

GIPS BOE Regular Meeting
Thursday, February 9, 2023 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER
Speaker(s): Board President
2. ROLL CALL
Speaker(s): Mrs. Dibbert
3. MISSION STATEMENT
4. CONSENT AGENDA
Speaker(s): Board President
 - 4.1. Minutes from the previous month's meeting
 - 4.2. Acceptance of Agendas From Standing Committees
 - 4.3. Claims as submitted
 - 4.4. Staff Adjustments as submitted
 - 4.5. Treasurer's Report as submitted
 - 4.6. Policy
 - 4.6.1. 4315 ACTIVITIY ACCOUNTS AND RELATIONSHIPS WITH SUPPORTING ENTITIES on Final Read
 - 4.6.2. 5230 EMERGENCY PLANS on Final Read
 - 4.6.3. 6230 STAFF PROTECTION on Final Read
 - 4.6.4. 7511 ENROLLMENT OPTION on Final Read
 - 4.7. Approval of Agenda as submitted
5. CAMPUS HIGHLIGHTS
 - 5.1. Dodge Elementary Positive Supports School Improvement Goal Impact
Speaker(s): Angie Eberle, Tracey Trampe, Katie Wilkinson, Val Chmelka, Michelle Carter
6. REQUESTS TO ADDRESS THE BOARD
Speaker(s): Board President
7. INFORMATION ITEMS
 - 7.1. RESOLUTION #20230209_1 - A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF ENROLLMENT OPTION STUDENT APPLICATIONS
Speaker(s): Dr. Dexter
 - 7.2. 2022 K-8 Nebraska Mathematics Standards Revisions & Adoption
Speaker(s): Dr. Buhrman
 - 7.3. Middle School Learner Profile
Speaker(s): Dr. Palmer and Dr. Dexter
 - 7.4. Staffing Request
Speaker(s): Mr. Kort
 - 7.5. Discuss, consider, and take all necessary action to the authorized signers on school district's bank accounts
Speaker(s): Dr. Schroeder
 - 7.6. Board of Education Committee Assignments

- Speaker(s): Mr. Fisher**
- 7.7. Construction Update
 - Speaker(s): Mr. Petsch**
- 7.8. Student Representative Report
 - Speaker(s): Mr. Cloutier**
- 7.9. Superintendent Report
 - Speaker(s): Mr. Fisher**
- 8. ACTION ITEMS
 - 8.1. GIEA Request for Recognition for 2024-2025
 - Speaker(s): Mr. Kort**
 - 8.2. RESOLUTION #20230209_1 - A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF ENROLLMENT OPTION STUDENT APPLICATIONS
 - Speaker(s): Dr. Dexter**
 - 8.3. Staffing Request
 - Speaker(s): Mr. Kort**
 - 8.4. Discuss, consider, and take all necessary action to the authorized signers on school district's bank accounts
 - Speaker(s): Dr. Schroeder**
- 9. REPORTS
 - 9.1. Grand Island Public Schools Foundation Report
 - Speaker(s): Mrs. Jurgens**
 - 9.2. NASB Monthly Update
 - Speaker(s): Board President**
- 10. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION
- 11. RECONVENE FROM EXECUTIVE SESSION
- 12. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION
- 13. NOTIFICATION OF UPCOMING BOARD MEETINGS
- 14. ADJOURNMENT

*** Proof of Publication ***

State of Nebraska)
County of Hall) SS.

NOTICE OF REGULAR
BOARD MEETING
HALL COUNTY
SCHOOL DISTRICT 2
GRAND ISLAND,
NEBRASKA

Notice is hereby given that a meeting of the Board of Education of Hall County School District 2, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, February 9, 2023 at 5:30 p.m., at the Kneale Administration Building, 123 S Webb Road, Grand Island, Nebraska, where the meeting will be open to the public. An agenda for such a meeting, kept continuously current, is available for inspection at the Office of the Superintendent or on the GIPS Website.
Dr. Robin R. Dexter,
Board Secretary
24 ZNEZ

GRAND ISLAND PUBLIC SCHOOL/Classified

123 S WEBB RD PO BOX 4904
GRAND ISLAND, NE 68802

ORDER NUMBER 1135020

Ryane Sudo, being first duly sworn on oath, says that he/she is employed by The GRAND ISLAND INDEPENDENT, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, and as such has charge of the records and files of the GRAND ISLAND INDEPENDENT, and affiant knows of his/her own personal knowledge that said newspaper has a bonafide circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

Section: Class Legals
Category: 0099 LEGALS
PUBLISHED ON: 01/24/2023

TOTAL AD COST: 14.00
FILED ON: 1/24/2023

Subscribed in my presence and sworn to before me this 24 day
of January, 2023

My commission expires ~~to~~ November 8, 2025

Casey Harvey
Notary Public

State of Nebraska – General Notary
CASEY HARVEY
My Commission Expires
November 8, 2025

Regular Meeting of the Grand Island Board of Education

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Hank McFarland in open and public session on Thursday, January 12, 2023 at 5:30 PM at the Kneale Administration Building - Board Room, 123 S Webb Rd, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

ROLL CALL:

