

Revised on: _____

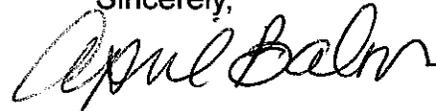
Reviewed on: _____

February 25, 2025

To Whom it May Concern:

I hereby am resigning my special education teaching position at Ralston Public Schools, effective at the end of the 2024-2025 school year. I have enjoyed the many fine people I have had the pleasure of working with, and will remain friends with many as I move into my next position. It has been an honor being part of the Ralston community.

Sincerely,

A handwritten signature in black ink that reads "April Balm". The signature is written in a cursive style with a large initial "A".

April Balm

January 27, 2025

Dear Mr. Buckingham and the Ralston Board of Education,

Please accept this letter as formal notice of my resignation as the elementary art teacher at Mockingbird Elementary and Karen Western Elementary Schools, effective at the conclusion of the 2024/2025 school year. I have accepted a position in the district where my boys will begin attending school and this transition will allow me to be much closer to home and provide more time for my family.

This decision has been very difficult to make, as I have spent the last 17 years fiercely dedicated to Ralston and our wonderful students. I have loved my years in Ralston and the staff and students I have gotten to know so well. I have learned and grown as an educator and I will always be grateful for the time that I have spent here.

I want to ensure the best transition possible for my replacement and am willing to help in whatever ways I can throughout this process. My hope for the future is that Ralston continues to prioritize its students and helps the Fine Arts program grow with equity across all elementary buildings.

Thank you Ralston Public Schools, for everything. I will always be proud to be a Ram.

Sincerely,

A handwritten signature in cursive script that reads "Nicole Hunter". The signature is written in black ink and is positioned above the printed name.

Nicole Hunter
Elementary Art Teacher
Mockingbird and Karen Western Elementary Schools

**Ralston Public Schools
Board of Education Regular Meeting**

Monday, February 24, 2025

The Ralston Public Schools Board of Education met in open, public session on Monday, February 24, 2025. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance notice by publication in *The Omaha Daily Record* and on the District's website, www.ralstonschools.org.

Call to Order

Board President, Mrs. Robin Richards, called the meeting to order at 6:00 pm

Roll Call

A motion was made to excuse Board Member Mrs. Katie Krause. A motion was made by Ms. Mary Roarty and seconded by Mrs. Elizabeth Kumru.

Mrs. Richards: Yes
Mrs. Hough: Yes
Ms. Roarty: Yes
Mrs. Kumru: Yes
Mrs. Willey: Yes

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Anne Harley and Mr. Jim Frederick.

Board Appreciation Presentation

Every year, Ralston Public Schools provides a special presentation to Board members in recognition of Board Appreciation Week. It is a time to extend our heartfelt gratitude to each of our Board of Education members for their dedication and tireless service. Several student groups took part in our celebration.

- Each elementary school adopted a BOE member and made them thank you cards. We appreciate the teachers and students at each school who created them this year.
- RMS Jazz Band: Mr. Andrew Peters introduced the jazz band and spoke about the band and the instrumental music program at RMS. The band then performed a couple of numbers.
- RHS Educators Rising: Mrs. Rebecca Dunn introduced her students and together they provided Board members an overview of their program, what is all involved, and highlights from the year. At the end of the presentation, they presented each BOE member with a gift.
- RHS HOSA - Mrs. Laura Prochaska introduced the HOSA Officers and the students provided the Board with an overview of HOSA, what is all involved, and highlights from the year. They also provided BOE members with a gift after their presentation.

Consent Agenda

Consent agenda items include minutes from February 10, 2025, meetings, and subcommittee minutes from the month of January.

The following staff members submitted their resignations: Justine Fatemi (WW), Ashley Shableski

(KW), and Alisa Anderson (Blum).

Recommend the following to be hired for the 2025-2026 school year.

- **Megan Harding** (Director of Teaching & Learning) - BA from UNO, Master of Science in Education (Education/Counseling) from Wayne State College and Master of Science Educational Administration and Supervision from UNO.
- **Jennifer Pollock** (Director of Student Services) - BA, Master of Science (School Psychology), Master of Science (Specialist in Education) at UNO.
- **Grant Holben** (6th Grade at Blumfield) - BA from Northwest Missouri State. He is currently teaching 6th grade math and science at St. Francis of Assisi Catholic School in Des Moines, Ia.
- **Reese Hansen** (5th Grade at Karen Western) - Currently, she is an undergraduate at Wayne. She will graduate in May 2025 with a Bachelor of Science.
- **Amanda Holwegner** – (6th Grade at Meadows) - Currently, she is an undergraduate at Wayne. She will graduate in May 2025 with a Bachelor of Science. She is currently a substitute teacher at Norfolk Public Schools.
- **Kellie Prather** (5th Grade at Meadows) - BA from University of Nebraska Kearney, MA from Doan University. Kellie worked at Karen Western from 2020-2021 as a kindergarten/first grade teacher.

Motion to approve consent agenda was made by Ms. Mary Roarty and seconded by Mrs. Elizabeth Kumru

Mrs. Hough:	Yes
Mrs. Richards:	Yes
Mrs. Willey:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Richards, Mrs. Kumru, and Ms. Roarty attended the weekly Legislative Committee meeting.

Mrs. Richards, Ms. Roarty, Mrs. Willey, and Mrs. Hough met with Mr. Blain McCann for a Gallup Strength Finder coaching session.

Mrs. Robin Richards: Attended the UNO Impact Education Think Tank with Dr. Sara Zabrowski-Gates. She also met with Mrs. Willey and Mr. Buckingham to go over an upcoming Board meeting agenda and discuss how those are developed, did a walk-through at Ralston High School to see the progress in each classroom and Little Rams area, and finally attended an NASB meeting.

Mrs. Elizabeth Kumru: Attended the Nebraska Information Technology Commission meeting. She shared information learned at the meeting and suggested at a future meeting the Board look at our current AI policy and make sure it is up to date.

Ms. Mary Roarty: Provided a report on the meetings she had recently attended.

Mrs. Carrie Hough: Stated she was glad our new trucks got used last week to clear snow even though it is unfortunate the District was unable to be in session. She is looking forward to helping with the Kid Culinary event this Thursday.

Mrs. Samantha Willey: Thanked all the coaches and sponsors in RPS as they put in a lot of time that takes away from their families.

Government Relations Update

Mr. Joe Kohout, District lobbyist from Kissel Kohout ES Associates LLC, updated the Board regarding Legislative issues.

Instructional Coaching/Teacher Mentor Program Presentation

Ms. Amber Scott, Mrs. Mindy Podraza, Mr. Tim Krayner, and Mrs. Lindsay Kelly provided a presentation to the Board about Instructional Coaching, our new Technology Instructional Coach, and the District's Teacher Mentor program. They also answered questions from the Board of Education.

NASB Update

Mrs. Liz Kumru provided an update on the following workshops being offered by NASB.

- Finance workshop on March 11th in Crete
- Open Meetings Law workshop on April 1st in Lincoln
- Annual National meeting in April

Enrollment Update

Dr. Anne Harley reviewed the enrollment information with the Board. The District currently has 3,444 students, which is down by 53 students from last year.

Attendance Data Update

Mr. Buckingham provided an attendance data update.

District Bond Project Updated

Mr. Buckingham provided an update to the Board of Education on the progress of various projects in motion with the 2021 Future Ready Ralston Bond Initiative.

February 13, 2025

- BL
 - Access hatch to be installed, touch up paint
- RHS
 - Parking lot (north 1/3 spring break 2025, mobilize March 10)
 - Basketball hoops \$85,000 bid
 - Current bond fund status \$32,142,602 as of 12/31/24
 - 12 classrooms have had paint and flooring work completed, technology is installed in six of the classrooms, whiteboards and bulletin boards to be completed this week in all 12 rooms
 - Lighting to be installed when it arrives onsite
 - Daycare has been demoed, underground plumbing in installed and backfilled, Faculty Lounge has been renovated. Framing is complete, VAV boxes are being installed for the different daycare rooms, temporary exterior doors have been installed.
- KW, BL, WW and SY Phase II project awarded, dates TBD
 - Exterior Paint at KW, patching of cracked facade
 - Replacement of window seats/window shades KW
 - Painting roof and window boxes BL

- Install wall padding in recovery rooms BL
 - Painting of window boxes WW
 - Painting and patching of sawtooth roof SY
- SY roofing project bids have been returned, renovation of roof summer 2025
- RMS Summer 2025
 - Low voltage work to include cameras, voice amplification, new alarms
 - Replacement of upper parking lot and sidewalks
 - Exterior paint courtyard
 - Lights and ceiling work upper gym (spring break 2025)

Instructional Time Update

Mr. Buckingham updated the Board on instructional time.

Additional Board Action Item

Removal of Policy 5051 Eye Examination for Students Policy

Mrs. Elizabeth Kumru motioned to approve the removal of policy 5051 Eye Examination Students per recommendation from our policy service. The motion was seconded by Mrs. Samantha Willey.

Ms. Roarty: Yes
 Mrs. Richards: Yes
 Mrs. Kumru: Yes
 Mrs. Willey: Yes
 Mrs. Hough: Yes

Removal of Policy 5038 Lunch Program Policy

Mrs. Elizabeth Kumru motioned to approve the removal of policy 5038 Lunch Program per recommendation from our policy service. The motion was seconded by Mrs. Carrie Hough.

Mrs. Kumru: Yes
 Ms. Roarty: Yes
 Mrs. Hough: Yes
 Mrs. Willey: Yes
 Mrs. Richards: Yes

Executive Session

Mrs. Elizabeth Kumru motioned to enter Executive Session at 7:42 pm. The motion was seconded by Mrs. Carrie Hough

Mrs. Kumru: Yes
 Mrs. Hough: Yes
 Mrs. Willey: Yes
 Ms. Richards: Yes
 Ms. Roarty: Yes

Leave Executive Session

Mrs. Elizabeth Kumru motioned to come out of Executive Session at 7:50 pm. The motion was seconded by Mrs. Carrie Hough.

Mrs. Hough: Yes
Mrs. Willey: Yes
Mrs. Richards: Yes
Ms. Roarty: Yes
Mrs. Kumru: Yes

Adjournment

The Board voted to adjourn the meeting at 7:51 pm with a motion made by Mrs. Liz Kumru and a second by Mrs. Samantha Willey.

Ms. Roarty: Yes
Mrs. Hough: Yes
Mrs. Kumru: Yes
Mrs. Richards: Yes
Mrs. Willey: Yes

The next regular meeting is scheduled for March 10, 2025, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

EFINANCE - POWERSCHOOL
 DATE: 03/07/2025
 TIME: 13:42:45

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1
 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20250310'
 ACCOUNTING PERIOD: 7/25

FUND - 01 - GENERAL FUND

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9001	133405	03/10/25	3556	ABANTE MARKETING	0180020262000	20610	RPS MAINTENANCE ADM	0.00	3,527.81
9001	133407	03/10/25	5630	ARBOR FAMILY COUNSE	0136020212000	20320	RPS HIGH SCHOOL	0.00	2,975.00
9001	133408	03/10/25	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	698.39
9001	133408	03/10/25	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	698.39
9001	133408	03/10/25	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	872.99
9001	133408	03/10/25	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	872.99
9001	133408	03/10/25	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	872.99
TOTAL CHECK								0.00	4,015.75
9001	133409	03/10/25	5583	BAUER BUILT, INC	0180020271200	20430	RPS TRANSPORTATION	0.00	38.20
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS KAREN WESTERN	0.00	57.56
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS WILDEWOOD	0.00	72.03
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS SUPPLY DELIVERY	0.00	9.95
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS MEADOWS	0.00	81.04
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS BLUMFIELD	0.00	84.98
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS SEYMOUR	0.00	95.81
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS MOCKINGBIRD	0.00	110.34
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	229.96
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS HIGH SCHOOL	0.00	710.53
9001	133410	03/10/25	6650	BISHOP BUSINESS	0180020253000	20442	RPS ADMIN/VMAC/CO	0.00	758.21
TOTAL CHECK								0.00	2,210.41
9001	133411	03/10/25	2930	BLICK ART MATERIALS	0116820110090	20610	SEYMOUR SE250018	0.00	431.03
9001	133412	03/10/25	6660	BOUND TO STAY BOUND	0116720222000	20640	MOCKINGBIRD MB25003	0.00	19.78
9001	133412	03/10/25	6660	BOUND TO STAY BOUND	0126020222000	20640	RALSTONMIDDLEMS2501	0.00	7.37
TOTAL CHECK								0.00	27.15
9001	133413	03/10/25	7995	BRANDON CURTIS	0136020699000	20510	REIMBURSED 12/2-19/	0.00	36.31
9001	133413	03/10/25	7995	BRANDON CURTIS	0136020699000	20510	REIMBURSED1/4-2/5/2	0.00	172.13
TOTAL CHECK								0.00	208.44
9001	133414	03/10/25	7700	BRIGHT FUTURE CONSU	0180020231000	20810	RPS ADMIN/BOE	0.00	2,037.34
9001	133415	03/10/25	6903	BSN SPORTS, LLC	0136020110099	20913	RALSTON HIGH HS2503	0.00	1,828.50
9001	133416	03/10/25	6936	CAREERSAFE	0136020110001	20610	RALSTON HIGH HS2503	0.00	832.00
9001	133417	03/10/25	4062	CENGAGE LEARNING	0136020115000	20610	RPS SS/RHS SS250049	0.00	2,731.30
9001	133417	03/10/25	4062	CENGAGE LEARNING	0180020359900	20610	RPS STUD/SER SS2500	0.00	946.00
TOTAL CHECK								0.00	3,677.30
9001	133418	03/10/25	7766	CITY WIDE FACILITY	0126020261000	20340	RPS MAINTENANCE RMS	0.00	7,580.00
9001	133419	03/10/25	7997	COACH & EQUIPMENT M	0180020271200	20430	RPS TRANSPORTATION	0.00	43.68
9001	133420	03/10/25	7998	COLUMN SOFTWARE PBC	0180020257000	20540	RPS HUMAN RESOURCES	0.00	36.00

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RALSTON PUBLIC SCHOOLS
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SELECTION CRITERIA: transact.ck_date='20250310'
 ACCOUNTING PERIOD: 7/25

FUND - 01 - GENERAL FUND

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9001	133421	03/10/25	636	CONTROL MASTERS INC	0136020262000	20430	RPS MAINTENANCE RH	0.00	200.37
9001	133422	03/10/25	7870	CORNERSTONES OF CAR	0116920110000	20330	WILDEWOOD WW250018	0.00	3,700.00
9001	133422	03/10/25	7870	CORNERSTONES OF CAR	0116420110000	20330	KARENWESTERN KW2501	0.00	3,100.00
9001	133422	03/10/25	7870	CORNERSTONES OF CAR	0116720110000	20330	RPS MOCKINGBIRD	0.00	275.00
9001	133422	03/10/25	7870	CORNERSTONES OF CAR	0116320110000	20330	RPS BLUMFIELD	0.00	1,925.00
TOTAL CHECK									9,000.00
9001	133423	03/10/25	4037	COX BUSINESS	0180020258000	20382	RPS MARCH 1, 2025	0.00	8,947.28
9001	133423	03/10/25	4037	COX BUSINESS	0180020258000	20382	RPS MARCH 1, 2025	0.00	3,927.70
TOTAL CHECK									12,874.98
9001	133424	03/10/25	7915	CURZON PROMOTIONAL	0116420261000	20350	RPS CUSTODIAL KW	0.00	1,583.60
9001	133425	03/10/25	1476	D & D LASER, INC	0116720110000	20610	MOCKINGBIRD MB25005	0.00	94.95
9001	133426	03/10/25	5784	DANA F COLE & COMPA	0180020251000	20835	RPS AUG.31,2024 AUD	0.00	6,382.78
9001	133427	03/10/25	7137	DATAVIZION, LLC	0180020258000	20735	BACKUP LICESNE RENE	0.00	1,926.00
9001	133428	03/10/25	23	DAYMARK SOLUTIONS I	0180020258000	20650	RPS TECHNOLOGY ADMI	0.00	594.00
9001	133429	03/10/25	34	DEMCO, INC.	0136020222000	20640	RALSTON HIGH HS2502	0.00	986.82
9001	133430	03/10/25	7994	DEVELOPMENTAL DISAB	0136020120000	20569	RPS STUDENT SERVICE	0.00	900.40
9001	133431	03/10/25	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2503	0.00	57.60
9001	133432	03/10/25	3128	DIGITAL DOT SYSTEMS	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	80.00
9001	133433	03/10/25	7401	DOUGLAS COUNTY ELEC	0180020231000	20810	RPS NOV. 5, 2025 EC	0.00	2,749.50
9001	133434	03/10/25	7859	JASMINE CASTANEDA	0116920115000	20320	WILDEWOOD 5.5 HOURS	0.00	148.50
9001	133435	03/10/25	7949	LISA BENSON-DEVRIES	0136020110000	20330	RPS/SS RHS NURSING	0.00	120.00
9001	133438	03/10/25	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	22.67
9001	133438	03/10/25	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	23.33
TOTAL CHECK									46.00
9001	133441	03/10/25	3112	EGAN SUPPLY COMPANY	0116720262000	20430	RPS MAINTENANCE MOC	0.00	176.50
9001	133442	03/10/25	7992	ENGINEERED CONTROLS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	420.00
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116920129100	20320	RPS STUDENT SERVICE	0.00	1,048.38
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116320129100	20320	RPS STUDENT SERVICE	0.00	1,048.40
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116420129100	20320	RPS STUDENT SERVICE	0.00	1,048.40
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116620129100	20320	RPS STUDENT SERVICE	0.00	1,048.40
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116720129100	20320	RPS STUDENT SERVICE	0.00	1,048.40
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116820129100	20320	RPS STUDENT SERVICE	0.00	1,048.40
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0136020218100	20320	RPS STUDENT SERVICE	0.00	2,107.94

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RALSTON PUBLIC SCHOOLS
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 ACCOUNTING PERIOD: 7/25

FUND - 01 - GENERAL FUND

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9001	133443	03/10/25	5993	ESU #3/METRO REGION	0136020120000	20569	RPS STUDENT SERVICE	0.00	24,225.00
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116320120000	20569	RPS STUDENT SERVICE	0.00	8,075.00
9001	133443	03/10/25	5993	ESU #3/METRO REGION	0116720120000	20569	RPS STUDENT SERVICE	0.00	8,075.00
TOTAL CHECK									52,543.32
9001	133444	03/10/25	4130	EYMAN PLUMBING INC	0116320262000	20430	RPS MAINTENANCE BLU	0.00	846.59
9001	133444	03/10/25	4130	EYMAN PLUMBING INC	0116320262000	20430	RPS MAINTENANCE BLU	0.00	675.88
TOTAL CHECK									1,522.47
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	685.44
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	695.29
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	806.48
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	425.07
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,166.73
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	961.43
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	665.74
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	2,427.76
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	4,169.43
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,548.14
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	401.85
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	401.85
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	479.26
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	486.29
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	507.40
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	525.00
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	548.22
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	560.18
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	580.55
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	580.55
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	586.18
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	589.74
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	598.14
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	630.55
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	246.30
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	261.11
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20510	RPS TRANSPORTATION	0.00	62,540.58
9001	133446	03/10/25	4272	FIRST STUDENT	0180020271000	20510	RPS TRANSPORTATION	0.00	66,040.12
TOTAL CHECK									150,115.38
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0126020222000	20640	RALSTONMIDDLEMS2501	0.00	356.87
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2502	0.00	301.83
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0126020222000	20640	RALSTONMIDDLEMS2501	0.00	306.03
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0116820222000	20640	SEYMOUR SE250020	0.00	314.06
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2502	0.00	333.33
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0116320222000	20640	BLUMFIELD BL250043	0.00	58.58
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2502	0.00	64.46
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0126020222000	20640	RALSTONMIDDLEMS2501	0.00	66.76
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2502	0.00	101.28
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2502	0.00	104.70
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2502	0.00	110.30

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9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0126020222000	20640	RALSTONMIDDLEMS2501	0.00	37.13
9001	133447	03/10/25	272	FOLLETT SCHOOL SOLU	0116820222000	20640	SEYMOUR SE250021	0.00	49.98
TOTAL CHECK									2,205.31
9001	133448	03/10/25	344	GOODWIN TUCKER GROU	0180020262000	20430	RPS MAINTENANCE ADM	0.00	87.74
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0126020110000	20330	RPS CURR CU250043	0.00	427.35
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0136020110000	20330	RPS CURR CU250043	0.00	427.35
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0116320110000	20330	RPS CURR CU250043	0.00	427.36
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0116420110000	20330	RPS CURR CU250043	0.00	427.36
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0116620110000	20330	RPS CURR CU250043	0.00	427.36
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0116720110000	20330	RPS CURR CU250043	0.00	427.36
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0116820110000	20330	RPS CURR CU250043	0.00	427.36
9001	133449	03/10/25	347	GOPHER SPORT/SPARK	0116920110000	20330	RPS CURR CU250043	0.00	427.36
TOTAL CHECK									3,418.86
9001	133450	03/10/25	7886	GREAT KIDS, INC.	0180020340000	20610	RPS STUD/SER SS2500	0.00	5,275.00
9001	133451	03/10/25	6679	HAUFF SPORTS	0126020110099	20610	RALSTONMIDDLEMS2501	0.00	359.80
9001	133451	03/10/25	6679	HAUFF SPORTS	0126020110099	20610	RALSTONMIDDLEMS2501	0.00	359.80
TOTAL CHECK									719.60
9001	133452	03/10/25	4752	HEARTLAND FAMILY SE	0116420120000	20569	RPS STUDENT SERVICE	0.00	7,390.62
9001	133453	03/10/25	1474	HEARTLAND FOUNDATIO	0126020120000	20569	RPS STUDENT SERVICE	0.00	4,427.00
9001	133453	03/10/25	1474	HEARTLAND FOUNDATIO	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,427.00
9001	133453	03/10/25	1474	HEARTLAND FOUNDATIO	0116720120000	20569	RPS STUDENT SERVICE	0.00	8,854.00
TOTAL CHECK									17,708.00
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116420261000	20610	RPS CUSTODIAL KW	0.00	54.15
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RMS	0.00	55.88
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	336.82
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	RPS CUSTODIAL ADMIN	0.00	348.98
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	RPS CUSTODIAL ADMIN	0.00	108.54
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	209.44
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	209.48
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	234.00
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	RPS CUSTODIAL RMS	0.00	238.56
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	130.15
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RPS CUSTODIAL SEY	0.00	421.02
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	DAMP MOP 1 GALLON L	0.00	27.13
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	NABC NABC 1 GALLON	0.00	131.22
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	SPARTAN CHEMICAL GR	0.00	147.53
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	MR. CLEAN PROFESSIO	0.00	20.54
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	39.76
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RPS CUSTODIAL SEY	0.00	41.86
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	45.24
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	45.24
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RPS CUSTODIAL SEY	0.00	45.24
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	RPS CUSTODIAL MOCK	0.00	35.16
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	36.18

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	RPS CUSTODIAL BLUM	0.00	3.03
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RPS CUSTODIAL SEY	0.00	5.98
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RPS CUSTODIAL SEY	0.00	6.94
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RPS CUSTODIAL SEY	0.00	11.96
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	RPS CUSTODIAL WW	0.00	23.44
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	RPS CUSTODIAL BLUM	0.00	23.44
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	407.16
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	361.92
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	RENOWN 7-1/2 IN. PI	0.00	19.10
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	RUBBERMAID COMMERC	0.00	168.67
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	RUBBERMAID COMMERC	0.00	51.07
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	CREW 32 OZ. CLINGIN	0.00	36.85
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	SPARTAN CHEMICAL I	0.00	171.22
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	SPARTAN CHEMICAL CO	0.00	28.07
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	SPITFIRE 32 OZ. POW	0.00	53.74
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0126020261000	20610	SPARTAN PROTECT 128	0.00	64.15
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	SPARTAN PROTECT 128	0.00	52.50
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	CREW 32 OZ. CLINGIN	0.00	30.16
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	DAMP MOP 1 GALLON L	0.00	24.89
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	NABC NABC 1 GALLON	0.00	30.10
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	BIOESQUE 1 GAL. BOT	0.00	74.19
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	RENOWN 7-1/2 IN. PI	0.00	15.63
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	PROPLUS 4 IN. FORCE	0.00	2.27
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN 7-1/2 IN. PI	0.00	20.90
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	RUBBERMAID COMMERC	0.00	136.40
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	RUBBERMAID COMMERC	0.00	18.86
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	SKILCRAFT SKILCRAFT	0.00	31.13
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RENOWN VACUUM BAG F	0.00	13.99
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RENOWN SUPER-SORB L	0.00	93.94
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	SPARTAN PROTECT 128	0.00	73.08
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	SPITFIRE 32 OZ. POW	0.00	30.61
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	SPARTAN CHEMICAL CO	0.00	18.80
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	DAMP MOP 1 GALLON L	0.00	17.32
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	REJUVENATE 128 OZ.	0.00	199.05
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	3M 6 IN. X 9 IN. LI	0.00	80.17
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RENOWN 7-1/2 IN. PI	0.00	10.88
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	RUBBERMAID COMMERC	0.00	83.44
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116820261000	20610	SUPERIOR MANUFACTUR	0.00	158.78
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	PROTEAM PROGEN 15 C	0.00	508.50
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	PROTEAM INTERCEPT M	0.00	55.74
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	RENOWN VACUUM BAG F	0.00	26.88
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	3M 6 IN. X 9 IN. LI	0.00	77.01
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	RENOWN 7-1/2 IN. PI	0.00	20.90
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 7-1/2 IN. PI	0.00	27.84
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RUBBERMAID COMMERC	0.00	111.67
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	MISTY MISTY DUST MO	0.00	126.68
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	REJUVENATE 128 OZ.	0.00	407.45
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	SPARTAN PROTECT 128	0.00	140.40
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN ECO NATURAL	0.00	162.72
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	MOTSENBOCKERS 22 OZ	0.00	13.67
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	CREW 32 OZ. CLINGIN	0.00	23.50

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	SPARTAN CHEMICAL GR	0.00	26.36	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	SPITFIRE 32 OZ. POW	0.00	68.53	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	SPARTAN CHEMICAL CO	0.00	21.05	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	NABC NABC 1 GALLON	0.00	46.90	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RENOWN VACUUM BAG F	0.00	15.66	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RENOWN MEDIUM TOLIE	0.00	5.38	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	VICTOR MOUSE AND IN	0.00	21.08	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	56.80	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	23.17	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116620261000	20610	BIOESQUE 1 GAL. BOT	0.00	28.90	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	BIOESQUE 1 GAL. BOT	0.00	45.93	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	MOTSENBOCKERS 22 OZ	0.00	32.55	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN SUPER-SORB L	0.00	167.08	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	NABC NABC 1 GALLON	0.00	37.25	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	DAMP MOP 1 GALLON L	0.00	30.81	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN VACUUM BAG F	0.00	24.88	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	28 OZ. 16 IN. X 19	0.00	13.31	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116720261000	20610	SPARTAN CHEMICAL 1	0.00	86.73	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	BIOESQUE 1 GAL. BOT	0.00	40.78	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	SPITFIRE 32 OZ. POW	0.00	48.35	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116920261000	20610	MOTSENBOCKERS 22 OZ	0.00	19.27	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	MOTSENBOCKERS 22 OZ	0.00	18.41	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	BIOESQUE 1 GAL. BOT	0.00	38.95	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	SPARTAN CHEMICAL CO	0.00	28.36	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	DAMP MOP 1 GALLON L	0.00	59.92	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	MOTSENBOCKERS 22 OZ	0.00	126.62	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	RENOWN ECO NATURAL	0.00	48.83	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	TORK 2-PLY ADVANCED	0.00	56.49	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	3M 6 IN. X 9 IN. LI	0.00	34.67	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0180020261000	20610	VICTOR MOUSE AND IN	0.00	48.86	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	MAINTENANCE WAREHOU	0.00	41.57	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 13 IN. RED B	0.00	31.31	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	28 OZ. 16 IN. X 19	0.00	29.31	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	REJUVENATE 128 OZ.	0.00	124.70	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0136020261000	20610	EASY PAKS 0.5 OZ. N	0.00	67.28	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	SUPERIOR MANUFACTUR	0.00	234.69	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	SKILCRAFT SKILCRAFT	0.00	13.80	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	DAMP MOP 1 GALLON L	0.00	25.60	
9001	133455	03/10/25	6960	THE HOME DEPOT PRO	0116320261000	20610	NABC NABC 1 GALLON	0.00	30.96	
TOTAL CHECK									0.00	9,240.01
9001	133456	03/10/25	2781	HOPE MEDICAL OUTREA	0116320115000	20320	RPS ELL BLUMFIELD	0.00	35.00	
9001	133456	03/10/25	2781	HOPE MEDICAL OUTREA	0116820115000	20320	RPS ELL SEYMOUR	0.00	148.75	
9001	133456	03/10/25	2781	HOPE MEDICAL OUTREA	0116320115000	20320	RPS ELL BLUMFIELD	0.00	166.25	
9001	133456	03/10/25	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS ELL MOCKINGBIRD	0.00	166.25	
TOTAL CHECK									0.00	516.25
9001	133457	03/10/25	2715	HY-VEE GAS	0126020110060	20630	RPS MIDDLE SCHOOL	0.00	160.52	
9001	133457	03/10/25	2715	HY-VEE GAS	0136020110060	20610	RPS HIGH SCHOOL	0.00	273.19	
9001	133457	03/10/25	2715	HY-VEE GAS	0116320120000	20610	RPS STUDENT SERVICE	0.00	118.82	
9001	133457	03/10/25	2715	HY-VEE GAS	0116720110000	20610	RPS MOCKINGBIRD	0.00	105.04	

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9001	133457	03/10/25	2715	HY-VEE GAS	0136020120000	20610	RPS STUDENT SERVICE	0.00	73.40
9001	133457	03/10/25	2715	HY-VEE GAS	0116320120000	20610	RPS BLUMFIELD	0.00	82.19
9001	133457	03/10/25	2715	HY-VEE GAS	0180020232000	20610	RPS HIGH SCHOOL	0.00	-243.71
9001	133457	03/10/25	2715	HY-VEE GAS	0180020271000	20626	RPS TRANSPORTATION	0.00	636.88
9001	133457	03/10/25	2715	HY-VEE GAS	0136020120000	20610	RPS STUDENT SERVICE	0.00	453.28
9001	133457	03/10/25	2715	HY-VEE GAS	0180020262000	20626	RPS MAINTENANCE	0.00	1,519.99
9001	133457	03/10/25	2715	HY-VEE GAS	0180020271200	20626	RPS TRANSPORTATION	0.00	3,963.24
9001	133457	03/10/25	2715	HY-VEE GAS	0180020271000	20510	RPS TRANSPORTATION	0.00	971.65
TOTAL CHECK									8,114.49
9001	133460	03/10/25	2286	INFOSAFE SHREDDING	0180020232000	20320	RPS ADMIN/VMAC/CO	0.00	39.00
9001	133461	03/10/25	515	J & J SMALL ENGINE	0116620262000	20430	RPS MAINTENANCE MEA	0.00	25.99
9001	133461	03/10/25	515	J & J SMALL ENGINE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	388.12
TOTAL CHECK									414.11
9001	133462	03/10/25	5073	J.F. AHERN CO	0116620262000	20430	RPS MAINTENANCE MEA	0.00	150.00
9001	133462	03/10/25	5073	J.F. AHERN CO	0136020262000	20430	RPS MAINTENANCE RHS	0.00	150.00
9001	133462	03/10/25	5073	J.F. AHERN CO	0136020262000	20430	RPS MAINTENANCE RHS	0.00	127.00
TOTAL CHECK									427.00
9001	133463	03/10/25	7735	JIFFY LEVENSON'S SU	0136020261000	20610	RPS CUSTODIAL RHS	0.00	364.15
9001	133463	03/10/25	7735	JIFFY LEVENSON'S SU	0116720261000	20610	RPS CUSTODIAL MOCK	0.00	376.25
9001	133463	03/10/25	7735	JIFFY LEVENSON'S SU	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	225.75
TOTAL CHECK									966.15
9001	133464	03/10/25	565	JOHNSTONE SUPPLY CO	0180020262000	20430	RPS MAINTENANCE ADM	0.00	96.53
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116420129100	20320	RPS STUDENT SERVICE	0.00	126.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116720129100	20320	RPS STUDENT SERVICE	0.00	234.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	252.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	378.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	522.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	523.50
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	648.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	702.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	720.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	721.50
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	972.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	999.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	1,059.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	1,099.50
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	342.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	3,890.25
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	170.25
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	198.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	210.75
TOTAL CHECK									13,767.75
9001	133466	03/10/25	4452	KISSEL, KOHOUT, ES AS	0180020231000	20810	RPS LEGISLATIVE SER	0.00	4,065.30

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9001	133467	03/10/25	6717	KNOCK OUT PRINT & D	0136020110000	20610	RALSTON HIGH HS2503	0.00	268.05
9001	133468	03/10/25	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS TEACHER MATTERS	0.00	611.00
9001	133468	03/10/25	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS GENERAL MATTERS	0.00	1,362.50
9001	133468	03/10/25	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS GRIEVANCE II	0.00	1,931.47
9001	133468	03/10/25	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS OPPD PILOT MATT	0.00	8,473.94
TOTAL CHECK									12,378.91
9001	133469	03/10/25	6993	LANGUAGE LINE SERVI	0116420115000	20320	RPS ELL KAREN WESTE	0.00	57.23
9001	133469	03/10/25	6993	LANGUAGE LINE SERVI	0116820115000	20320	RPS ELL SEYMOUR	0.00	17.70
9001	133469	03/10/25	6993	LANGUAGE LINE SERVI	0126020115000	20320	RPS ELL MIDDLE SCHO	0.00	3.54
9001	133469	03/10/25	6993	LANGUAGE LINE SERVI	0116320115000	20320	RPS ELL BLUMFIELD	0.00	76.40
9001	133469	03/10/25	6993	LANGUAGE LINE SERVI	0116720115000	20320	RPS ELL MOCKINGBIRD	0.00	86.14
TOTAL CHECK									241.01
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	RPS CUSTODIAL RHS	0.00	79.44
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	LINER 43X48 16 MIC	0.00	499.11
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	DEGREASER MARS HEAV	0.00	104.11
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	SOAP HAND FOAM FOAM	0.00	132.14
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TISSUE 2 PLY 4.5X3	0.00	159.49
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TOWEL ROLL BROWN 8"	0.00	210.85
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116420261000	20610	LINER 43X48 16 MIC	0.00	125.16
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TISSUE 2 PLY 4.5X3	0.00	159.67
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TOWEL ROLL BROWN 8"	0.00	168.88
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0126020261000	20610	BOTTLE SPRAY 32 OZ	0.00	27.95
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TRIGGER SPRAYER	0.00	27.95
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116320261000	20610	TISSUE 2 PLY 4.5X3	0.00	53.29
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116320261000	20610	LINER 43X48 16 MIC	0.00	83.65
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116320261000	20610	TOWEL ROLL BROWN 8"	0.00	169.11
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TISSUE 2 PLY 4.5X3	0.00	106.57
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TOWEL ROLL BROWN 8"	0.00	211.33
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116820261000	20610	TISSUE 2 PLY 4.5X3	0.00	106.26
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116820261000	20610	TOWEL ROLL BROWN 8"	0.00	168.58
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116820261000	20610	LINER 43X48 16 MIC	0.00	125.08
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116820261000	20610	LINER 24X33 8 MIC C	0.00	112.29
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116820261000	20610	SPONGE MEDIUM DUTY	0.00	21.88
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116820261000	20610	SAFETY ZONE BLACK N	0.00	46.31
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	TISSUE 2 PLY 4.5X3	0.00	53.11
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	TOWEL ROLL BROWN 8"	0.00	337.07
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	LINER 43X48 16 MIC	0.00	166.73
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	LINER 24X33 8 MIC C	0.00	74.84
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TISSUE 2 PLY 4.5X3	0.00	636.52
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	LINER 43X48 16 MIC	0.00	499.48
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	RPS CUSTODIAL WW	0.00	9.93
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TRIGGER SPRAYER	0.00	70.50
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	BOTTLE SPRAY 32 OZ	0.00	70.50
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116620261000	20610	BOTTLE SPRAY 32 OZ	0.00	13.94
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TRIGGER SPRAYER	0.00	13.95
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TISSUE 2 PLY 4.5X3	0.00	106.26
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TOWEL ROLL BROWN 8"	0.00	294.99
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116620261000	20610	LINER 43X48 16 MIC	0.00	166.76

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9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116720261000	20610	LINER 43X48 16 MIC	0.00	83.41
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TOWEL ROLL BROWN 8"	0.00	252.92
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TISSUE 2 PLY 4.5X3.	0.00	212.57
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TRIGGER SPRAYER	0.00	14.00
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116420261000	20610	BOTTLE SPRAY 32 OZ	0.00	14.00
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TOWEL ROLL BROWN 8"	0.00	253.80
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	BOTTLE SPRAY 32 OZ	0.00	14.90
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116920261000	20610	BOTTLE SPRAY 32 OZ	0.00	14.90
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116320261000	20610	BOTTLE SPRAY 32 OZ	0.00	14.90
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0116320261000	20610	TRIGGER SPRAYER	0.00	14.90
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0180020261000	20610	BOTTLE SPRAY 32 OZ	0.00	28.23
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0180020261000	20610	TRIGGER SPRAYER	0.00	28.22
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0180020261000	20610	LAUNDRY DETERGENT 4	0.00	76.81
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	BOTTLE SPRAY 32 OZ	0.00	34.78
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TRIGGER SPRAYER	0.00	27.83
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TISSUE 2 PLY 4.5X3.	0.00	636.06
9001	133470	03/10/25	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TOWEL ROLL BROWN 8"	0.00	504.52
TOTAL CHECK									
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0126020641200	20320	RPS STUDENT SERVICE	0.00	622.18
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0116720641200	20320	RPS STUDENT SERVICE	0.00	585.96
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0116820641200	20320	RPS STUDENT SERVICE	0.00	400.97
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0116920641200	20320	RPS STUDENT SERVICE	0.00	408.00
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0116320641200	20320	RPS STUDENT SERVICE	0.00	413.43
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0116620641200	20320	RPS STUDENT SERVICE	0.00	422.70
9001	133471	03/10/25	6111	LARSON SPEECH & LAN	0116420641200	20320	RPS STUDENT SERVICE	0.00	305.76
TOTAL CHECK									
9001	133472	03/10/25	7037	LINK MEDIA OUTDOOR	0180020256000	20540	RPS PR 60TH&L STREE	0.00	500.00
9001	133473	03/10/25	7981	EMILY PIETRANTONE	0136020110000	20330	RPS/SS RHS NURSING	0.00	240.00
9001	133474	03/10/25	5314	MADISON NATIONAL LI	01	9409	RPS MARCH 2025 PREM	0.00	11,506.87
9001	133475	03/10/25	4884	MATHESON TRI-GAS, I	0180020262000	20430	RPS MAINTENANCE ADM	0.00	145.27
9001	133475	03/10/25	4884	MATHESON TRI-GAS, I	0180020262000	20430	RPS MAINTENANCE ADM	0.00	153.35
TOTAL CHECK									
9001	133476	03/10/25	7954	MEGHAN MCCOY	0180020271000	20332	REIMBURSE2/3-14/202	0.00	164.23
9001	133476	03/10/25	7954	MEGHAN MCCOY	0180020271000	20332	REIMBURSE1/2-31/202	0.00	279.18
TOTAL CHECK									
9001	133477	03/10/25	5926	MENARDS	0126020110080	20610	RALSTONMIDDLE IT/CA	0.00	246.04
9001	133477	03/10/25	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	2.09
9001	133477	03/10/25	5926	MENARDS	0116920262000	20430	RPS MAINTENANCE WW	0.00	7.98
9001	133477	03/10/25	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	9.05
9001	133477	03/10/25	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	12.56
9001	133477	03/10/25	5926	MENARDS	0136020261000	20610	RPS CUSTODIAL RHS	0.00	13.24
9001	133477	03/10/25	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	20.41
9001	133477	03/10/25	5926	MENARDS	0126020110080	20610	RALSTONMIDDLE IT/CA	0.00	21.48
9001	133477	03/10/25	5926	MENARDS	0116620262000	20430	RPS MAINTENANCE MEA	0.00	21.98

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133477	03/10/25	5926	MENARDS	0116820262000	20430	RPS MAINTENANCE SEY	0.00	22.03
9001	133477	03/10/25	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	41.37
9001	133477	03/10/25	5926	MENARDS	0126020261000	20610	RPS CUSTODIAL RMS	0.00	59.92
9001	133477	03/10/25	5926	MENARDS	0116620262000	20430	RPS MAINTENANCE MEA	0.00	61.52
9001	133477	03/10/25	5926	MENARDS	0116620262000	20430	RPS MAINTENANCE MEA	0.00	104.97
TOTAL CHECK									644.64
9001	133479	03/10/25	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	83.20
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116920261000	20629	RPS 8023 RALSTON AV	0.00	68.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	71.20
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	122.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	104.80
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8801 PARK DRIVE	0.00	53.00
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	30.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	35.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	38.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	26.20
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	9.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	2.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	139.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	142.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116720261000	20621	RPS 5100 SOUTH 93RD	0.00	3,880.87
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	589.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	648.80
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116620261000	20621	RPS 9205 BERRY STRE	0.00	906.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	920.80
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116720261000	20629	RPS 5100 SOUTH 93RD	0.00	970.22
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116320261000	20621	RPS 10310 MOCKINGBI	0.00	1,440.00
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	1,882.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116620261000	20629	RPS 9205 BERRY STRE	0.00	226.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	230.20
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8801 PARK DRIVE	0.00	212.00
9001	133479	03/10/25	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	284.80
9001	133479	03/10/25	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	332.80
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116920261000	20621	RPS 8023 RALSTON AV	0.00	274.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116320261000	20629	RPS 10310 MOCKINGBI	0.00	360.00
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	470.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	557.60
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116820261000	20621	RPS 7900 SEYMOUR ST	0.00	588.00
9001	133479	03/10/25	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	154.40
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	162.20
9001	133479	03/10/25	834	METRO UTILITIES DIS	0116820261000	20629	RPS 7900 SEYMOUR ST	0.00	147.00
9001	133479	03/10/25	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	147.40
TOTAL CHECK									16,315.09
9001	133480	03/10/25	7680	METROPOLITAN COMMUN	0136020110030	20610	RALSTON HIGH HS2503	0.00	150.00
9001	133481	03/10/25	3218	MICHAEL TODD & COMP	0180020262000	20430	RPS MAINTENANCE ADM	0.00	346.25
9001	133482	03/10/25	6407	MIDLAND UNIVERSITY	0126020692500	20330	RPS MIDDLE SCHOOL	0.00	1,890.00
9001	133482	03/10/25	6407	MIDLAND UNIVERSITY	0136020692500	20330	RPS HIGH SCHOOL	0.00	5,670.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	7,560.00
9001	133483	03/10/25	7168	MIDWEST ALARM SERVI	0136020262000	20430	RPS MAINTENANCE RHS	0.00	1,819.80
9001	133483	03/10/25	7168	MIDWEST ALARM SERVI	0116420262000	20430	RPS MAINTENANCE KW	0.00	68.50
9001	133483	03/10/25	7168	MIDWEST ALARM SERVI	0116620262000	20430	RPS MAINTENANCE MEA	0.00	86.02
9001	133483	03/10/25	7168	MIDWEST ALARM SERVI	0126020262000	20430	RPS MAINTENANCE RMS	0.00	205.50
TOTAL CHECK								0.00	2,179.82
9001	133484	03/10/25	1492	MIDWEST SOUND & LIG	0116720262000	20430	RPS MAINTENANCE MOC	0.00	155.14
9001	133485	03/10/25	7837	MKD CONSULTING, LLC	0126020120000	20320	RPS STUDENT SERVICE	0.00	5,053.00
9001	133486	03/10/25	2634	NASB	0180020231000	20320	RPS KRAUSE, KATIE	0.00	50.00
9001	133486	03/10/25	2634	NASB	0180020231000	20320	RPS ROARTY, MARY	0.00	75.00
9001	133486	03/10/25	2634	NASB	0180020231000	20320	RPS KUMRU, ELIZABETH	0.00	125.00
9001	133486	03/10/25	2634	NASB	0180020251000	20330	RPS BREDEKAMP, AARO	0.00	-75.00
TOTAL CHECK								0.00	175.00
9001	133487	03/10/25	797	NCSA	0180020120000	20330	RPS STOLLEY, MELISS	0.00	150.00
9001	133488	03/10/25	7507	NDEE-NE. DEPT. ENVI	0136020262000	20352	RPS MAINTENANCE RHS	0.00	40.00
9001	133489	03/10/25	1952	NEBRASKA HOSA	0136020110001	20610	RALSTON HIGH HS2503	0.00	2,310.00
9001	133490	03/10/25	7465	NEBRASKA LIONS FOUN	0116720213000	20330	RPS STUDENT SERVICE	0.00	225.00
9001	133490	03/10/25	7465	NEBRASKA LIONS FOUN	0116820213000	20330	RPS STUDENT SERVICE	0.00	225.00
TOTAL CHECK								0.00	450.00
9001	133491	03/10/25	850	NEBRASKA-IOWA IND F	0180020262000	20430	RPS MAINTENANCE ADM	0.00	10.27
9001	133492	03/10/25	6412	OCCUPATIONAL HEALTH	0180020271000	20340	RPS TRANSPORT/CAMAR	0.00	112.00
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0136020110030	20610	RALSTON HIGH HS2502	0.00	114.51
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0136020222000	20610	RALSTON HIGH HS2503	0.00	125.25
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE250016	0.00	68.90
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB25005	0.00	64.38
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB25005	0.00	88.94
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE250019	0.00	71.16
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116420110000	20610	KARENWESTERN KW2500	0.00	97.85
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO250023	0.00	9.29
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO250023	0.00	5.99
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB25005	0.00	8.49
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO250023	0.00	55.35
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0136020110000	20610	RALSTON HIGH HS2503	0.00	57.84
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO250021	0.00	44.89
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO250021	0.00	274.28
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO250022	0.00	485.35
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB25005	0.00	153.15
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0136020222000	20642	RALSTON HIGH HS2503	0.00	206.28
9001	133493	03/10/25	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW250063	0.00	172.87
TOTAL CHECK								0.00	2,104.77

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9001	133494	03/10/25	7053	O'FLAHERTY SERVICES	0116820262000	20430	RPS MAINTENANCE SEY	0.00	440.00
9001	133495	03/10/25	934	OPC DIRECT	0116320110000	20610	RPS BLUMFIELD	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0116420110000	20610	RPS KAREN WESTERN	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0116620110000	20610	RPS MEADOWS	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0116720110000	20610	RPS MOCKINGBIRD	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0116820110000	20610	RPS SEYMOUR	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0116920110000	20610	RPS WILDEWOOD	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0126020110000	20610	RPS MIDDLE SCHOOL	0.00	807.53
9001	133495	03/10/25	934	OPC DIRECT	0136020110000	20610	RPS HIGH SCHOOL	0.00	807.53
TOTAL CHECK								0.00	6,460.24
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0180020261000	20622	RPS ADMIN/VMAC/CO	0.00	2,268.96
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0116820261000	20622	RPS SEYMOUR	0.00	2,395.17
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0116720261000	20622	RPS MOCKINGBIRD	0.00	2,676.35
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0116420261000	20622	RPS KAREN WESTERN	0.00	3,960.64
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0116620261000	20622	RPS MEADOWS	0.00	4,175.78
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0116920261000	20622	RPS WILDEWOOD	0.00	7,101.20
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0126020261000	20622	RPS MIDDLE SCHOOL	0.00	11,286.45
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0116320261000	20622	RPS BLUMFIELD	0.00	12,006.42
9001	133496	03/10/25	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	25,210.03
TOTAL CHECK								0.00	71,081.00
9001	133497	03/10/25	940	OMAHA WINNELSON	0180020262000	20430	RPS MAINTENANCE ADM	0.00	26.49
9001	133497	03/10/25	940	OMAHA WINNELSON	0136020262000	20430	RPS MAINTENANCE RHS	0.00	107.50
9001	133497	03/10/25	940	OMAHA WINNELSON	0180020262000	20430	RPS MAINTENANCE ADM	0.00	95.68
9001	133497	03/10/25	940	OMAHA WINNELSON	0116420262000	20430	RPS MAINTENANCE KW	0.00	123.37
9001	133497	03/10/25	940	OMAHA WINNELSON	0126020262000	20430	RPS MAINTENANCE RMS	0.00	468.10
9001	133497	03/10/25	940	OMAHA WINNELSON	0116620262000	20430	RPS MAINTENANCE MEA	0.00	215.97
9001	133497	03/10/25	940	OMAHA WINNELSON	0126020262000	20430	RPS MAINTENANCE RMS	0.00	269.96
TOTAL CHECK								0.00	1,307.07
9001	133498	03/10/25	2808	ONE SOURCE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	802.00
9001	133499	03/10/25	6886	PAINTIN' PLACE CERA	0136020110090	20610	RALSTON HIGH HS2503	0.00	476.60
9001	133500	03/10/25	7171	PICKATIME	0116820110000	20610	SEYMOUR SE250023	0.00	70.00
9001	133501	03/10/25	6145	PITNEY BOWES, INC.	0180020253000	20442	RPS ADMIN LEASE	0.00	865.23
9001	133502	03/10/25	5682	PRINTING INK	0180020256000	20550	RPS PUBLIC RELATION	0.00	1,794.00
9001	133504	03/10/25	7789	ADELE REMAR	0136020110000	20330	RPS/SS RHS NURSING	0.00	100.00
9001	133505	03/10/25	7598	CECILIA SANCHEZ HER	0116620115000	20320	RPS MEADOWS 8 HRS	0.00	216.00
9001	133506	03/10/25	7690	RALSTON HILLCREST,	0136020110000	20441	RPS MARCH 2025 RENT	0.00	1,300.00
9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0180020231000	20610	RPS BOARD RETREAT	0.00	120.00
9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0116920129100	20610	RPS SS/PS JANUARY20	0.00	74.15

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9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0116320129100	20610	RPS SS/PS JANUARY20	0.00	74.20
9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0116420129100	20610	RPS SS/PS JANUARY20	0.00	74.20
9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0116620129100	20610	RPS SS/PS JANUARY20	0.00	74.20
9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0116720129100	20610	RPS SS/PS JANUARY20	0.00	74.20
9001	133507	03/10/25	3366	RALSTON PUBLIC SCHO	0116820129100	20610	RPS SS/PS JANUARY20	0.00	74.20
TOTAL CHECK									565.15
9001	133508	03/10/25	7147	RIVERSIDE INSIGHTS	0116320353500	20610	RPS CUR CU250040	0.00	44.00
9001	133508	03/10/25	7147	RIVERSIDE INSIGHTS	0116420353500	20610	RPS CUR CU250040	0.00	44.00
9001	133508	03/10/25	7147	RIVERSIDE INSIGHTS	0116620353500	20610	RPS CUR CU250040	0.00	44.00
9001	133508	03/10/25	7147	RIVERSIDE INSIGHTS	0116720353500	20610	RPS CUR CU250040	0.00	44.00
9001	133508	03/10/25	7147	RIVERSIDE INSIGHTS	0116820353500	20610	RPS CUR CU250040	0.00	44.00
9001	133508	03/10/25	7147	RIVERSIDE INSIGHTS	0116920353500	20610	RPS CUR CU250040	0.00	44.00
TOTAL CHECK									264.00
9001	133509	03/10/25	3545	ROCHESTER MIDLAND C	0116420262000	20352	RPS MAINTENANCE KW	0.00	214.88
9001	133509	03/10/25	3545	ROCHESTER MIDLAND C	0116820262000	20352	RPS MAINTENANCE SE	0.00	214.88
9001	133509	03/10/25	3545	ROCHESTER MIDLAND C	0126020262000	20352	RPS MAINTENANCE RM	0.00	214.88
9001	133509	03/10/25	3545	ROCHESTER MIDLAND C	0136020262000	20352	RPS MAINTENANCE RH	0.00	214.89
TOTAL CHECK									859.53
9001	133510	03/10/25	6191	SAPP BROS., INC - O	0180020271200	20626	RPS TRANSPORTATION	0.00	350.05
9001	133511	03/10/25	4913	SCHMITT MUSIC	0126020110094	20340	RALSTONMIDDLES2501	0.00	80.00
9001	133512	03/10/25	7358	SCHOOL SPECIALTY, L	0116320110000	20610	BLUMFIELD BL250058	0.00	80.30
9001	133513	03/10/25	7677	SCHUMACHER ELEVATOR	0136020262000	20352	RPS MAINTENANCE RHS	0.00	799.89
9001	133513	03/10/25	7677	SCHUMACHER ELEVATOR	0116420262000	20430	RPS MAINTENANCE KW	0.00	614.98
9001	133513	03/10/25	7677	SCHUMACHER ELEVATOR	0116420262000	20352	RPS MAINTENANCE BLU	0.00	199.97
9001	133513	03/10/25	7677	SCHUMACHER ELEVATOR	0116720262000	20352	RPS MAINTENANCE MOC	0.00	199.97
9001	133513	03/10/25	7677	SCHUMACHER ELEVATOR	0126020262000	20352	RPS MAINTENANCE RMS	0.00	199.97
TOTAL CHECK									2,014.78
9001	133514	03/10/25	7136	YENNIFER P. SERRANO	0116720115000	20320	RPS MOCKINGBIRD 8 H	0.00	216.00
9001	133515	03/10/25	7067	SHELL FLEET PLUS	0180020271000	20626	RPS TRANSPORTATION	0.00	163.51
9001	133519	03/10/25	7790	TRACY TONEY	0136020110000	20330	RPS SS RHS NURSING	0.00	120.00
9001	133520	03/10/25	2051	TRANE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	1,604.44
9001	133521	03/10/25	7782	TREASURED WORDS, LL	0116420215100	20320	RPS STUDENT SERVICE	0.00	5,937.30
9001	133522	03/10/25	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	2,635.27
9001	133524	03/10/25	7952	EMILY M. WALKER	0116320115000	20320	BLUMFIELD 4.5 HOURS	0.00	121.50
9001	133524	03/10/25	7952	EMILY M. WALKER	0116420115000	20320	KAREN WESTERN 9 HOU	0.00	243.50
TOTAL CHECK									365.00
9001	133525	03/10/25	7406	UNITE PRIVATE NETWO	0180020258000	20382	RPS TECHNOLOGY ADMI	0.00	589.45

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FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133526	03/10/25	1151	US POSTAL SERVICE	0136020110000	20531	RALSTON HIGH HS2503	0.00	438.00
9001	133527	03/10/25	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTS JOYCE	0.00	680.17
9001	133527	03/10/25	4832	VERIZON WIRELESS	0180020251000	20610	RPS TWO PHONES	0.00	80.02
9001	133527	03/10/25	4832	VERIZON WIRELESS	0180020271200	20530	RPS TRANSPORTATION	0.00	66.99
9001	133527	03/10/25	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTMANAGEME	0.00	25.33
TOTAL CHECK									
9001	133528	03/10/25	6317	VISION SERVICE PLAN 01		9409	RPS MARCH 2025 PREM	0.00	3,859.99
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/VMAC/CO	0.00	380.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	555.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	787.49
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	859.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	684.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	453.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	300.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	302.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/VMAC/CO	0.00	88.00
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/Dw	0.00	-932.69
9001	133529	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	2,681.19
TOTAL CHECK									
9001	133530	03/10/25	7944	WATERLINK, INC.	0126020262000	20430	RPS MAINTENANCE RMS	0.00	330.75
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN/VMAC/CO	0.00	552.98
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS HIGH SCHOOL	0.00	729.45
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	233.64
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS SEYMOUR	0.00	59.83
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS WILDEWOOD	0.00	59.78
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS BLUMFIELD	0.00	59.83
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS KAREN WESTERN	0.00	59.83
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MEADOWS	0.00	59.83
9001	133531	03/10/25	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MOCKINGBIRD	0.00	59.83
TOTAL CHECK									
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0116320262000	20352	RPS MAINTENANCE BLU	0.00	60.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0116420262000	20352	RPS MAINTENANCE KW	0.00	60.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0116620262000	20352	RPS MAINTENANCE MEA	0.00	60.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0116720262000	20352	RPS MAINTENANCE MOC	0.00	60.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0116820262000	20352	RPS MAINTENANCE SEY	0.00	60.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0116920262000	20352	RPS MAINTENANCE WW	0.00	60.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0126020262000	20352	RPS MAINTENANCE RMS	0.00	70.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0136020262000	20352	RPS MAINTENANCE RHS	0.00	70.00
9001	133532	03/10/25	6491	WHAT'S BUGGIN' YA	0180020262000	20352	RPS MAINTENANCE ADM	0.00	80.00
TOTAL CHECK									
9001	133533	03/10/25	7050	WOMEN ON A MISSION	0136020115000	20330	RALSTON HIGH HS2503	0.00	325.00
9001	133534	03/10/25	7538	WOODRIVER ENERGY, L	0116920261000	20621	RPS WILDEWOOD	0.00	1,363.33

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133534	03/10/25	7538	WOODRIVER ENERGY, L	0116820261000	20621	RPS SEYMOUR	0.00	2,440.61
9001	133534	03/10/25	7538	WOODRIVER ENERGY, L	0126020261000	20621	RPS MIDDLE SCHOOL	0.00	2,622.06
9001	133534	03/10/25	7538	WOODRIVER ENERGY, L	0136020261000	20621	RPS HIGH SCHOOL	0.00	12,255.46
TOTAL CHECK									18,681.46
9001	133535	03/10/25	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	144.00
9001	133535	03/10/25	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	216.00
TOTAL CHECK									360.00
9001	133536	03/10/25	6866	ZTRIP (WHC NE, LLC)	0136020699000	20510	RPS SS/TRANSPORTATI	0.00	306.46
9001	133536	03/10/25	6866	ZTRIP (WHC NE, LLC)	0180020271200	20510	RPS SS/TRANSPORTATI	0.00	4,674.38
TOTAL CHECK									4,980.84
9001	133537	03/10/25	4286	MARK LEE ADLER	0180020271000	20626	RPS ACTIVITY BUS FU	0.00	75.00
9001	133538	03/10/25	7778	KALI D ALLEN	0116720353500	20333	REIMBURSE1/27-2/25/	0.00	3.57
9001	133538	03/10/25	7778	KALI D ALLEN	0116820353500	20333	REIMBURSE1/27-2/25/	0.00	3.57
TOTAL CHECK									7.14
9001	133539	03/10/25	6422	ALLISON L BEAMAN	0116420110000	20211	REIMBURSED 12/20/20	0.00	50.00
9001	133540	03/10/25	5891	CARMEN D DOUGHMAN	0136020110000	20211	REIMBURSED 2/17/202	0.00	50.00
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0126020213000	20333	REIMB10/28/24-2/21/	0.00	60.21
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0116920213000	20333	REIMB10/28/24-2/21/	0.00	38.86
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0116620213000	20333	REIMB10/28/24-2/21/	0.00	40.99
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0116720213000	20333	REIMB10/28/24-2/21/	0.00	46.55
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0116320213000	20333	REIMB10/28/24-2/21/	0.00	49.11
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0136020213000	20333	REIMB10/28/24-2/21/	0.00	137.50
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0116420213000	20333	REIMB10/28/24-2/21/	0.00	25.62
9001	133541	03/10/25	4230	CINDY KIRKPATRICK	0116820213000	20333	REIMB10/28/24-2/21/	0.00	28.18
TOTAL CHECK									427.02
9001	133545	03/10/25	3557	JASMINE BLECHA	0126020110000	20333	REIMBURSED 01/30/20	0.00	30.80
9001	133546	03/10/25	7576	BRIANNA K JENSEN-GR	0126020110000	20333	REIMBURSED 01/29/20	0.00	14.56
9001	133547	03/10/25	7685	KYLE K KIKTA	0136020120000	20330	REIMBURSEDMSLBDCONF	0.00	97.60
9001	133549	03/10/25	4526	KELLY MADISON	0136020215100	20610	REIMBURSED RMS/ASHA	0.00	144.00
9001	133550	03/10/25	6496	LAURA M PROCHASKA	0136020110000	20333	REIMBURSED2/3-27-20	0.00	63.84
9001	133551	03/10/25	3150	CHRISTINE REDEMSKE	0116920353500	20333	REIMBURSE1/22-2/14/	0.00	20.16
9001	133552	03/10/25	7122	AMBER A SCOTT	0116920350000	20333	REIMBURSED12/2-20/2	0.00	2.78
9001	133552	03/10/25	7122	AMBER A SCOTT	0116620350000	20333	REIMBURSED12/2-20/2	0.00	3.31
9001	133552	03/10/25	7122	AMBER A SCOTT	0116420350000	20333	REIMBURSED12/2-20/2	0.00	1.74
9001	133552	03/10/25	7122	AMBER A SCOTT	0116820350000	20333	REIMBURSED12/2-20/2	0.00	2.26
9001	133552	03/10/25	7122	AMBER A SCOTT	0116920350000	20333	REIMBURSED1/3-31/20	0.00	7.80
9001	133552	03/10/25	7122	AMBER A SCOTT	0116620350000	20333	REIMBURSED1/3-31/20	0.00	9.27

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9001	133552	03/10/25	7122	AMBER A SCOTT	0116720350000	20333	REIMBURSED1/3-31/20	0.00	10.25
9001	133552	03/10/25	7122	AMBER A SCOTT	0116320350000	20333	REIMBURSED1/3-31/20	0.00	10.25
9001	133552	03/10/25	7122	AMBER A SCOTT	0116720350000	20333	REIMBURSED12/2-20/2	0.00	3.66
9001	133552	03/10/25	7122	AMBER A SCOTT	0116320350000	20333	REIMBURSED12/2-20/2	0.00	3.66
9001	133552	03/10/25	7122	AMBER A SCOTT	0116420350000	20333	REIMBURSED1/3-31/20	0.00	4.88
9001	133552	03/10/25	7122	AMBER A SCOTT	0116820350000	20333	REIMBURSED1/3-31/20	0.00	6.34
TOTAL CHECK								0.00	66.20
9001	133554	03/10/25	7602	WENDY E STANGE	0116420350000	20333	REIMBURSE1/22-2/13/	0.00	7.12
9001	133554	03/10/25	7602	WENDY E STANGE	0116620350000	20333	REIMBURSE1/22-2/13/	0.00	7.12
9001	133554	03/10/25	7602	WENDY E STANGE	0116920350000	20333	REIMBURSE1/22-2/13/	0.00	7.12
9001	133554	03/10/25	7602	WENDY E STANGE	0116320350000	20333	REIMBURSE1/22-2/13/	0.00	7.13
9001	133554	03/10/25	7602	WENDY E STANGE	0116320350000	20333	REIMBURSED1/3-20/20	0.00	2.59
9001	133554	03/10/25	7602	WENDY E STANGE	0116420350000	20333	REIMBURSED1/3-20/20	0.00	2.59
9001	133554	03/10/25	7602	WENDY E STANGE	0116620350000	20333	REIMBURSED1/3-20/20	0.00	2.59
9001	133554	03/10/25	7602	WENDY E STANGE	0116920350000	20333	REIMBURSED1/3-20/20	0.00	2.59
TOTAL CHECK								0.00	38.85
9001	133557	03/10/25	7941	COURTNIE L WENDT	0116320640800	20333	REIMBURSED1/6-25/20	0.00	37.03
9001	133558	03/10/25	7872	GARY WESTBROOK	0180020258000	20333	REIMBURSE1/27-2/28/	0.00	81.27
9001	133559	03/10/25	7798	SARA E ZABROWSKI-GA	0180020221200	20333	REIMBURSED2/28&3/6/	0.00	142.80
9001	133560	03/10/25	3165	CDW GOVERNMENT	0116720110001	20734	RPS TECHNOLOGY MOCK	0.00	353.61
9001	133560	03/10/25	3165	CDW GOVERNMENT	0116720110001	20734	PRINTERS FOR MOCKIN	0.00	540.76
TOTAL CHECK								0.00	894.37
9001	133561	03/10/25	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB25004	0.00	266.00
9001	133562	03/10/25	2672	JASON M BUCKINGHAM	0180020232000	20333	REIMBURSED2/25&27/2	0.00	140.00
9001	133563	03/10/25	565	JOHNSTONE SUPPLY CO	0136020262000	20430	RPS MAINTENANCE RHS	0.00	19.06
9001	133564	03/10/25	8000	LOVING HOMES SERVIC	0136020120000	20569	RPS STUDENT SERVICE	0.00	7,667.88
9001	133565	03/10/25	7999	CHRISTOPHER MURPHY	0180020261000	20210	REIMBURSED 12/26/24	0.00	250.00
9001	133566	03/10/25	903	KAREN K.O'BRIEN	0126020110000	20212	REIMBURSED 01/21/20	0.00	50.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/VMAC/CO	0.00	88.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	431.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	454.49
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	630.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	805.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	859.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	2,063.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	300.00
9001	133567	03/10/25	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	302.00
TOTAL CHECK								0.00	5,932.49

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9001	133568	03/10/25	6866	ZTRIP (WHC NE, LLC)	0136020699000	20510	RPS SS/TRANSPORTATO	0.00	180.60
9001	133568	03/10/25	6866	ZTRIP (WHC NE, LLC)	0180020271000	20510	RPS SS/TRANSPORTATO	0.00	4,289.05
TOTAL CHECK								0.00	4,469.65
TOTAL CASH ACCOUNT								0.00	581,108.96
TOTAL FUND								0.00	581,108.96

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FUND - 02 - DEPRECIATION

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133402	03/10/25	170	APPLE INC.	0280020110000	20734	LAPTOP REPLACEMENT	0.00	2,334.00
9001	133402	03/10/25	170	APPLE INC.	0280020110000	20734	RPS TECHNOLOGY ADMI	0.00	208.00
TOTAL CHECK								0.00	2,542.00
TOTAL CASH ACCOUNT								0.00	2,542.00
TOTAL FUND								0.00	2,542.00

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FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICES	0.00	562.76
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS FOOD SERVICES	0.00	6,617.88
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	3,020.13
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS FOOD SERVICES	0.00	3,585.55
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	1,322.48
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	619.03
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	853.52
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	900.41
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	1,022.34
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	1,078.62
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICES	0.00	10,930.65
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	12,023.71
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	16,578.15
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	17,489.03
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	19,857.34
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	20,950.40
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	25,687.02
9001	133516	03/10/25	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	58,661.13
TOTAL CHECK								0.00	201,760.15
9001	133527	03/10/25	4832	VERIZON WIRELESS	0680020310000	20530	RPS FOOD SERVICES	0.00	65.88
9001	133553	03/10/25	6667	PEGGY SMITH	0680020310000	20333	REIMBURSED 1/6-2/7/	0.00	32.20
9001	133553	03/10/25	6667	PEGGY SMITH	0680020310000	20333	REIMBURSE8/7-12/27/	0.00	338.76
TOTAL CHECK								0.00	370.96
TOTAL CASH ACCOUNT								0.00	202,196.99
TOTAL FUND								0.00	202,196.99

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FUND - 08 - SPECIAL BUILDING

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133403	03/10/25	6959	BCDM ARCHITECTS	0826020430000	20350	RPS MIDDLE SCHOOL	0.00	1,648.00
9001	133440	03/10/25	7628	FACILITY ADVOCATES,	0880020699819	20450	RPS KARENWESTERN/MS	0.00	25,000.00
9001	133458	03/10/25	6193	KSB SCHOOL LAW	0816320430000	20350	RPS BLUMFIELD	0.00	75.37
9001	133458	03/10/25	6193	KSB SCHOOL LAW	0816420430000	20350	RPS KAREN WESTERN	0.00	75.37
9001	133458	03/10/25	6193	KSB SCHOOL LAW	0816820430000	20350	RPS SEYMOUR	0.00	75.38
9001	133458	03/10/25	6193	KSB SCHOOL LAW	0816920430000	20350	RPS WILDEWOOD	0.00	75.38
TOTAL CHECK								0.00	301.50
9001	133459	03/10/25	4768	LAMP RYNEARSON & AS	0836020430000	20350	RPS HIGH SCHOOL	0.00	6,900.00
9001	133523	03/10/25	7562	THE WEITZ COMPANY	0826020470000	20450	RPS MIDDLE SCHOOL	0.00	28,717.00
9001	133523	03/10/25	7562	THE WEITZ COMPANY	0836020470000	20450	RPS HIGH SCHOOL	0.00	1,172,833.00
TOTAL CHECK								0.00	1,201,550.00
TOTAL CASH ACCOUNT								0.00	1,235,399.50
TOTAL FUND								0.00	1,235,399.50

EFINANCE - POWERSCHOOL
 DATE: 03/07/2025
 TIME: 13:42:45

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 21
 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20250310'
 ACCOUNTING PERIOD: 7/25

FUND - 10 - COOPERATIVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	133404	03/10/25	7687	360 COMMUNITY SERVI	1080020215100	20320	RPS SS/SUBURBAN	0.00	4,320.00
9001	133404	03/10/25	7687	360 COMMUNITY SERVI	1080020215100	20320	RPS SS/SUBURBAN	0.00	5,995.62
TOTAL CHECK									10,315.62
9001	133406	03/10/25	7842	AMY BECKER	1080020215100	20320	RPS SS/SUBURBAN	0.00	320.00
9001	133436	03/10/25	6024	NICOLE CHRISTY	1080020215100	20320	RPS SS SUBURBAN	0.00	220.00
9001	133437	03/10/25	7656	SUMMER DYKSTRA	1080020215100	20320	RPS SS/SUBURBAN	0.00	200.00
9001	133437	03/10/25	7656	SUMMER DYKSTRA	1080020215100	20320	RPS SS/SUBURBAN	0.00	600.00
TOTAL CHECK									800.00
9001	133439	03/10/25	7957	VICTORIA DEVEL	1080020215100	20320	RPS SS/SUBURBAN	0.00	450.00
9001	133465	03/10/25	7131	JUST FOR KIDS, INC.	1080020215100	20320	RPS SUBURBAN SCHOOL	0.00	144.00
9001	133503	03/10/25	7543	PURPLE COMMUNICATIO	1080020215100	20320	RPS STUDENT SERVICE	0.00	135.00
9001	133503	03/10/25	7543	PURPLE COMMUNICATIO	1080020215100	20320	RPS STUDENT SERVICE	0.00	135.00
TOTAL CHECK									270.00
9001	133517	03/10/25	7631	SOUTHPAW INTERPRETI	1080020215100	20320	RPS SS/SUBURBAN	0.00	100.00
9001	133517	03/10/25	7631	SOUTHPAW INTERPRETI	1080020215100	20320	RPS SS/SUBURBAN	0.00	100.00
TOTAL CHECK									200.00
9001	133518	03/10/25	2835	SARAH A STOREY	1080020215100	20320	RPS SS/SUBURBAN	0.00	6,642.00
9001	133542	03/10/25	5606	KILEY R. FRANS	1080020215100	20333	REIMBURSED1/6-17/20	0.00	475.09
9001	133543	03/10/25	7911	MOLLIE M FRAZIER	1080020215100	20333	REIMBURSE1/22-2/14/	0.00	767.48
9001	133544	03/10/25	7990	MICAELA HOYER	1080020215100	20333	REIMBURSED2/3-13/20	0.00	32.20
9001	133548	03/10/25	4022	TRACY LOUCKS	1080020215100	20333	REIMBURSE1/21-2/19/	0.00	877.80
9001	133555	03/10/25	7606	JERA L STERNER	1080020215100	20333	REIMBURSE1/22-2/14/	0.00	991.97
9001	133556	03/10/25	5094	TIARRA MCGOWAN	1080020215100	20333	REMBURSED1/22-2/19/	0.00	389.62
TOTAL CASH ACCOUNT									22,895.78
TOTAL FUND									22,895.78
TOTAL REPORT									2,044,143.23

**RALSTON PUBLIC SCHOOLS
FINANCIAL REPORT TO THE BOARD OF EDUCATION
POOLED CASH - BANK RECONCILIATION
02/28/2025**

	01/31/2025 Thru 02/28/2025	01/31/2024 Thru 02/28/2024
Book Balance - Beginning of month	\$5,326,587.41	\$3,846,373.22
Total Receipts	\$4,229,525.26	\$3,520,369.00
Monthly Disbursements	<u>(3,533,643.09)</u>	<u>(3,692,166.64)</u>
Reconciled Book Balance - End of Month	\$6,022,469.58	\$3,674,575.58
Building fund loan	\$0.00	\$0.00
Depreciation fund loan	\$0.00	\$0.00
Transfer to Depreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	\$6,022,469.58	\$3,674,575.58
Bank Balance -Beginning of month	\$6,192,752.10	\$4,681,848.63
Deposits	\$3,890,519.35	\$3,531,920.65
Interest	<u>1,441.02</u>	<u>989.60</u>
Total Receipts	3,891,960.37	3,532,910.25
Total Warrants	<u>(4,142,845.09)</u>	<u>(3,970,442.51)</u>
Bank Balance - End of month	5,941,867.38	4,244,316.37
Outstanding deposits	338,376.78	5,000.00
Bank clearing error	(48.04)	(48.04)
Less Outstanding Checks/Wires	<u>(257,726.54)</u>	<u>(574,692.75)</u>
Reconciled Bank Balance - End of month	\$6,022,469.58	\$3,674,575.58

February

Percent of Year Completed

50.0%

RECEIPTS

ACCOUNT	ANTICIPATED	M-T-D	Y-T-D	Y-T-D	Year To Date	
		RECEIVED 2024-25	RECEIVED 2024-25	RECEIVED 2023-24	%Received	
					2024-25	2023-24
Local District Taxes	\$22,103,725	\$548,907.63	\$3,946,128.18	\$4,534,940	17.9%	21.6%
Pro-Rata Motor Vehicle Tax	\$45,000	\$0.00	\$14,507.41	\$15,462	32.2%	34.4%
Motor Vehicle Tax	\$3,500,000	\$360,272.01	\$2,133,675.29	\$1,687,394	61.0%	44.5%
Homestead Exemption Tax	\$365,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition from Individuals	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition (Other Dist)	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Interest on Investments	\$20,000	\$1,441.02	\$10,961.23	\$9,573	54.8%	31.9%
Local License/Police Court	\$30,000	\$708.88	\$20,188.70	\$2,142	67.3%	70.5%
Other Local Revenue	\$1,000	\$0.00	\$0.00	\$618	0.0%	41.2%
County Fines & Licenses	\$70,000	\$4,703.78	\$41,955.70	\$36,728	59.9%	52.5%
State Aid	\$10,697,192	\$1,069,719.00	\$5,348,595.00	\$4,843,790	50.0%	50.0%
Spec Ed Programs	\$4,188,028	\$663,171.00	\$2,002,629.65	\$1,753,408	47.8%	41.9%
Special Ed Transportation	\$240,000	\$0.00	\$0.00	\$0	0.0%	0.0%
State Apportionment	\$385,000	\$1,224,103.29	\$1,224,103.29	\$569,715	317.9%	131.0%
Public Power Dist Sales Tax	\$3,950,000	\$0.00	\$359.61	\$360	0.0%	0.0%
Cash Reserve	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
TOTAL	\$45,594,945	\$3,873,026.61	\$14,743,104.06	\$13,454,130.05	32.3%	30.6%

DISBURSEMENTS

CATEGORY	BUDGET	M-T-D	Y-T-D	Y-T-D	Year To Date	
		DISBURSED 2024-25	DISBURSED 2024-25	DISBURSED 2023-24	% Disbursed	
					2024-25	2023-24
Instructional Services	\$23,784,986	\$1,709,537.34	\$10,765,780.90	\$10,374,013	45.3%	45.3%
Support Services						
Special Education	\$6,616,885	\$738,862.02	\$3,592,999.00	\$3,052,801	54.3%	46.4%
Pupil Services	\$1,589,405	\$136,003.85	\$810,823.94	\$740,969	51.0%	51.4%
Staff Services	\$2,709,955	\$185,599.38	\$1,237,729.06	\$1,243,592	45.7%	47.4%
General Administration	\$1,051,085	\$87,614.14	\$448,106.67	\$431,655	42.6%	42.1%
School Administration	\$2,623,534	\$207,468.43	\$1,295,080.12	\$1,254,960	49.4%	49.5%
Business	\$843,768	\$44,523.68	\$298,152.25	\$286,260	35.3%	34.4%
Operation of Plant	\$3,717,962	\$301,639.45	\$1,736,152.76	\$1,594,630	46.7%	45.6%
Maintenance of Plant	\$1,165,066	\$53,859.58	\$501,651.40	\$463,088	43.1%	41.4%
Pupil Transportation	\$1,492,299	\$104,890.77	\$680,633.79	\$729,662	45.6%	49.6%
TOTAL	\$45,594,945	\$3,570,018.64	\$21,367,109.89	\$20,171,629.87	46.9%	45.8%
REVENUE OVER EXPENSE	\$0	\$303,008	(\$6,624,006)	(\$6,717,500)	-14.5%	-15.2%

Ralston Schools Building Fund
Feb-25

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
BUILDING FUND	\$914,491.44	\$2,024,433.88	(1,037,281.59)	\$1,901,643.73
NSDLAF	\$30,882,218.75	\$95,273.08	(2,000,000.00)	\$28,977,491.83
TOTAL	\$31,796,710.19	\$2,119,706.96	(3,037,281.59)	\$30,879,135.56

RALSTON SCHOOLS BOND FUND
Feb-25

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
BOND FUND	\$2,705,040.84	210,977.48	-	\$2,916,018.32
INVESTED -US Treas Bills	-	-	-	\$0.00
TOTAL	\$2,705,040.84	\$210,977.48	-	\$2,916,018.32

LUNCH PROGRAM INCOME STATEMENT
Feb-25

	Feb-25	2024-25 YTD
Revenues:		
Lunch program	\$60,004.76	\$1,115,864.80
Federal funding	9,985.33	\$158,156.91
Catering income	7,090.00	\$29,812.73
Interest	1,660.59	\$8,261.28
Grants/Donations	0.00	\$608.09
Total Revenues	\$78,740.68	\$1,312,703.81
Expenses:		
Salaries	\$79,334.10	\$559,923.48
Supplies	11,001.03	\$828,509.82
Repairs/Equip	0.00	\$0.00
Miscellaneous	166.85	\$1,231.49
Total Expenses	\$90,501.98	\$1,389,664.79
Net Income (Loss)	(\$11,761.30)	(\$76,960.98)

Ralston Schools Quality Capital Purpose Undertaking Fund
Feb-25

FUND NAME	BALANCE		RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb	Feb
QCPU FUND	\$ 203.20	\$ -	\$ -	\$ (14.94)	\$ 188.26
QCPUF BOND FUND	\$ (1,850.11)	\$ -	\$ -	\$ -	\$ (1,850.11)
TOTAL	\$ (1,646.91)	\$ -	\$ -	\$ (14.94)	\$ (1,661.85)

Ralston Schools Depreciation Fund
Feb-25

FUND NAME	BALANCE		RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb	Feb
Depreciation Fund	\$ 2,818,229.23	\$ 541.16	\$ -	\$ (8,165.00)	\$ 2,810,605.39
TOTAL	\$2,818,229.23	\$541.16	\$-	(\$8,165.00)	\$2,810,605.39

RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS

28-Feb-25

FUND NAMES	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
ACTIVITY FUND/BLUMFIELD	4,616.43	786.34	991.20	\$4,411.57
ACTIVITY FUND/KAREN WESTERN	791.87	0.00	350.00	\$441.87
ACTIVITY FUND/MEADOWS	12,723.77	1,541.39	596.85	\$13,668.31
ACTIVITY FUND/MOCKINGBIRD	(413.75)	0.00	510.77	(\$924.52)
ACTIVITY FUND/SEYMOUR	12,270.18	238.81	662.00	\$11,846.99
ACTIVITY FUND/WILDEWOOD	1,424.40	0.00	26.95	\$1,397.45
ACTIVITY FUND/OFFICE	17,063.78	0.00	418.36	\$16,645.42
ACTIVITY FUND/DEPRECIATION	8,017.37	0.00	0.00	\$8,017.37
INSTRUMENT RENTAL	20.70	0.00	0.00	\$20.70
ACTIVITY FUND/HILLCREST	326.85	0.00	0.00	\$326.85
ACTIVITY FUND/Middle School	38,374.06	9,355.89	5,018.46	\$42,711.49
ACTIVITY FUND/PARKING LOT	6,660.00	0.00	0.00	\$6,660.00
HIGH SCHOOL STUDENT FEES	(5,430.16)	0.00	10,000.00	(\$15,430.16)
MS STUDENT FEES	(4,950.00)	0.00	0.00	(\$4,950.00)
TOTAL	\$91,495.50	\$11,922.43	\$18,574.59	\$84,843.34
BANK BALANCE	\$92,399.82			
PLUS OUTSTANDING DEPOSITS	\$0.00			
LESS OUTSTANDING CHECKS	(\$7,556.48)			
TOTAL	\$84,843.34			

RALSTON HIGH SCHOOL ACTIVITY FUND

28-Feb-25

FUND NAME'S	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Jan	Feb	Feb	Feb
HIGH SCHOOL	231,759.88	21,699.75	(61,795.45)	191,664.18
TOTAL	\$231,759.88	21,699.75	(61,795.45)	\$191,664.18
Dayspring Bank Balance	\$ 226,264.47			
Outstanding Checks	\$ (34,600.29)			
Bank clearing error	\$ -			
TOTAL	\$ 191,664.18			

Ralston High School Activity Fund Balance Sheet Standard

03/06/25

As of February 28, 2025

	<u>Feb 28, '25</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 - Athletic Admin	191.83
1001 - Athletics	48,065.43
1050 - Baseball	2,589.25
1140 - Wrestling	1,569.43
1500 - Cheer	-159.31
1520 - Homecoming	4,007.40
1530 - F.C. Athletes	158.34
1535 - Bratfest	0.00
1540 - Dance Team	-5,139.19
1560 - Activity Tickets	397.71
1571 - Boys Basketball	179.16
1572 - Cross Country	1,497.14
1575 - Football	-984.38
1576 - Girls Basketball	1,504.51
1577 - Golf	92.56
1578 - Volleyball	970.50
1579 - Girls Softball	-903.89
1580 - Swim	5,309.33
1582 - Boys Soccer	1,282.79
1583 - Girls Soccer	872.57
1584 - Circle of Friends	160.00
1586 - Boys Track	1,343.37
1587 - Girls Track	830.99
1588 - Tennis	4,263.25
2005 - Computer Lab	74.16
2010 - Debate	2,515.76
2015 - Drama	-546.26
2016 - Drama Travel Club	0.00
2018-Class of 2018	0.00
2020-All School Musical	-1,188.96
2027 - Guidance	8,270.58
2028 - Ralston Readers	650.77
2029 - Educators Rising	59.76
2030 - Humanities	0.00
2031-FFA	2,059.00
2035-Latino Leaders	181.63
2040 - Instr Music	0.00
2040- Instrumental Music	139.82
2042- Color Guard	205.63
2060 - Swim School	495.21

03/06/25

Ralston High School Activity Fund Balance Sheet Standard

As of February 28, 2025

	<u>Feb 28, '25</u>
2065 - Social Studies Trip	0.00
2075 - Vocal Music	35,118.90
2076 - Dist. Music	0.00
2080 - Work Experience	0.00
2085 - Yearbook	16,840.53
2090 - Material Replacement	0.00
210 - Class of 2010	0.00
211 - Class of 2011	0.00
212 - Class of 2012	0.00
213 - Class of 2013	0.00
214 - Class of 2014	0.00
215 - Spirit Squads	9,316.27
223-Class of 2023	500.81
226 Class of 2026	0.00
225-Class of 2025	127.00
220-Class of 2020	0.00
2500 - HOSA	751.20
2509 - Ram Apparel	29.00
2510 - Ram Supply - DO NOT ...	0.00
2511 - Concessions	36,713.77
2515 - FCCLA	413.16
2520 - Industrial Tech	401.38
2521 - Skills USA	-955.53
2525-Automotive	2,576.08
2530 - Food Pantry	967.01
3000 - Scholarships	0.00
3200 - Summer School	0.00
3300 - Boston Trip	0.00
3580 - Vending	0.00
4015 - Green Club	0.00
4059 - Parking Lot	0.00
4085 - HS Office	8,174.10
4086 - Homeroom	0.00
4087 - PBIS	0.00
5000 - Baseball Field	0.00
5010 - Football Stadium	0.00
5020 - Soccer Stadium	0.00
5030 - Gym	0.00
5040 - Fitness Center	0.00
505 - Art Club	820.86
5050 - Cafeteria	0.00
5060 - Classroom	0.00
5070 - Swim Pool	0.00

03/06/25

Ralston High School Activity Fund Balance Sheet Standard

As of February 28, 2025

	<u>Feb 28, '25</u>
5080 - Facility Usage	-2,710.12
5089	0.00
510 - Bowling Team	0.00
525 - Autism Grant	0.00
530 - DECA	-3,075.11
540 - Quiz Bowl	-41.00
550 - French Club	50.53
560 - GSA	134.86
565 - History Day	2.59
570 - NHS	251.50
580 - Prom	2,293.73
585 - Science Club	0.00
595 - Spanish Club	284.12
600 - Student Council	942.29
605 - Poetry Festival	0.00
610 - Esports Gaming Club	527.30
224-Class of 2024	61.55
1589 - BSU	67.50
Class 2021	0.00
222-Class of 2022	64.01
221-Class of 2021	0.00
Total Checking/Savings	<u>191,664.18</u>
Accounts Receivable	
Accounts Receivable	0.00
Total Accounts Receivable	<u>0.00</u>
Other Current Assets	
Undeposited Funds	0.00
Total Other Current Assets	<u>0.00</u>
Total Current Assets	191,664.18
Fixed Assets	0.00
Other Assets	0.00
TOTAL ASSETS	<u>191,664.18</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	0.00

03/06/25

Ralston High School Activity Fund Balance Sheet Standard

As of February 28, 2025

	<u>Feb 28, '25</u>
Total Accounts Payable	0.00
Credit Cards	0.00
Other Current Liabilities	
Sales Tax Payable	0.00
Total Other Current Liabilities	<u>0.00</u>
Total Current Liabilities	0.00
Long Term Liabilities	<u>0.00</u>
Total Liabilities	0.00
Equity	
Opening Bal Equity	-0.73
Retained Earnings	224,696.31
Net Income	-33,031.40
Total Equity	<u>191,664.18</u>
TOTAL LIABILITIES & EQUITY	191,664.18

2025 Legislative Session*

January

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8 DAY 1	9 DAY 2	10 DAY 3	11
12	13 DAY 4	14 DAY 5	15 DAY 6	16 DAY 7	17 DAY 8	18
19	20 HOLIDAY	21 DAY 9	22 DAY 10	23 DAY 11	24 DAY 12	25
26	27 DAY 13	28 DAY 14	29 DAY 15	30 DAY 16	31 DAY 17	

February

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3 DAY 18	4 DAY 19	5 DAY 20	6 DAY 21	7 DAY 22	8
9	10 DAY 23	11 DAY 24	12 DAY 25	13 DAY 26	14 RECESS	15
16	17 HOLIDAY	18 DAY 27	19 DAY 28	20 DAY 29	21 DAY 30	22
23	24 DAY 31	25 DAY 32	26 DAY 33	27 DAY 34	28 DAY 35	

March

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3 DAY 36	4 DAY 37	5 DAY 38	6 DAY 39	7 RECESS	8
9	10 DAY 40	11 DAY 41	12 DAY 42	13 DAY 43	14 DAY 44	15
16	17 DAY 45	18 DAY 46	19 DAY 47	20 DAY 48	21 RECESS	22
23	24 RECESS	25 DAY 49	26 DAY 50	27 DAY 51	28 DAY 52	29
30	31 DAY 53					

April

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1 DAY 54	2 DAY 55	3 DAY 56	4 RECESS	5
6	7 RECESS	8 DAY 57	9 DAY 58	10 DAY 59	11 DAY 60	12
13	14 DAY 61	15 DAY 62	16 DAY 63	17 DAY 64	18 RECESS	19
20	21 RECESS	22 DAY 65	23 DAY 66	24 DAY 67	25 DAY 68**	26
27	28 DAY 69	29 DAY 70	30 DAY 71			

May

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1 DAY 72	2 RECESS	3
4	5 RECESS	6 DAY 73	7 DAY 74	8 DAY 75	9 DAY 76	10
11	12 DAY 77	13 DAY 78	14 DAY 79	15 DAY 80	16 RECESS	17
18	19 DAY 81	20 DAY 82	21 DAY 83	22 DAY 84	23 RECESS	24
25	26 HOLIDAY	27 DAY 85	28 DAY 86	29 DAY 87	30 DAY 88	31

June

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2 DAY 89	3 RECESS	4 RECESS	5 RECESS	6 RECESS	7
8	9 DAY 90	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legislative Recess Days

February 14
 March 7, 21, 24
 April 4, 7, 18, 21
 May 2, 5, 16, 23
 June 3, 4, 5, 6

Federal & State Holidays

January 20 – Martin Luther King Jr. Day
 February 17 – Presidents' Day
 April 25 – Arbor Day**
 May 26 – Memorial Day

* The Speaker reserves the right to revise the session calendar.

** The Legislature will be in session on Friday, April 25, the Arbor Day Holiday. Any legislative employees who work that day will receive compensatory time for hours worked on the holiday.



Board of Education Legislative Goals 2024/2025

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well-rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, **Equity** and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- **Support legislation that fairly and equitably funds each public school district based on need.**
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, **including but not limited to the repeal of sales tax exemptions.**
- **Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.**
- **Oppose tax cuts that endanger any part of the State's revenue stream.**
- **Monitor any legislation that adjusts property valuation.**
- **Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.**
- **Support legislation to increase funding for early childhood programs.**
- **Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency and/or students living in poverty.**
- **Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.**
- **Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)**
- **Oppose any legislation that advances charter schools, reduces the tax base for the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.**
- **Support school choice through the protection of net option funding.**



- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**
- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**

2025

Advocacy Handbook

For the 2025 Legislative Session

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2025 AND A GUIDE FOR EFFECTIVE ADVOCACY
AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 22, 2024



The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.

Leadership

Innovation

Vision

Engagement

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2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

109TH LEGISLATURE, 1ST SESSION

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WHAT CAN NASB DO FOR YOU?

We can assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

Interested in becoming more engaged in the legislative process? Whether it is from home, or in Lincoln, scan here to let us help you share your story, and advocate for public education in Nebraska as bills, topics, and issues arise.



YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBonline.org

John Spatz - Executive Director - jspatz@NASBonline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBonline.org

Bookmark the NASB Government Relations and Bills pages

<https://members.nasbonline.org/government-relations>

<https://nasb.envisiams.com/legislative-bills>

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Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators





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WHAT IS YOUR ROLE?

Over the past few years, the Legislature has increasingly inserted itself into both the boardroom and the classroom. Decisions that have traditionally been left to local boards or the State Board of Education have been centralized at the State Capitol. In addition, the past years have seen an increase in efforts to divide public K-12 education and foster distrust between local boards and their constituents. There are things you can do:

- **Advocate for Local Control:** Talk to lawmakers about impactful decisions and how important it is that decisions remain local. Continue advocating for local control over local decisions. Let us help you!
- **Build Trust:** Share your decisions with your constituents. Celebrate your successes! Show lawmakers and constituents your commitment to transparency. Use your meetings to educate your public on the decisions you are making.
- **Share Your Story:** No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you!

DID YOU KNOW: 79% of Nebraska's 1,700 locally elected school board members serve at or within 100 miles of where they graduated ... with 51% serving IN the district they graduated from. As a school board member and community leader, you are in an excellent position to educate and influence the legislative process and are seen as a key resource on education policy for your district.



We encourage all boards to include a legislative update as part of each meeting and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session. Bookmark and frequent NASB's Government Relations page for updates, information and Calls To Action, as well as social media, videos, our bills page, and more which summarizes all pertinent items related to public education in Nebraska.

Bookmark and frequent NASB's Government Relations page for updates and information. Be sure to utilize NASB's Legislative Notes, videos, bills page, and more which summarizes all pertinent items related to public education in Nebraska.

2025 LEGISLATIVE CALENDAR

109th Legislature,
1st Session

1st Day of the 2025 Session
Wednesday, January 8, 2025

Day 10 ... Final day to introduce
bills - January 23

NASB Legislation Committee
Meeting - January 26

Legislative Issues Conference
January 26-27 - Lincoln

Federal Advocacy Fly-In
March 16-19 - Washington, DC

90th & Final Day of the
Legislative Session - June 18

Legislative Proposals for 2026
are due by July 1
<https://members.nasbonline.org/government-relations/legislative-proposals>

NASB Legislation Committee
Meeting - Summer 2025

NASB Legislation Committee
Meeting - November 19

NASB Delegate Assembly
November 21 - Omaha

All Dates Subject to Change

SHARE YOUR STORY

Be a Community Leader ... Be the expert on education in YOUR community!

As an elected official, trust was put in you to make decisions based on the needs of your students, community and the taxpayer. NASB can provide you with data that can help you tell your story, by providing you with data on your students, achievement, your budget, even your facilities. Let us assist you in telling your story!

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Sen. Bob Hallstrom
District 1 - Syracuse



Sen. Robert Clements
District 2 - Elmwood



Sen. Victor Rountree
District 3 - Bellevue



Sen. Brad von Gillern
District 4 - Elkhorn



Sen. Margo Juarez
District 5 - Omaha



Sen. Machaela Cavanaugh
District 6 - Omaha



Sen. Dunixi Guereca
District 7 - Omaha



Sen. Megan Hunt
District 8 - Omaha



Sen. John Cavanaugh
District 9 - Omaha



Sen. Wendy DeBoer
District 10 - Omaha



Sen. Terrell McKinney
District 11 - Omaha



Sen. Merv Riepe
District 12 - Ralston



Sen. Ashlei Spivey
District 13 - Omaha



Sen. John Arch
District 14 - Papillion



Sen. Dave Wordekemper
District 15 - Fremont



Sen. Ben Hansen
District 16 - Blair



Sen. Glen Meyer
District 17 - Pender



Sen. Christy Armendariz
District 18 - Omaha



Sen. Robert Dover
District 19 - Norfolk



Sen. John Fredrickson
District 20 - Omaha



Beau Ballard
District 21 - Lincoln



Sen. Mike Moser
District 22 - Columbus



Sen. Jared Storm
District 23 - David City



Sen. Jana Hughes
District 24 - Seward



Sen. Carolyn Bosn
District 25 - Lincoln

YOUR 2025-26 STATE SENATORS

2025

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Sen. George Dungan
District 26 - Lincoln



Sen. Jason Prokop
District 27 - Lincoln



Sen. Jane Raybould
District 28 - Lincoln



Sen. Eliot Bostar
District 29 - Lincoln



Sen. Myron Dorn
District 30 - Adams



Sen. Kathleen Kauth
District 31 - Omaha



Sen. Tom Brandt
District 32 - Plymouth



Sen. Dan Lonowski
District 33 - Hastings



Sen. Loren Lippincott
District 34 - Central City



Sen. Dan Quick
District 35 - Grand Island



Sen. Rick Holdcroft
District 36 - Bellevue



Sen. Stan Clouse
District 37 - Kearney



Sen. Dave Murman
District 38 - Glenvil



Sen. Tony Sorrentino
District 39 - Elkhorn



Sen. Barry DeKay
District 40 - Niobrara



Sen. Dan McKeon
District 41 - Amherst



Sen. Mike Jacobson
District 42 - North Platte



Sen. Tanya Storer
District 43 - Whitman



Sen. Teresa Ibach
District 44 - Sumner



Sen. Rita Sanders
District 45 - Bellevue



Sen. Danielle Conrad
District 46 - Lincoln



Sen. Paul Strommen
District 47 - Sidney



Sen. Brian Hardin
District 48 - Gering



Sen. Bob Andersen
District 49 - Omaha



Gov. Jim Pillen

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109TH LEGISLATURE, 1ST SESSION

 Committee Chair Ed Swotek Malcolm	 NASB President Stacy Jolley Millard	 NASB Secretary / Member 7 Suzanne Sapp Ashland-Greenwood	 Member 1 Shavonna Holman Omaha	 Member 2 Jane Erdenberger Omaha
 Member 3 Lanny Boswell Lincoln	 Member 4 Kathy Danek Lincoln	 Member 5 TBD	 Member 6 Beth Morrisette Westside	 Member 8 Amanda McGill Johnson Millard
 Member 9 Drew Blessing Kearney	 Member 10 Marla Grier South Sioux City	 Member 11 Doug Keener Mitchell	 Member 12 Gary Kubicek Norris	 Member 13 Steve Blocher West Point
 Member 14 Erick Lee Arapahoe-Holbrook	 Member 15 Brian Quackenbush Tri County	 Member 16 Mary Yilk ESU 9	 Appointed Member Lisa Albers Grand Island	 Appointed Member Patti Gubbels Norfolk
 Appointed Member Mike Palmer Sidney	 Appointed Member Jason Richters Centennial	 Appointed Member Dan Scheer St. Paul	 Appointed Member Jeremy Shuey Plattsmouth	

Term Ends 2025 for Appointed Members

Term Ends 2026 For Odd # Members

Term Ends 2028 For Even # Members





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The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

WHAT DOES THIS REPRESENT?

The narrative you read inside the pages of this book represents a set of belief statements which direct NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol and the State Board of Education, as well as with our representatives in Washington, D.C.

While this work characterizes an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Legislative bills are a blend of several ideas (or perhaps a promising idea and a substantial price tag). NASB determines its stance on a bill with the Legislation Committee who offers guidance taking into consideration the technical and political aspects of a bill needed to navigate the turbulent amendment process.



109TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 16, 2024
 ... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 17, 2024
 ... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 22, 2024

Standing positions are statements of purpose and direction which are developed and maintained over time. They are considered annually by the Delegate Assembly and remain in effect until they are actively removed.

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

S-6 — Parent Involvement - NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — Policy - NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — Use of Accountability Data for School Improvement - NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development - NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — Board Recognition - NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — Business and Education Partnerships - NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

S-4 — Collaborative Services to Youth - NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — Leadership Team - NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

CONDITIONS OF CHILDREN

S-9 — Abuse of Alcohol, Tobacco, & Other Drugs - NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of “drug free zones” near schools is also urged. (prior to 1995, amended 2015)

S-10 — At-Risk Students and the Achievement Gap - NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)



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S-11 — Cooperation with HHS - NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child’s educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — Early Childhood Education - NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — Enrollment Option; Homebound Students - NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-14 — Enrollment Option Limitation - NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-15 — Liability for Medication Administration - NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — Mental & Behavioral Health - NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. (2018)

S-17 — Nutrition Education/Student Wellness - NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-18 — Safe School Environment - NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-19 — Statewide Poverty/Trauma Funding - NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-20 — Student Discipline - NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-21 — Access to Equal Education Opportunities - NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-22 — Achievement Test Score Use - NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-23 — Assessment of Student Learning - NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single “high-stakes” testing procedure. (2001)

S-24 — Cultural Diversity - NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-25 — Curriculum Adoption - NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-26 — Library/Media Content - NASB supports that school district library/media content is a local decision. (2022)

S-27 — Responding to Special Education Costs - NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-28 — Student Expression - NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-29 — Support of Early Childhood Programs in the Community - NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans.(2018)

S-30 — Technology - NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)



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FUNDING & FINANCE

S-31 — Accounting of Funds - NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-32 — Budget Lid: Growth Factor - NASB supports legislation which would establish an education expenditures “growth factor” which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-33 — Compensation for Statewide Standards & Assessments - NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-34 — Elimination of Budget Reserve Limits - NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-35 — Elimination of Expenditure Limitation - NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-36 — ESU Core Services Funding - NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-37 — Expand use of Qualified Capital Purpose Undertaking Fund - NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security. (2015)

S-38 — Financing Capital Improvements - NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-39 — Fiscal Policy - NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support

among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-40 — For-Profit Entities Operating in Tax-Exempt Zones - NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-41 — Funding of Mandated Programs - NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-42 — Funding: School District Infrastructure, Site Purchases and Building Operating Expenses - NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-43 — General Fund Reserve Limit Exception - NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-44 — Including Gifts, Donations, or Foundation Funds as Receivables - NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-45 — K-12 School Trust Land and Permanent School Fund - NASB opposes any action that would reduce the assets, or the value thereof, of the school land trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, 2024)

S-46 — Legislation Implementation - NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-47 — Legislative Review of Statutory Deadlines - NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-48 — Lower Local Effort Rate - NASB supports lowering the Local Effort Rate and valuations in TEEOSA which would increase equalization aid. (2024)



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S-49 — Property Tax Reform/Relief - Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-50 — Reset the Revenue Lid - NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024)

S-51 — Revenue Reductions for School Districts Affected by Property Valuation Losses - NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-52 — School District Options in Dealing with Large, Unanticipated Revenues - NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-53 — School and ESU Funding Must Be Predictable and Sustainable - Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024)

S-54 — Special Building Fund Tax Levy Exclusion - NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-55 — State Funding System - NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature’s commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;

- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

S-56 — Use of a Uniform Valuation Calculation to Determine Local Resources and State Aid - NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-57 — Vouchers and Tax Credits - NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-58 — Accountability - NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-59 — Allied Schools - NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-60 — Amend Open Meetings Act for Evaluations - NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-61 — Authority of School Boards - NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)



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S-62 — Charter Schools - NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-63 — Duties of Schools - NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-64 — E-meetings - Fully-Implemented or Partial Allowable Attendance - NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-65 — Educational Service Unit Governance - NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-66 — Educational Service Unit Reorganization - NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-67 — Interactive Remote Communication Technology (Televideo) - NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-68 — Local Control and the Possession of Firearms on School Grounds - NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-69 — Organization - NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019)

S-70 — Personal Liability - NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-71 — Publication of Minutes, Receipts, & Expenditures - NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-72 — Restriction of Resources and Board Responsibilities - NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-73 — School Activities - NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-74 — School Calendars - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

S-75 — Updating notice requirements - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-76 — Activity Assignments - NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-77 — Compensation - NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-78 — Criminal Background Checks - NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-79 — Employee Bonuses and Incentives - NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)



2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

109TH LEGISLATURE, 1ST SESSION

S-80 — Employee Support - NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-81 — Medical Insurance - NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-82 — Recognition - NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-83 — Retirement - NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-84 — Scope of Bargaining - NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-85 — Staff Development and Evaluation - NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-86 — Advisory Groups - NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-87 — Choice and Affiliation - NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-88 — Constitutional Rights & Responsibilities - NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-89 — Corporate Sponsorships in Schools - NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-90 — Educational Service Units - NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-91 — Guiding the P-16 Effort: 21st Century Skills - NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- Offers all students a rigorous developmentally-appropriate curriculum designed to opportunities and choice, regardless of the post-secondary path they choose;
- Engages the assets of the full community;
- Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- Closes the achievement gap by focusing on quality teaching and learning opportunities;
- Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options. (2009, amended 2016)

S-92 — Independent School Districts - NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)



2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

109TH LEGISLATURE, 1ST SESSION

S-93 — Local Control for Public PK-12 Schools - NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state’s varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-94 — Local District Advocacy - NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-95 — NDE Authority - NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-96 — Nonpublic Schools Standards - NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-97 — Policy Leadership & Vision on the Future of Nebraska’s PK-12 Schools - NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

S-98 — Voting Higher Than a Simple Majority - The NASB firmly opposes any legislation that mandates a voting threshold higher than a simple majority for passing any issue presented to voters by a school district or ESU. We believe that requiring anything more than a majority vote undermines the democratic process and places undue barriers on the ability of school districts or ESUs to address critical needs and make decisions that reflect the will of the community. (2024)

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
- S-6 Parent Involvement
- S-7 Policy
- S-8 Use of Accountability Data for School Improvement
- S-9 Abuse of Alcohol, Tobacco, & Other Drugs
- S-10 At-Risk Students and the Achievement Gap
- S-11 Cooperation with HHS
- S-12 Early Childhood Education
- S-13 Enrollment Option; Homebound Students
- S-14 Enrollment Option Limitation
- S-15 Liability for Medication Administration
- S-16 Mental & Behavioral Health
- S-17 Nutrition Education/Student Wellness
- S-18 Safe School Environment
- S-19 Statewide Poverty/Trauma Funding
- S-20 Student Discipline
- S-21 Access to Equal Education Opportunities
- S-22 Achievement Test Score Use
- S-23 Assessment of Student Learning
- S-24 Cultural Diversity
- S-25 Curriculum Adoption
- S-26 Library/Media Content
- S-27 Responding to Special Education Costs
- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology
- S-31 Accounting of Funds
- S-32 Budget Lid: Growth Factor
- S-33 Compensation for Statewide Assessments
- S-34 Elimination of Budget Reserve Limits
- S-35 Elimination of Expenditure Limitation
- S-36 ESU Core Services Funding
- S-37 Expand use of QCPUF
- S-38 Financing Capital Improvements
- S-39 Fiscal Policy
- S-40 For-Profit Entities Operating in Tax-Exempt Zones
- S-41 Funding of Mandated Programs
- S-42 Funding: Infrastructure, Site Purchases & Operating
- S-43 General Fund Reserve Limit Exception
- S-44 Gifts, Donations, or Foundation \$\$\$ as Receivables
- S-45 K-12 School Trust Land and Permanent Fund
- S-46 Legislation Implementation
- S-47 Legislative Review of Statutory Deadlines
- S-48 Lower Local Effort Rate
- S-49 Property Tax Reform/Relief
- S-50 Reset the Revenue Lid
- S-51 Revenue Reductions from Valuation Losses
- S-52 Districts Dealing with Unanticipated Revenues
- S-53 Funding Must Be Predictable and Sustainable
- S-54 Special Building Fund Tax Levy Exclusion
- S-55 State Funding System
- S-56 Uniform Valuation Calculation for State Aid
- S-57 Vouchers and Tax Credits
- S-58 Accountability
- S-59 Allied Schools
- S-60 Amend Open Meetings Act for Evaluations
- S-61 Authority of School Boards
- S-62 Charter Schools
- S-63 Duties of Schools
- S-64 E-meetings
- S-65 Educational Service Unit Governance
- S-66 Educational Service Unit Reorganization
- S-67 Interactive Remote Communication Technology
- S-68 Possession of Firearms on School Grounds
- S-69 Organization
- S-70 Personal Liability
- S-71 Publication of Minutes, Receipts, & Expenditures
- S-72 Restriction of Resources & Board Responsibilities
- S-73 School Activities
- S-74 School Calendars
- S-75 Updating notice requirements
- S-76 Activity Assignments
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- S-80 Employee Support
- S-81 Medical Insurance
- S-82 Recognition
- S-83 Retirement
- S-84 Scope of Bargaining
- S-85 Staff Development and Evaluation
- S-86 Advisory Groups
- S-87 Choice and Affiliation
- S-88 Constitutional Rights & Responsibilities
- S-89 Corporate Sponsorships in Schools
- S-90 Educational Service Units
- S-91 Guiding the P-16 Effort: 21st Century Skills
- S-92 Independent School Districts
- S-93 Local Control for Public PK-12 Schools
- S-94 Local District Advocacy
- S-95 NDE Authority
- S-96 Nonpublic Schools Standards
- S-97 Policy Leadership & Vision on the Future of PK-12
- S-98 Voting Higher Than a Simple Majority

2025 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 1/10/2025

Agriculture (8)

Rm. 2102 – Tuesday

DeKay (C), (VC), Hansen, Holdcroft, Ibach, Kauth, McKeon, Raybould, Storm

Appropriations (9)

Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday

Clements (C), (VC), Armendariz, Cavanaugh, M., Dorn, Dover, Lippincott, Prokop, Spivey, Strommen

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Jacobson (C), (VC), Bostar, Dungan, Hallstrom, Hardin, Riepe, von Gillern, Wordekemper

Business and Labor (7)

Rm. 2102 – Monday

Kauth (C), (VC), Hansen, Ibach, McKeon, McKinney, Raybould, Sorrentino

Education (8)

Rm. 1525 – Monday & Tuesday

Murman (C), (VC), Conrad, Hughes, Hunt, Juarez, Lonowski, Meyer, Sanders

General Affairs (8)

Rm. 1023 – Monday

Holdcroft (C), (VC), Andersen, Cavanaugh, J., Clouse, DeKay, Quick, Rountree, Storm

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Sanders (C), (VC), Andersen, Cavanaugh, J., Guereca, Hunt, Lonowski, McKeon, Wordekemper

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Hardin (C), (VC), Ballard, Fredrickson, Hansen, Meyer, Quick, Riepe

Judiciary (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bosn (C), (VC), DeBoer, Hallstrom, Holdcroft, McKinney, Rountree, Storer, Storm

Natural Resources (8)

Rm. 1023 – Wednesday, Thursday, & Friday

Brandt (C), (VC), Clouse, Conrad, DeKay, Hughes, Juarez, Moser, Raybould

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

Ballard (C), (VC), Clements, Conrad, Hardin, Jaurez, Sorrentino

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

von Gillern (C), (VC), Bostar, Dungan, Ibach, Jacobson, Kauth, Murman, Sorrentino

Transportation and Telecommunications (8)

Rm. 1510 – Monday & Tuesday

Moser (C), (VC), Ballard, Bosn, Brandt, DeBoer, Fredrickson, Guereca, Storer

Urban Affairs (7)

Rm. 1023 – Tuesday

McKinney (C), (VC), Andersen, Cavanaugh, J., Clouse, Quick, Rountree, Sorrentino

Select Committees

Committee on Committees (13)

Armendariz (C)

District 1:

Bosn

Bostar

Moser

Sanders

District 2:

Cavanaugh, J.

Fredrickson

Hunt

Spivey

District 3:

Brandt

Ibach

Jacobson

Murman

Enrollment and Review (1)

Guereca (C)

Reference (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Rules (6)

Lippincott (C), (VC), Bostar, DeBoer, Hansen, Ibach, Arch (ex officio)

Special Committees

Building Maintenance (6)

(C), (VC), Clements

Education Commission of the States (3)

Executive Board of the Legislative Council (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)

(C),

Legislative Performance Audit (7)

(C), (VC), Arch, Clements, Hansen

Midwestern Higher Education Compact (2)

Planning Committee (9)

(C), (VC), Arch, Clements, Hansen

State-Tribal Relations Committee (7)

(C), (VC),

Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)

Arch (C),

COMMENTS TO THE REVENUE COMMITTEE

LB 424 (Andersen) Limit increase in property tax bills Jason Buckingham, Superintendent Ralston Public Schools Representing Ralston Public Schools and the Greater Nebraska Schools Association

February 25, 2025

Good afternoon, Chairperson von Gillern and Members of the Revenue Committee. My name is Jason Buckingham (J-a-s-o-n B-u-c-k-i-n-g-h-a-m) and I am the Superintendent for the Ralston Public Schools. I testify today on behalf of the Ralston Public Schools and the Greater Nebraska Schools Association, and I appreciate the opportunity to appear before you to speak in opposition of LB 424.

The bill as presented has the admirable quality of attempting to limit the property tax bills for our patrons by the creation of an Allowable Growth Percentage, defined as the lesser of three percent or the increase in the Consumer Price Index. While on its surface, the proposal seems attractive in limiting the increase in property tax bills from one year to the next. It presents a very significant problem in the area of state aid calculations for school districts. As you are aware, the state aid formula or TEEOSA factors in the ability of a school district to raise some funds locally to support operations. This calculation is based on valuations and a number known as the local effort rate or LER currently set at \$1.00 per \$100 of valuation. Historically the LER has been adjusted up or down depending on the state's ability to fund the formula.

Currently there is no language in LB 424 that changes any of the state aid formula. This becomes a significant issue in the calculation of state aid when property valuations go up at a greater rate than the proposed Allowable Growth Percentage. The formula would continue to run based on current valuations, and ultimately would lead to a reduction in state aid for many school districts. Passage of this bill, without a companion change to the TEEOSA formula would create a scenario where

school districts could receive less money through state aid, and be unable to recover lost state funds through local property taxes. Though the proposed cap on property tax bills would be effective in limiting property tax growth, it fails to address the issues in the formula, which would unfairly penalize school districts who depend on state aid to adequately fund their budget.

Another concern we have for LB 424 is the criteria for setting the Allowable Growth Percentage. Currently the parameters suggest the lesser of CPI increase or 3%. Over the course of the last twenty years, the CPI has been less than 3% fourteen times. In three instances, CPI growth was less than one percent. This is problematic for most school districts as the cost of personnel, utilities, insurance and other benefits all increase from year to year, and generally at a rate of 3% or more.

As an important side note, most school districts operate somewhere in the range of 75-85% of their budget being devoted to the cost of personnel. Thus, reductions in the funding of schools could directly impact the ability of school districts to retain their current levels of staffing.

As a result of the concerns addressed, we ask that LB 424 be held in committee until such time as the issues can be addressed.

Thank you for your time and your continued commitment to the people of the State of Nebraska. I will try and answer any questions you may have for us at this time.

Jason Buckingham
Superintendent
Ralston Public Schools

COMMENTS TO THE EDUCATION COMMITTEE

LB 557 (Armendariz) Change provisions relating to enrollment option program, provide funding to students denied option enrollment, and eliminate provisions relating to open enrollment students and diversity plans.

**Jason Buckingham, Asst. Superintendent Ralston Public Schools
Representing Ralston Public Schools**

February 25, 2025

Good afternoon, Chairperson Murman and Members of the Education Committee. My name is Jason Buckingham (J-a-s-o-n B-u-c-k-i-n-g-h-a-m) and I am the Superintendent for the Ralston Public Schools. I testify today on behalf of the Ralston Public Schools and the Greater Nebraska Schools Association, and I appreciate the opportunity to appear before you to speak in opposition of LB 557.

As you are aware, the public education system in Nebraska provides a program known as option enrollment, which gives families the ability to seek the best educational opportunities for their students. The program currently allows families to option students once during elementary school, once during middle school and once during high school. Essentially this allows families the opportunity to pick the best learning environment for their student at three different steps along their progression from kindergarten to graduation.

We believe the program as it is currently legislated strikes a good balance between honoring the desires of families applying for option enrollment and the capacity of the school districts to be able to provide educational services. We are greatly concerned by several of the propositions in LB 557 that would diminish the ability of school districts of choice to continue to provide the best educational experience possible.

One of the concerns we have with LB 557 is abandonment of the current option enrollment deadline. The current deadline of March 15 allows school districts the

ability to determine with more certainty how many teaching positions are needed, and how many may remain unfilled for the next year. As you may be aware, we are currently experiencing a shortage of teachers in Nebraska, and if the deadline was removed, we would struggle to add staffing for option enrollment applicants after March 15. Coincidentally, March 15 is the first date school districts can require a staff member to complete their intent to return letter. The removal of the deadline thus creates a great deal of uncertainty in the area of staffing and the ability of school districts to accept more option enrollment applications.

Another concern in LB 557 is removing the provision to give siblings of a current student preferential status in option enrollment. This change could impact the ability of families to keep their children in one school district as it would call for a random system of accepting students. We strongly disagree with this change as it could put a family in a position where it has children in several different school districts. This scenario does not benefit students, families or school districts as a whole.

Another concern we have regarding LB 557 is the change disallowing the use of disability as a criteria for selection. We receive and accept special education option students each year, but we are mindful of our capacity to serve our current students. Some programs may have greater capacity for students than others. We define our capacity based specifically on our ability to serve our students. As an example of why it is critical for school districts to establish capacities for special education, the most recent Teacher Vacancy Report from the Nebraska Department of Education places special education as the endorsement area with the greatest number of unfilled positions. The data reported in December of 2024 states there were 149.5 special education positions unable to be filled by qualified candidates statewide. Of those positions, 50.5 went unfilled by anyone for this current school year. The proposal to take away a school district's discretion in determining their capacities for programming may put school districts in a position where unsafe and

overcrowded classrooms become more prevalent, and it may diminish the ability of a school district to effectively serve their students.

Another concern we see is the provision to send \$2,500 to the family of each student denied option enrollment. The language as presented gives the funding directly to the parent with little to no oversight as to how the money should be spent. It is possible if this bill were passed, some parents would apply to districts at capacity specifically to receive the \$2,500 payment from the state, with little to no intent of changing from their current school district. Though this is not the intent of the legislation, the lack of defined qualified educational expenses is concerning. There is no language in LB 557 that identifies the funding source for these payments. Our concern is that money given to the parents would come out of existing public school funding, thus further impacting the ability of the State to fund public education, and the ability of school districts to add staffing to increase option enrollment capacity.

Our district believes in the option enrollment program as it currently stands, and we fully support efforts to keep the program in place as it provides school choice to our families. In my school district, 23% of our students come to us from outside of our district boundaries. We accept as many students as we can, but we also feel a responsibility to stay within our capacity and our budget. Simply put, we want to provide the best education possible to our students both option and resident, but there are limits to how many students our district can serve. The changes proposed in LB 557 would be detrimental to our current system, and we ask the Education Committee to hold this bill until the issues can be addressed.

Thank you for your time and your continued commitment to the people of the State of Nebraska. I will try and answer any questions you may have for us at this time.

Jason Buckingham
Superintendent
Ralston Public Schools

Classified Staff

Employee Group	Unfilled Openings	Filled Postiion	Total Assignments	Percentage Filled
Paraprofessionals	3	99	102	97.06%
Custodial and Maintenance	0	37	37	100.00%
Transportation	0	11	11	100.00%
Secretarial/Clerical	0	22	22	100.00%
Sign Language Interpreters	0	18	18	100.00%
Food Service	0	31	31	100.00%
Data and Technology	0	5	5	100.00%
Classified Administration	0	9	9	100.00%
Total	3	232	235	98.72%

Certified Staff

Hired

MB .5 Reading .5 Newcomer
 KW Reading Specialist
 ME SPED
 ME Counselor
 BL EL Newcomer
 BL counselor
 BL 4th grade
 BL 2nd grade
 BL 3rd grade
 BL 5th grade
 MB counselor
 WW Principal
 RHS Social Studies
 RHS English
 RHS English
 RHS Drama
 RHS Counselor
 RHS Vocal Music
 RMS Social Studies
 RMS Social Studies
 DW HR
 DW Asst. Supt T&L
 DW Director T&L
 MB 1st grade
 BL 6th grade
 ME 6th grade
 DW Director of Student Ser
 ME 5th grade
 MB 5th grade
 Secondary Instructional Co
 KW 5th grade
 RHS Social Studies
 RHS Social Studies
 SY Kindergarten
 WW 6th
 RMS SPED
 WW 4th grade
 BL 6th grade
 RHS Spanish
 RMS STS/AG/IT
 BL 4th grade
 RHS Principal

New Staff

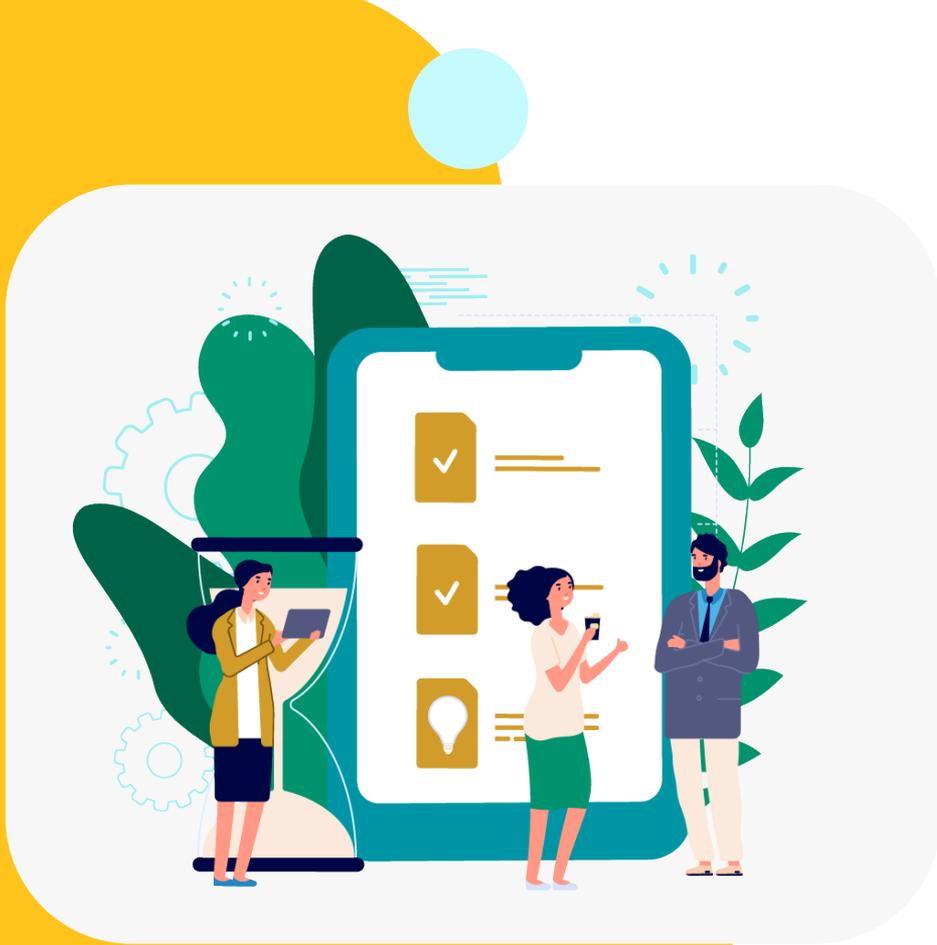
Margaret Knight
 Lindsay Kelly
 Emma Dziurawiec
 Suzanne Graves
 Alison Speck
 Jayme Fauble
 Alissa Anderson
 Kasey Shaneyfelt
 Sarah Borkowski
 Jennifer Luczynski
 Alison Garst
 Kris Kaiser
 Ben Sullivan
 Kelly Harris
 Shawntera Kennedy
 Aaron Stepp
 Richard Painter
 Susie Kearney
 Cody Petersen
 Regan Sucha
 Ryan Pivonka
 Sara Zabrowski-Gates
 Megan Harding
 Ashlynn Harris
 Grant Holben
 Amanda Holwegner
 Jen Pollock
 Kellie Prather
 Langston Hoover
 Andrea Hartman
 Reese Hansen
 Michael Ayala
 Brady Timm
 Teri Persigehl
 Angela Bousquet
 Russel Neuman
 Andria Tidwell
 Gabrielle Peitzmeier
 Tiffany Dalton
 Brandon Thoene
 Devynn Adams
 Ruben Cano

Open

ME Speech Language Pathologist
 Elementary Music
 RHS SPED
 RMS SPED
 ME 2nd grade
 DW Social Worker
 Elementary Art
 RHS SPED

Renewal letters due March 15

Last day to submit resignation is April 15



**SCHOOL
MENTAL
HEALTH
SERVICES**

SMHS in Ralston Public Schools

Our School Mental Health Services Program serves students in the following school districts: Arlington, Blair, Conestoga, Elmwood-Murdock, Fort Calhoun, Louisville, Plattsmouth, Ralston, and Weeping Water. Dollars to support this program are from 100% Federal funding and runs through Educational Service Unit No 3 - #S184H240055-24A



**SMHS at ESU3-where we've
been & where we're going...**

About SMHS Program

703
Total Referrals

383
Successfully discharged from T3

568
Unduplicated Referrals

262+
Hours of Outreach, Meetings and Trainings this school year so far!

154
Current students served

Began in 2021 with a federal grant serving Cass and Washington county- with a focus of building a comprehensive system with a whole child focus, while supporting schools and creating access to high quality mental health support. We supplement, not supplant!

Our team has grown and evolved since we began, and we are excited to continue this expansion!





Grant Goals



Goal 1

Grow capacity of
Mental Health
Providers



Goal 2

Grow and expand
school capacity for
comprehensive
school mental
health services



Goal 3

Increase access to
school mental
health services.



Goal 4

Expansion and
Sustainability

Included Districts:

(for DOE grant
goals)

Arlington

Blair

Conestoga

Elmwood-Murdock

Fort Calhoun

Louisville

Plattsmouth

Ralston

Weeping Water

What are School Mental Health services in an Integrated Systems Framework



Leveraging Current MTSS System

Teaming
Data Based Decision Making
Early Identification through screening
Measuring Fidelity
Coaching Supports/ Continuous Improvements

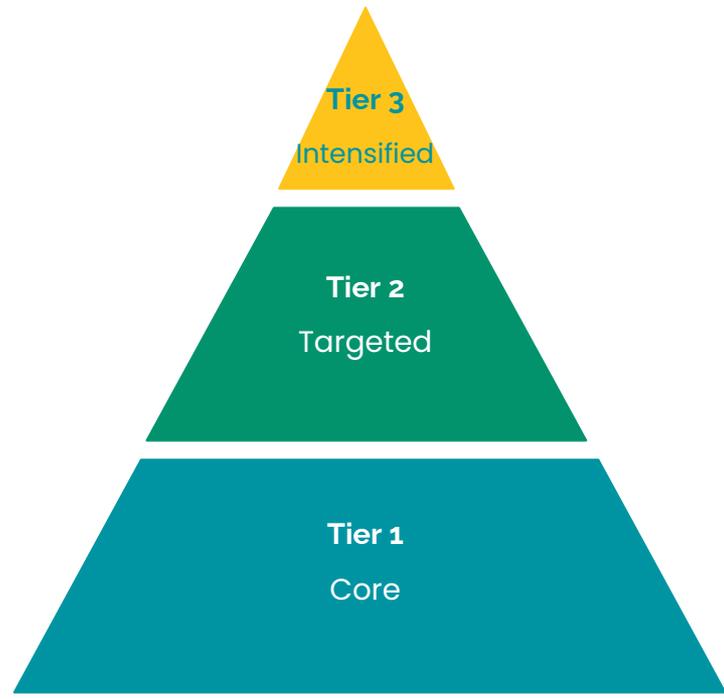


Core Features

Single System of Delivery
Mental Health is for All
Access is not enough
MTSS is essential to install School Mental Health because its Whole Child focused, and based on Continuous Improvement Tennants!

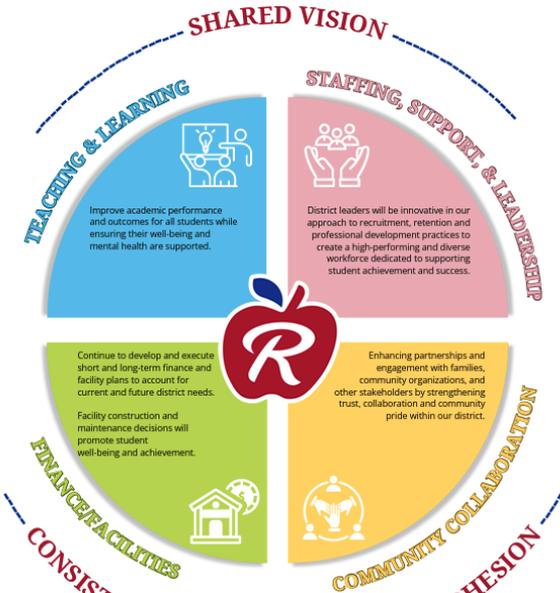


Multi Tiered Systems of Support



Positive Outcomes of a Comprehensive SMH System

Strategic Goals



Better academic outcomes

Access to care

Early identification and intervention

Positive school climate and safety

Youth, family, educator and peer engagement

A continuum of services

Better psychosocial outcomes



TIER 1

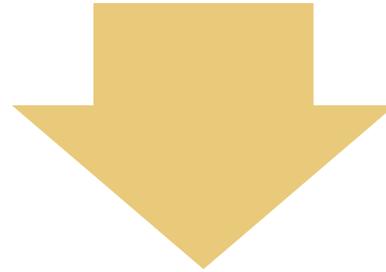
What do SMH Services look like at Tier 1?



**Universal
Screening**



**Training & Outreach
Consultation and
Collaboration**



**A Seat at the Table
(problem solving &
implementation)**



MTSS

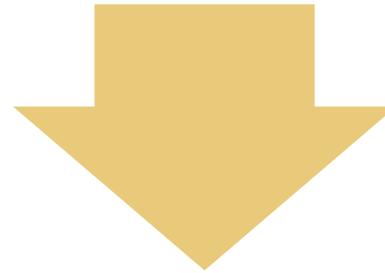


TIER 2

What do SMH Services look like at Tier 2?



Acute Care



Small Groups



TIER 3

What do SMH Services look like at Tier 3?



Referral Stream

- Problem Solving Team
- Urgent Referrals
- Parent Referrals (future)



Diagnosis

- Determining need
- Creating a treatment plan



Services

- Evidence-Based Interventions
- Crisis Support

March–May 2025

Hire 2 therapists to serve grant identified buildings

Begin services through simplified referral process

Train building admin and staff

2025–2026

Implement services with structured referral process in all identified buildings

Continue alignment and training efforts

2027–2028

Continue implementation, evaluate implementation (SHAPE), opportunities for refinement and growth through action planning process

Summer 2025

Hire additional therapist for August 1 start

Plan for 2025-2026 rollout

Alignment of project goals and district strategic goals, projects, etc.

2026–2027

Continue implementation, evaluate implementation (SHAPE), opportunities for refinement and growth through action planning process

2028–2029

Continue implementation, evaluate implementation (SHAPE), opportunities for refinement and growth through action planning process



01

Building focus for March-May

Mockingbird, RMS



02

Expand Fall 2025

Karen Western, Blumfield, RHS

03

Two Therapists starting March 24th, hiring for fall 2025

Sophia, PLMHP Bilingual therapist (Mockingbird) & Sarah, LIMHP (RMS)



School Mental Health Services (SMHS) are designed to overcome the barriers that students, parents, and teachers face in overcoming mental health challenges by offering school-based access to trained mental health professionals and peer support. SMHS serves Arlington, Blair, Conestoga, Elmwood-Murdock, Fort Calhoun, Louisville, Plattsmouth, and Weeping Water in Cass and Washington Counties.

smhs.esu3.org

HELP IS JUST 3 NUMBERS AWAY



QUICK ACCESS TO SUPPORT FOR:

- Emergencies
- Mental Health Crises
- Community Resources



911

EMERGENCIES

For immediate, life-threatening emergencies:

- Medical Emergencies
- Fire
- Crime or Abduction
- Domestic Violence
- Suspicious Activity
- Impaired Driving

988

SUICIDE & CRISIS LIFELINE

For mental health & emotional support:

- Thoughts of Suicide
- Mental Health Crises
- Substance Use Crises
- Emotional Distress
- Veteran Support

211

COMMUNITY SUPPORT

For help with everyday challenges:

- Food & Housing Assistance
- Utility and Healthcare Resources
- Transportation Services
- Legal Help
- Consulting Referrals



Sustainable Funding Options



**SCHOOL
MENTAL
HEALTH
SERVICES**



Questions?

<https://smhs.esu3.org/home>



Our School Mental Health Services Program serves students in the following school districts: Arlington, Blair, Conestoga, Elmwood-Murdock, Fort Calhoun, Louisville, Plattsmouth, Ralston, and Weeping Water. Dollars to support this program are from 100% Federal funding and runs through Educational Service Unit No 3 - #S184H240055-24A

Amplify CKLA/ELA

Kdg

Unit 6: Native Americans

Students will:

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that although there are many diverse tribes of Native Americans, they all need food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux culture
- Describe the environment in which the Lakota Sioux lived
- Describe the food, clothing, and shelter of the Wampanoag
- Describe the environment in which the Wampanoag lived
- Describe the food, clothing, and shelter of the Lenape
- Describe the environment in which the Lenape lived
- Describe aspects of the Lenape culture
- Explain that Native Americans still live in the United States today
- Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Unit 9: Columbus and the Pilgrims

Students will:

- Identify the continents of Europe, Africa, and Asia on a world map
- Explain why Europeans wanted to travel to Asia
- Identify King Ferdinand and Queen Isabella of Spain
- Identify Christopher Columbus
- Identify key facts about Christopher Columbus's first voyage to America
- Identify the Indies as the place where Christopher Columbus thought he landed
- Identify the Americas as the place where Christopher Columbus actually landed
- Recall details about Christopher Columbus's first voyage to America
- Describe what happened when Christopher Columbus made subsequent trips westward

- Explain why Americans remember Christopher Columbus on Columbus Day
- Explain why people wanted to leave England for North America
- Identify key facts about Separatists/Pilgrims
- Describe the Pilgrims' voyage on the *Mayflower*
- Recall key facts about what happened after the Pilgrims reached America
- Describe the Pilgrims' first interactions with the Wampanoag
- Describe the Pilgrims' first year in America
- Describe the first Thanksgiving Day celebration

Unit 10: Colonial Towns and Townspeople

Students will:

- Identify the key differences between “towns” and “the country” during the colonial period
- Explain that during the colonial period, families who lived on farms in the country were largely self- sufficient, and that all family members had many daily responsibilities and chores
- List similarities and differences between modern family life and colonial family life
- Identify reasons why people who lived in the country traveled to town
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Explain that tradespeople had an occupation and expertise in a particular job
- Name the different kinds of tradespeople found in a colonial town
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Describe the miller and baker in a colonial town
- Identify corn and wheat as the original plant products needed to make flour
- Describe spinners and weavers in a colonial town
- Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- Describe the process of making cloth from cotton, flax, or wool
- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person

- Describe the bricklayer, mason, and carpenter in a colonial town
- Describe a blacksmith in a colonial town
- Explain the essential role of the blacksmith in making tools for other tradespeople

Unit 12: Presidents and American Symbols

Students will:

- Describe the White House and Washington, D.C., as the place where the president lives
- Identify the American flag
- Explain the differences between a president and a king
- Name George Washington as someone admired for his honesty
- Identify the cherry tree story as a legend
- Describe how General Washington and Colonel Knox worked together during the American Revolution
- Explain that General Washington led his army to victory even though his army was smaller than the British army
- Identify George Washington as the first president of the United States
- Explain the sacrifices George Washington made for the country
- Identify Thomas Jefferson as the primary author of the Declaration of Independence and as the third president of the United States
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty
- Explain why Abraham Lincoln was an important president of the United States
- Explain Abraham Lincoln's role during the U.S. Civil War
- Explain why Theodore Roosevelt was an important president of the United States
- Explain that Theodore Roosevelt worked for nature conservation
- Identify Barack Obama as the forty-fourth president of the United States
- Identify Barack Obama as the first African-American to be elected president of the United States
- Identify the Mount Rushmore presidents
- Identify Mount Rushmore as a monument

- Explain that Mount Rushmore was carved on sacred Native American land

1st Grade

Unit 10: A New Nation

Core Content Objectives

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "one if by land, two if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Describe the contributions of George Washington as Patriot and military commander
- Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States
- Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer
- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal. . ." as part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the legend of Betsy Ross and the flag
- Identify Martha Washington as Patriot and the wife of George Washington
- Identify Washington, D.C., as the nation's capital
- Explain that the nation's capital, Washington, D.C., was named after George Washington
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation
- Identify and become familiar with the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Unit 11: Frontier Explorers

Core Content Objectives Addressed in This Domain

Students will:

- Locate the Appalachian Mountains on a map

- Describe Daniel Boone and his experiences
- Identify what the Wilderness Road refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to buy the city of New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and the Louisiana Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Describe Lewis and Clark's encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

2nd Grade

Unit 5: The War of 1812

Core Content Objectives

- Explain that Great Britain became involved in a series of wars against France
- Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- Explain that some members of the U.S. government began to call for war
- Identify James Madison as the fourth president and as the one in office during the War of 1812
- Identify Dolley Payne Todd as James Madison's wife, and explain that she was the first to be called the First Lady
- Explain that the USS *Constitution* became known as "Old Ironsides" because British cannonballs could not damage it
- Explain that in 1814 the British attacked the capital, Washington, D.C.
- Explain that, prior to the British arriving at the President's House, Dolley Madison and others escaped, saving important papers and letters
- Explain that a famous portrait of George Washington that was hanging at the President's House was saved before the British set fire to the President's House

- Describe how the British attacked, but were unable to capture, the city of Baltimore and Fort McHenry
- Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry
- Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem
- Explain that the Battle of New Orleans actually took place after the War of 1812 was over
- Describe how the War of 1812 was considered a second war for independence

Unit 7: Westward Expansion

Core Content Objectives

- Describe a pioneer family's journey westward
- Describe family life on the frontier
- Explain the significance of the steamboat
- Identify Robert Fulton as the developer of the steamboat
- Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- Describe the importance of canals
- Identify the Erie Canal as the most famous canal built during the Canal Era
- Explain the significance of Sequoyah's invention of the Cherokee writing system
- Explain that the U.S. government forced Native Americans from their land as the country expanded westward
- Identify the Trail of Tears as a forced march of the Cherokee
- Identify the Oregon Trail as a difficult trail traveled by wagon trains
- Identify the Pony Express as a horseback mail delivery system
- Identify the transcontinental railroad as a link between the East and the West
- Identify "iron horse" as the nickname given to the first trains in America
- Explain the advantages of rail travel
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe the effect of diminishing buffalo on the life of Plains Native Americans

Unit 9: The US Civil War

Core Content Objectives

- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- Describe the adult life and contributions of Abraham Lincoln
- Differentiate between the Union and the Confederacy
- Describe why the southern states seceded from the United States
- Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- Identify the people of the North as “Yankees” and those of the South as “Rebels”
- Explain Abraham Lincoln’s role in keeping the Union together during the U.S. Civil War
- Identify Robert E. Lee as the commander of the Confederate Army
- Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross
- Identify Abraham Lincoln as the author of the Emancipation Proclamation
- Explain the significance of the Emancipation Proclamation
- Identify Ulysses S. Grant as the commander of the Union Army
- Explain that the North’s victory reunited the North and the South as one country and ended slavery

Unit 12: Fighting for a Cause

Core Content Objectives

- Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights
- Explain why fighting for important causes has helped to change laws and improve the lives of many people
- Explain the terms *inequality*, *discrimination*, and *suffrage*
- Explain the concepts of nonviolence, civil rights, and human rights
- Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez

- Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez fought during their lifetimes
- Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
- Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez

3rd Grade

Unit 8: Native Americans: Regions and Cultures

Reading

The Reader for Unit 7, *Native American Stories*, consists of selections describing the historical events and culture of Native Americans. These selections are realistic fictional accounts with the purpose of conveying nonfiction information about several Native American cultures. Students will read how Native Americans spread through the continents, changing their ways of life as they did so. They will read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic.

Knowledge

This unit reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. Students will also learn the idiom “cold shoulder,” and that this custom of some Native Americans was used as a form of punishment.

The content students learn in Grade 3 will serve as the basis for more in-depth study in the later grades of other groups of Native Americans who have lived, and continue to live, in various parts of North America.

Unit 9: Early Exploration of North America

Reading

The Reader for Unit 9, entitled *The Age of Exploration*, consists of selections that will further students' understanding of the reasons for European exploration, what exploration was like, and who went exploring. Aspects of navigation and life on a ship are described as well as the journeys of and locations reached by specific explorers. In addition, interactions with native people and lasting contributions as a result of European exploration are described. Later chapters include information about the history of people in North America and the origin of some English words.

Knowledge: Why Early Explorations of North America Is Important

This unit reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms “last straw” and “touch and go.” The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.

Unit 10: Colonial America

Reading

The Reader for Unit 10, *Living in Colonial America*, is a collection of stories and informational texts about different colonies in early America. The story selections are historical fiction and each is told from a child's point of view, just as the selections were in *Native American Stories*. How each colony was started and what life was like when people first arrived are described in the chapters, as well as progress made in the few years after the land was initially settled. Students will notice the similarities and differences among the colonies. Colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania are described. Students will be given opportunities throughout the unit to demonstrate read-aloud fluency.

Knowledge: Why Colonial America Is Important

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of colonial America, the French and Indian War, and the Revolutionary War.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

4th Grade

Unit 7: American Revolution

The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the 13 colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.

Reader

The Reader for this unit, *The Road to Independence*, includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. *The Road to Independence* focuses on important events and people that led to the colonists' decision to declare independence from the British government. Students will examine the sequence of events leading to the American Revolution and what happened during the war itself. Students will also read two literary selections about the time period.

5th Grade

Unit 8: Native Americans

The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land.

Reader

The Reader for this unit, *A Changing Landscape*, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. *A Changing Landscape* explores how the policies of the American government in the 1800s and contact between Native Americans and settlers, missionaries, traders, and explorers affected Native American traditions, culture, way of life, and relationship with the land. The Reader introduces students to diverse Native American tribes to dispel misperceptions that the indigenous people encountered by Europeans were a single, unified group. While there were similarities among tribes, each tribe was fiercely proud of its own unique identity and culture. Students will also read Native American myths and tales from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members.

The Reader also includes two selections that may be used for enrichment. “The Navajo Code Talkers” explores the unique role Native Americans played during World War II, and “Ancestors’ Words” discusses the struggle to transmit and preserve the diverse languages spoken by Native Americans. Although this unit does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students’ needs and the time available in your school day.

7th grade

Unit 7F: The Gold Rush Collection

When Sam Brannan, savvy shopkeeper and the first gold rush millionaire, proclaimed “Gold! Gold! Gold from the American River!” he sparked a migration of some 300,000 people. The promise of instant fortune drew people from all over the world and from all walks of life. San Francisco grew from a tiny community of about 200 in 1846 to a bustling town of nearly 36,000 in 1852. Roads were laid, railroads were built, and the California legislature was formed. The state was thriving but most of the miners were not. They struggled with harsh living conditions, disease, and crime. Most of the fortune seekers did not strike it rich; instead, they left the gold fields poorer than when they arrived. And for Native Americans, the gold rush was a disaster. Their populations dropped from an estimated 150,000 in 1845 to approximately 30,000 in 1870. In this unit, students explore primary and secondary source

documents and conduct independent research to better understand the complex story of the California gold rush.

In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons in which they construct their own research questions and explore the Internet for answers.

In subsequent lessons, students will conduct research to learn about the wide diversity of people who took part in the California gold rush. They will use the information they gather to write narrative accounts from the point of view of a specific person living through this complex and dynamic era. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the gold rush story.

As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part-essay, part-media project.

StudySync

8th Grade

Unit 2: Past and Present

The Outsiders by S.E. Hinton The text is infused with the class conflict and cultural divides of the United States in the 1950s and 1960s. The characters label themselves based on their affiliations, and their differences are expressed in their lifestyles.

High School American Government

Unit of Study #1	Foundations of Government
Topics Covered & Content Vocabulary	Founding Docs (Articles of Confederation, Declaration of Independence, Social Contract, Constitution) 6 principles-How do these apply today?, Bill of Rights, Compromises, Types of Government, Political Ideologies, Global comparative politics, Conservative vs. Liberal, Political Parties, Two-Party System, and Minor Parties, Checks and Balances, Separation of Powers, Amendments, Two-Party System, and Minor Parties

Unit of Study # 2	Executive Branch
Topics Covered & Content Vocabulary	Expansion of Federal Government Powers <ul style="list-style-type: none">○ Ex: Civil War, New Deal, etc. Foreign Policy Election Process <ul style="list-style-type: none">○ Mass Media #The4thBranch○ Voter Behavior

Unit 3 - Legislative Branch

Topics Covered & Content Vocabulary	Major Topics: Requirements of Rep./Senator, Process of Bill Becoming Law, Filibuster, Bicameral vs. Unicameral systems, "Power of the Purse", Congress Inefficiency: Pros and Cons
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Unit of Study #4	Judicial Branch
Topics Covered & Content Vocabulary	<ul style="list-style-type: none"> ● Important Supreme Court Cases <ul style="list-style-type: none"> ○ Miranda v. Arizona ○ Roe v. Wade ○ Citizens United ○ Tinker v. Des Moines ● Structure of the Supreme Court ● Levels of Scrutiny ● Criminal Trial Procedure <ul style="list-style-type: none"> ○ Freedom of Speech

Unit of Study #6	Domestic Issues
Topics Covered & Content Vocabulary	Healthcare and the Government, Environmental Policy, Poverty/Welfare Policy, Economic Policy/Federal Reserve, Taxes, Public Debt, Government "Tom Foolery", Immigration

Unit of Study # 7	Local Government
Topics Covered & Content Vocabulary	Nebraska's Court System State/Local Politics <ul style="list-style-type: none"> ○ Who are your representatives? ○ State laws ○ Local laws ○ Unicameral system in Nebraska

Unit of Study #8	Foreign Policy
Topics Covered & Content Vocabulary	<ul style="list-style-type: none"> ● Treaties (ex: NAFTA) ● Purpose of Embassies ● NATO/WTO ● Military Bases ● Secretary of State

Active Classroom

African American Heroes of the Civil War

Activity Type: Reading

The courage of African American heroes is explored through six biographical readings of six heroic figures on the battlefields and behind the lines: André Cailloux, William Carney, Robert Smalls, Frederick Douglass, Harriet Tubman, and Charlotte Forten. The simple, easy-to-read biographies include a glossary, vocabulary activity, reading comprehension questions, creative projects, and dozens of additional thumbnail biographies of similar heroes.

American History Activators

Activity Type: Simulation

Through role playing, students re-create turning points in twentieth-century U.S. history. Each simulation includes a background essay on the topic, a script for narration, and activity plans for short and long debriefings (one-half to two class periods each).

American Social Issues

Activity Type: Reading

This series attempts to develop student awareness and understanding of controversial issues in American life, analyzing them from a balanced perspective. Activities cover current social issues in the areas of family life, sports, violence, minorities, and the impact of religion and technology on American life. Topics include "Home Life in Colonial America," "The Impact of Television," "The Danger of Sports as a Metaphor of Life," and "Victims of Violent Crime."

Cases and Controversies in U.S. History

Activity Type: Reading

Designed to familiarize classes with primary source material and to stimulate lively discussion, the fifty case studies in this series encourage students to get the facts, form opinions, and then compare their decisions with what really happened. From eleventh-century Viking settlements to the Clarence Thomas hearings, each case comes with teaching notes, background information, a source document excerpt, and questions to guide reading and thinking. Issues include women's rights, treatment of Native Americans, segregation, McCarthyism, Watergate, women in combat, and many others.

Colonial Williamsburg Electronic Field Trips

Activity Type: Video Analysis

Activities from the Emmy® Award–winning program feature dramatic videos in combination with important vocabulary words and rich historical background information to provide compelling learning experiences for students. These interactive activities include the Bill of Rights, the War of 1812, mathematics in the eighteenth century, and more.

Activity Type: Study Skills

Designed to measure and promote students' command of the skills described in the Common Core History/Social Studies Reading Standards, these U.S. & World History assessments also develop students' key literacy and historical thinking skills. Crafted to correspond to one of the nine standards, each assessment presents a written primary source—at times accompanied by additional visual and written primary sources or brief excerpts from secondary sources—with explanatory text to put sources in context. After examining the documents, students respond to assessment questions which require students to support their answers using specific textual evidence. Each activity comes in two versions—one that addresses Common Core State Standards for grades 5–8 and one for grades 9–12—as well as providing two writing assignments based on College and Career Readiness Anchor Standards for Writing.

Conquering Close Reading

Using brief excerpts from Joy Hakim's much-praised *Freedom: A History of US*, these close-reading activities develop students' analytical skills while deepening their understanding of U.S. history. Each activity offers two to five selected readings and activities, each of which can function as a standalone exercise or as a supplement to the main text. Activities involve close-reading strategies such as “wrecking the text,” analyzing word pictures, and annotating passages.

Current Events

Activity Type: Reading

This series makes connections between history/social studies and the world today. These activities engage students with events, issues, and debates that are relevant to the world around them.

Activity Type: Study Skills

These units in U.S. and World History teach students how to analyze primary and secondary sources and how to write, using evidence from sources, to prove a point. The programs use a wealth of visual and textual sources in combination with well-crafted worksheets and discussion questions to help students gain a better overall understanding of history and learn to ask questions like a historian. Students practice analyzing historical evidence, answering DBQs, comparing and contrasting opposing viewpoints, and developing their own takes on historical questions.

Debating the Documents

Activity Type: Image Analysis

Students apply their primary source interpretation skills to think like historians as they analyze sources, debate points of view, and write short essays for document-based questions (one visual pair, one text pair with differing views, along with analysis questions and background information in U.S. and world history).

Decision Making in History

Activity Type: Decision Making

These thought-provoking activities involve students in real historical problems that convey powerful lessons about U.S. and world history while combining core content with valuable practice in decision making, critical thinking, and understanding multiple perspectives. Students tackle fascinating historical questions that put them in the shoes of a range of people from the past, from the rich and famous to ordinary citizens. Detailed teaching instructions give step-by-step procedures, list key vocabulary terms, offer troubleshooting tips, present ideas for post-activity discussions, and furnish lists of related sources.

Document-Based Assessments

Activity Type: Reading

To prepare students to write essay answers to document-based questions (DBQs), this U.S. and World History series guides students step by step through the analysis of primary and secondary source quotations. Topics range from ancient Greece to the spread of Islam, European colonization, the Industrial Revolution, imperialism in India and Africa, and the decolonization and independence movements of 1945–1975. For each topic, students are helped in the interpretation of half a dozen quotes, while teachers are provided with specific answer keys, a scoring rubric for the essays, and (sometimes) sample essays with suggested grades.

Ellis Island and Beyond

Activity Type: Reading

Highly involving cross-curricular activities survey immigration from Native Americans to recent immigrants from Asia, South America, and former Soviet bloc countries. Students are asked to create an archaeological dig site, interview an immigrant, research their town's history, compare and contrast European and Native American points of view, examine "push" and "pull" factors for several immigrant groups, and write a family history. The final activity, a complete simulation, lets students experience Ellis Island firsthand.

Equal and Civil Rights Videos

Activity Type: Video Analysis

These videos about the civil rights issues in U.S. history examine the history of racial oppression and equality of rights. Each video is followed by insightful questions that urge students to think critically about these events.

Everyday Life

Activity Type: Reading

Fascinating historical articles summarize main points and deliver colorful, memorable details about major aspects of U.S. and world history. Following each illustrated article, three or four activities test comprehension and spark deeper engagement through creative writing, arts and crafts projects, research starters, critical thinking questions, what-if scenarios, and other activities.

Framework for Democracy Videos

Activity Type: Video Analysis

These twenty-six half-hour videos, combined, become the spine of a complete course that examines contemporary American government and politics against the backdrop of the nation's heritage. Built around the insights of some of the nation's most influential leaders—legislators, appointed officials, academics, journalists, commentators, and political insiders—the series sets a foundation for understanding how government works or fails to work. Though the programs are designed for viewing as a course, the activities also stand alone and can be used selectively.

Freedom: A History of US

Activity Type: Reading

How has the idea of freedom grown and evolved throughout U.S. history? Joy Hakim's profound unifying theme, and her simple but dynamic writing style that is full of lively anecdotes about extraordinary personalities, turns American history into an irresistibly high-interest narrative. Rich in primary source quotations, this unique work breathes passion into ideas and life into the personalities of famous movers and shakers as well as lesser-known multicultural contributors.

Government Activators

Activity Type: Simulation

These simulations take students deep into the workings of American government and its relationship to citizens, exploring topics such as the roots and principles of democracy, the three branches of government, checks and balances, federalism, constitutional rights, foreign policy, bureaucracy, civic involvement, and politics.

Great Documents in U.S. History

Activity Type: Reading

Students become acquainted with the process of primary source analysis by examining significant slices of American history. Obvious choices such as the Declaration of Independence, the Gettysburg Address, and Wilson's Fourteen Points are joined by less-covered selections, including Dix's speech on conditions for the mentally ill, Chinese exclusion policy, and the censure of Joe McCarthy. Each activity provides a short essay on a specific document's historical context; its importance; the full or excerpted text; necessary vocabulary; comprehension, critical thinking, and essay questions; and writing prompts for making connections and relating the past to students' lives.

The Historian's Apprentice

Activity Type: Study Skills

Students learn how to do what historians do as they weigh both primary and secondary sources and tackle key historical questions in U.S. and world history. Each activity first sets the historical context with a background essay, warm-up activity, and a PowerPoint® presentation. Students then are presented with ten primary sources (a mix of visual and textual). Next, students compare and contrast two secondary sources that offer differing opinions about the topic.

History's Mysteries

Activity Type: Simulation

In these hands-on investigative activities, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. U.S. and World History students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts.

History Tunes

Activity Type: Audio

Original, catchy songs about important events and developments in American history offer highly engaging and catchy melodies that are entertaining to listen to, fun to sing, and easy for students to commit to memory. Written by classroom teachers, the songs can be used as an introduction to a topic, as reinforcement, or as the main activity itself. They can also provide models for students to write their own songs or create their own music videos. The complete set has fifty songs in total, collected in MP3 format. Accompanying digitized booklets include a brief introduction putting each song in historical context, lyrics with highlighted vocabulary words and key terms, a glossary, and worksheets with tiered questions.

History Unfolding: The Way We Saw It in Illustration and Art

Activity Type: Image Analysis

Introduce topics in U.S. and world history by having students analyze visual primary sources (photographs, documents, editorial cartoons, works of art, prints). Students are scaffolded through increasingly more sophisticated levels of analysis in order to develop background knowledge and then speculate on the wider meanings that these sources reveal about the period under review. The images can also be used to promote class-wide discussion.

Activity Type: Study Skills

Inclusive Social Studies

Activity Type: PowerPoint®

Eleven brief but enlightening PowerPoint® presentations introduce students to twentieth-century people and events in order to highlight the struggles, achievements, and historical significance of African Americans, women, those with disabilities, and gay people. Topics: the AIDS epidemic, Allen Ginsberg and the Beat Movement, Billie Jean King and the fight for equality in women's sports, Bayard Rustin and the civil rights movement, Cole Porter and Aaron Copland, famous people with disabilities (Helen Keller, FDR, Stephen Hawking, Temple Grandin), Harvey Milk and the gay liberation movement, Larry Kramer, the Stonewall Uprising, Nazi persecution of the "pink triangles," and the Harlem Renaissance.

Interact Simulations

Activity Type: Simulation

"Live it to learn it" is the philosophy behind Interact simulations, a panoply of role-play simulations and Project Based Learning activities that enable students to recreate historical moments such as the prosperity of the 1920s and the depression of the 1930s, form travel teams competing to explore the United States, or act out the archaeological reconstruction of a vanished civilization. Written by teachers for teachers, these simulations and project-based activities are easy to use and modify to fit the needs of students and your curriculum.

Key Decisions in U.S. History

Activity Type: Decision Making

Imbued with “you are there” excitement, this provocative series challenges students to read short articles on situations or events, answer focused questions, pick courses of action from options given (or devise others), then explain their decisions. Sample topics: Iroquois Confederation, Britain’s tax on tea, Madison and the Bill of Rights, slave revolts, heading West on the Oregon Trail, secession, punishing the South, going to war in 1917, the Cuba question, dropping the atomic bomb, legalizing abortion, and gun control.

Latino Heroes of the Civil War

Activity Type: Reading

Focusing on six Latinos prominent in the war, this series combines lively biographical sketches—written at a fourth grade reading level—with fun-to-do student activities designed to build vocabulary, reading, and critical thinking skills. People profiled: David Glasgow Farragut, Loreta Velázquez, Federico Cavada, Santos Benavides, Rafael Chacón, and Manuel Chaves.

Milestones in Diversity Videos

Activity Type: Video Analysis

These videos explore the roles of underrepresented Americans—such as Jewish Americans, African Americans, Asian Americans, and women—in the history of the nation.

National Center for History in the Schools

Activity Type: Reading

Using primary sources that focus on “dramatic moments” in U.S. and world history, these activity plans for document-based activities help students see that history is made when real human beings make difficult choices. The activities were created by the National Center for History in the Schools, a joint research project of the University of California, Los Angeles, and the National Endowment for the Humanities. They conducted intense summer sessions at UCLA where classroom teachers, curriculum leaders, and historians collaborated under the leadership of Charlotte Crabtree, Gary Nash, and Linda Symcox to produce study units that reproduce primary sources and ask students to think carefully about their implications.

Native Americans: Converging Cultures

Activity Type: Reading

A series of readings and activities help students develop social studies, writing, research, and critical thinking skills while observing Native American cultures from a nontraditional point of view. Topics include the myth of primitiveness; the earliest European contact; the meeting of Indian cultures with the Spanish Conquistadors, French Voyageurs, and British colonists; the lands at the end of the Oregon Trail; the twentieth century; and more.

Activity Type: Reading

This reading program is designed to meet the needs of students who are daunted by the length and complexity of traditional U.S. History, World History, Government, and Geography textbooks.

PowerPoint® Presentations in U.S. Government

Activity Type: PowerPoint®

Offering an accessible tool for introducing students to the first ten amendments to the U.S. Constitution, this standards-based series delivers information using concise, informative text and a variety of visuals.

Primary Source Activities

Activity Type: Reading and Image Analysis

Document-based activities show students how to interpret primary sources, and help students improve their abilities to analyze, create, discuss, hypothesize, and evaluate. Short-answer questions expose students to a wide range of historical sources, including letters, documents, diaries, photos, art, poetry, maps, posters, ads, and material artifacts.

Project-Based Government

Activity Type: Simulation

Immerse students in Project Based Learning simulations by presenting engaging, real-world problems that have more than one reasonable solution. As they begin each project, collaborative groups of students each formulate a single, open-ended question that drives activities and research, ultimately arriving at a justifiable solution using civics concepts. Each classroom-tested, standards-based activity includes a description of PBL methodology, teaching strategies and directions, concepts lists, and rubrics for formative assessment.

Regional Government and Economics

Activity Type: Reading

Students explore government and economic systems and issues throughout regions of the world.

Role-Playing Simulations

Activity Type: Simulation

What would it be like if history had turned out differently? Now your students can find out for themselves by reenacting world-changing events with these open-ended activities. These simulations involve students in historical situations such as trying Martin Luther for heresy, scrambling for control of the French Revolution, grabbing colonies after the 1878 Congress of Berlin, jockeying for power before the outbreak of WWI, debating fifteen WWII controversies, or renegotiating the alliances of the Cold War.

The September 11th Education Program

Activity Type: Video Analysis

Seven curriculum units help students reflect on the impact and legacy of September 11, 2001. Units include activities for understanding 9/11 as history, debating the government's role during disasters, discussing the nature of heroism, evaluating foreign policy vis-à-vis national security, and clarifying how informed citizens can take beneficial action. Relying on open-ended inquiry, activities also prompt students to interpret photographs, video footage, and oral histories, and to document their findings by means such as a timeline. Content includes interviews with survivors, rescuers, victims' relatives, and political leaders (including Rudy Giuliani and Hillary Clinton), plus photographs, interview transcripts, and a video timeline of the day.

Short Texts in History

Activity Type: Reading

Students develop a solid skill-set for analyzing texts through reading comprehension strategies, each taught through a targeted activity. Covering eras and issues from exploration to the present, the texts are accompanied by teacher instructions containing Lexile level, recommended activities, suggestions for how to conduct the activity, lists of related primary sources, post-reading discussion questions, and references. A professional development section discusses the benefits of this reading-oriented approach to history and describes how to implement each of the ten activities.

Smart Songs Videos

Activity Type: Video Analysis

With catchy beats and rhymes interwoven between skits and stories, these songs memorably explore themes in Civics and Economics.

Strategic Reading in History

To Tell the Truth Plays: Biographies in U.S. History

Activity Type: Simulation

Adopting the format of the classic game show, these plays help students learn about famous people. Panelists ask questions of three people pretending to be a famous historical figure; one plays the actual figure, the others play impostors. The object of the play is to follow the questioning to determine just which guest is telling the truth. In the process, students develop oral, reading, listening, comprehension, and critical-thinking skills. Each play shows students that famous people were once kids themselves and had to deal with many issues that young people face today. "Guests" include Ben Franklin, Abe Lincoln, Rosa Parks, Thomas Edison, and more. Each play can be completed in one class period.

The Unfinished Nation Videos

Activity Type: Video Analysis

Offering a full course in American history from 1865 and beyond, these videos combine commentary by leading historians with location filming, skillfully staged reenactments, historic artwork, documents, and artifacts.

U.S. History Readers: Conflicts and Resolutions

We the People Leveled Texts

Activity Type: Reading

The We the People curriculum was developed with parallel content presented at three reading levels to bring all students to a closer understanding of the U.S. Government and Constitution, and supplements the readings with interesting activities, discussions, and primary source analysis

NEBRASKA SOCIAL STUDIES STANDARDS



Nebraska Social Studies Standards

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Content Area Standards

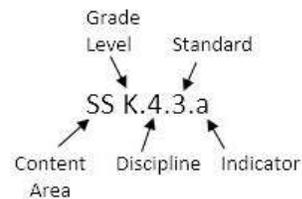
The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

Organization and Structure of Nebraska’s Social Studies Standards

The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



Kindergarten

Grade Level Summary and Theme

Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Civics

Forms and Functions of Government

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

Civic Participation

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

Economics

Economic Decision Making

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

Financial Literacy

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

Exchange and Markets

SS K.2.3 Not addressed at this level

National Economy

SS K.2.4 Not addressed at this level

Global Economy

SS K.2.5 Not addressed at this level

Geography

Location and Place

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

Regions

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

Human-Environment Interaction

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classrooms, families

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

History

Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

Multiple Perspectives

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.
For example: events that occurred on the playground

Historical Analysis and Interpretation

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

Historical Inquiry and Research

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.
For example: pictures, posters, and oral narratives

Grade 1

Grade Level Summary and Theme

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Civics

Forms and Functions of Government

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

Civic Participation

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

Economics

Economic Decision Making

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.
For example: tradeoff, opportunity cost

Financial Literacy

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

Exchange and Markets

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.
For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

National Economy

SS 1.2.4 Not addressed at this level

Global Economy

SS 1.2.5 Not addressed at this level

Geography

Location and Place

SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

Regions

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

Human-Environment Interaction

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

Movement

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

For example: languages, religions, foods, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.

For example: foods, languages, celebrations

Geospatial Skills and Geo-literacy

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

History

Change, Continuity, and Context

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

Multiple Perspectives

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

Historical Analysis and Interpretation

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

Historical Inquiry and Research

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

Grade 2

Grade Level Summary and Theme

Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

Civics

Forms and Functions of Government

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

Civic Participation

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

Economics

Economic Decision Making

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

Financial Literacy

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

Exchange and Markets

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

National Economy

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

Global Economy

SS 2.2.5 Not addressed at this level

Geography

Location and Place

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.

For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

Regions

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

Human-Environment Interaction

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

Movement

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: foods, languages, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

Geospatial Skills and Geo-literacy

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

History

Change, Continuity, and Context

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

Multiple Perspectives

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

Historical Analysis and Interpretation

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

Historical Inquiry and Research

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

Grade 3

Grade Level Summary and Theme

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Civics

Forms and Functions of Government

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

Civic Participation

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

Economics

Economic Decision Making

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

Financial Literacy

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

Exchange and Markets

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

National Economy

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish

Global Economy

SS 3.2.5 Not addressed at this level

Geography

Location and Place

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

Regions

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

Human-Environment Interaction

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

Movement

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

Geospatial Skills and Geo-literacy

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

History

Change, Continuity, and Context

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

Multiple Perspectives

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

Historical Analysis and Interpretation

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

Historical Inquiry and Research

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: Interview a community member, find community resources

Grade 4

Grade Level Summary and Theme

Nebraska Studies: In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Civics

Forms and Functions of Government

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

Civic Participation

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

Economics

Economic Decision Making

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

Financial Literacy

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

Exchange and Markets

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

National Economy

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

Global Economy

SS 4.2.5 Not addressed at this level

Geography

Location and Place

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

Regions

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

Human-Environment Interaction

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

Movement

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

Geospatial Skills and Geo-literacy

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

History

Change, Continuity, and Context

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

Multiple Perspectives

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

Historical Analysis and Interpretation

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

Historical Inquiry and Research

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

Grade 5

Grade Level Summary and Theme

U.S. Studies: In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Civics

Forms and Functions of Government

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

Civic Participation

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influenced government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments,

Economics

Economic Decision Making

SS 5.2.1 Not addressed at this level

Financial Literacy

SS 5.2.2 Not addressed at this level

Exchange and Markets

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

National Economy

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

Global Economy

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

Geography

Location and Place

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

Regions

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

Human-Environment Interaction

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

Movement

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: languages, religions, foods, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

Geospatial Skills and Geo-literacy

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

History

Change, Continuity, and Context

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

Multiple Perspectives

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

Historical Analysis and Interpretation

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

Historical Inquiry and Research

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Nebraska Social Studies Standards

Middle School Standards Introduction: The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
Civics		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
Economics		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 Not addressed at this level	SS 8.2.1 Not addressed at this level
SS 6.2.2 Not addressed at this level	SS 7.2.2 Not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 Not addressed at this level	SS 8.2.3 Not addressed at this level
SS 6.2.4 Not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 6.2.5 Not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 Not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	

Nebraska Social Studies Standards

6th Grade	7th Grade	8th Grade
Geography		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 Not addressed at this level	SS 8.3.1 Not addressed at this level
SS 6.3.2 Not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 Not addressed at this level
SS 6.3.5 Not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 Not addressed at this level
History		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Grade Level Summary and Theme

World Studies I: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Civics

Forms and Functions of Government

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

SS 6.1.1.b Identify the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Asumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

Economics

Economic Decision Making

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

Financial Literacy

SS 6.2.2 Not addressed at this level

Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

National Economy

SS 6.2.4 Not addressed at this level

Global Economy

SS 6.2.5 Not addressed at this level

Geography

Location and Place

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

Nebraska Social Studies Standards

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

Regions

SS 6.3.2 Not addressed at this level

Human Environment Interaction

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

Movement

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

Geospatial Skills and Geo-literacy

SS 6.3.5 Not addressed at this level

History

Change, Continuity, and Context

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, symbols of world religions

Multiple Perspectives

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: inclusion of non-Eurasian civilizations

Historical Analysis and Interpretation

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

Historical Inquiry and Research

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: What defines an empire?

SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Grade 7

Grade Level Summary and Theme

World Studies II: In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.

The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Civics

Forms and Functions of Government

SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism

SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control

SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

Civic Participation

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

Economics

Economic Decision Making

SS 7.2.1 Not addressed at this level

Financial Literacy

SS 7.2.2 Not addressed at this level

Exchange and Markets

SS 7.2.3 Not addressed at this level

National Economy

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5.a Define the government's role in various economic systems.

For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba

SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.

Nebraska Social Studies Standards

SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.

Global Economy

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.

Geography

Location and Place

SS 7.3.1 Not addressed at this level

Regions

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, languages, religions

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

Human Environment Interaction

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

Nebraska Social Studies Standards
SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

Movement

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering, trade

Geospatial Skills and Geo-literacy

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development

History

Continuity, Change, and Context

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes

Multiple Perspectives

SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

Historical Inquiry and Research Skills

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.

Nebraska Social Studies Standards

SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Grade 8

Grade Level Summary and Theme

United States History: In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.

Civics

Forms and Functions of Government

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.1.a Identify and describe the different systems of government.
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.
For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War

SS 8.1.1.e Describe how important government principles are shown in American government.
For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

SS 8.1.1.f Analyze the development and significance of political parties in the United States.
For example: Federalists and Antifederalists

Civic Participation

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse

SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche

Economics

Economic Decision Making

SS 8.2.1 Not addressed at this level

Financial Literacy

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.

Exchange and Markets

SS 8.2.3 Not addressed at this level

National Economy

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.b Explain how tax revenues are collected and distributed.

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

SS 8.2.4.c Describe the progression of money and its role in early United States history.

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

Global Economy

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.

Geography

Location and Place

SS 8.3.1 Not addressed at this level

Regions

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, religious groups, ethnic groups

SS 8.3.2.b Determine the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

Human Environment Interaction

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

Movement

SS 8.3.4 Not addressed at this level

Geospatial Skills and Geo-literacy

SS 8.3.5 Not addressed at this level

History

Continuity, Change, and Context

SS 8.4.1 Analyze patterns of continuity and change over time in United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: founders and founding documents, national symbols

Multiple Perspectives

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

Nebraska Social Studies Standards

SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.

Historical Analysis and Interpretation

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

Historical Inquiry and Research Skills

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

Nebraska Social Studies Standards

SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

High School Civics

Summary

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

Forms and Functions of Government

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation

SS HS.1.1.b Evaluate the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.c Analyze the functions of United States government and its outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations

SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system

SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

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SS HS.1.1.g Analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship

SS HS.1.1.h Analyze United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

Civic Participation

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting

SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs

SS HS.1.2.c Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2.f Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards
High School Economics

Summary

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics.

Economic Decision Making

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

Financial Literacy

SS HS.2.2 Develop a plan to support short- and long-term goals.

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.b Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax, etc.

SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

Exchange and Markets

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

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SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

National Economy

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

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SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

Global Economy

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Nebraska Social Studies Standards
High School Geography

Summary

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

Location and Place

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

Regions

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

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SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

Human-Environment Interactions

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

Movement

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

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SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

Geospatial Skills and Geo-literacy

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Nebraska Social Studies Standards
High School History

Summary

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

United States History (Progressive Era – Present)

Change, Continuity and Context

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, *Brown v. Board of Education of Topeka*, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

Multiple Perspectives

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

Historical Analysis and Interpretation

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

Historical Inquiry and Research

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

World History (1500 CE – Present)

Change, Continuity, and Context

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

Multiple Perspectives

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

Historical Analysis and Interpretation

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

Historical Inquiry and Research

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

Americanism

An informed, loyal, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that all members thereof be fully acquainted with the nation's history, that they be in full accord with our form of government, and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence people throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the heart and mind of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall: (a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups:

(a) to the development and growth of America into a great nation,

(b) to art, music, education, medicine, literature, science, politics, and government, and

(c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose: (a) The recital of stories having to do with American history or the deeds and exploits of American heroes;

(b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and

(c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

(a) The United States Constitution and the Constitution of Nebraska;
(b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

(c) The duties of citizenship, including active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 10, 2023

Americanism



Ralston Public Schools
Board of Education Presentation
March 11, 2025





Board Policy 6039

[RPS Board Policy](#)

In compliance with [State Law 79-724](#)





Requirements

- **Americanism Committee** – Three-member review committee appointed by BOE (currently T&L Subcommittee)
- **Curriculum & Instruction** – Show how American history and civics courses emphasize the contributions of different ethnic groups, key historical figures, and events in a way that fosters pride and respect for American institutions.
- **Elementary School Requirements** – Explain how students below sixth grade receive weekly lessons on American history through stories, patriotic songs (including memorizing the Star-Spangled Banner and America), and flag etiquette.
- **Middle School Requirements** – Demonstrate that at least two grades between 5th and 8th spend three periods per week on American history, making it engaging and encouraging love of country.
- **High School Civics** – Provide evidence that at least two grades in high school have civics courses three times per week, covering the U.S. and Nebraska Constitutions, the benefits of democracy, the dangers of extremist ideologies, and active citizenship.
- **Patriotic Observances** – Confirm that schools hold appropriate patriotic exercises for Lincoln’s Birthday, Washington’s Birthday, Flag Day, Memorial Day, and Veterans Day.
- **Accountability** – Clarify who in the district is responsible for ensuring these requirements are met.

In Nebraska, "Americanism" refers to a legislative focus on promoting patriotism and civic competence within schools, emphasizing knowledge of American history, government, and the values of democracy.



- **Promoting Patriotism and Civic Competence:**

Foster a love of country and prepare young people to be responsible, informed, and active citizens.

- **Civics Education:**

Devote time to civics education topics like the U.S. and Nebraska Constitutions, benefits of government.

- **Patriotic Exercises:**

Patriotic exercises on holidays like Lincoln's/Washington's birthdays, Flag Day, Memorial Day, Veterans Day.

- **Americanism Programs:**

Organizations like the VFW and Elks promote Americanism through various activities like [essay contests](#)

- **Social Studies Curriculum:**

Who played a role in the achievement of US independence and the establishment of the constitutional govt.

- **Display of Flags:**

United States and Nebraska flags prominently displayed on the grounds of every public school.



K-12 RPS Curriculum

[K-12 Americanism](#)





Active Classroom Anne Harley

Search by keyword(s). Use "quotation marks" to find an exact term.

Search Standards My Content Quiz Builder Activity Sets

Correlate Your Search to Standards

10

Standard code	Description
<input type="checkbox"/> SS HS.1.1.a	Examine the historical foundation that influenced the creation of the United States Constitution.
<input type="checkbox"/> SS HS.1.1.b	Evaluate the structure of American constitutional government.

Results

Type	Activity Title
	Acting History Plays: The Alamo!
	Acting History Plays: And the Berlin Wall Came Crumbling Down—The Cold War Extravaganza!
	Acting History Plays: Fearless Flier—Amelia Earhart
	Acting History Plays: The Ghost Dance Craze—Wounded Knee
	Acting History Plays: The Great Depression!
	Acting History Plays: I Always Feel Like Somebody's Watching Me—Government Protection vs. The Bill of Rights



RHS Social Studies Shared Drive



- | | | |
|---|---|---|
|  American Government |  Economics |  Sheltered American Govt |
|  AP Psychology |  General Resources |  Sheltered USH |
|  COVID Packets |  Modern Concepts |  Sheltered World Civ |
|  Criminal Justice |  Nebraska Studies |  US History |
|  Diversity in America | |  World Civilizations |



Nebraska Social Studies Standards



Nebraska Social Studies Standards (2019)

We are incredibly grateful for our veterans who have dedicated their lives to serving our country. All of our schools had activities or discussions about Veterans Day to educate students about the importance of service and sacrifice.

At [Seymour Elementary](#), they hosted a special Veterans Day Assembly, where students and staff were joined by several airmen from Offutt Air Force Base and veteran parents.

The event featured a student-led Pledge of Allegiance, a presentation of the school's Veterans Day wall showcasing those connected to Seymour, and two heartfelt poems shared by students.

Several veterans in attendance also spoke about their service, and students presented each veteran with a special gift package as a token of appreciation.

Thank you to all who have served—your courage and sacrifice are deeply appreciated!





To go along with their Civil War CKLA reading unit, [Karen Western Elementary School](#) Instructional Coach Mrs. Reeves brought some family artifacts from the Civil War to share with the students. Among the many artifacts included were a bayonet, saddle, stirrups, money, and medals.

She also shared with the students her ancestor's wedding dress and suit. The largest artifact was an Union flag flown at a military base during the war that her ancestors kept and handed down to family members. What an amazing experience for our young learners.



Public Testimony





Questions



Vendor	Base Bid	Insulation per sq. ft
Martino Roofing	207,402	10
Independent Roofing	379,000	25
White Castle Roofing	177,000	12
Imperial Roofing	352,033	10

Decking per sq. ft

20

25

30

100

Bill Review Schedule for 2025

January 13

Carrie
Mary

February 10

Samantha
Katie

March 10

Robin
Liz

April 14

Mary
Samantha

May 12

Katie
Liz

June 9

Robin
Carrie

July 14

Mary
Samantha

August 11

Carrie
Liz

September 8

Samantha
Katie

October 13

Robin
Liz

November 10

Mary
Carrie

December 8

Robin
Katie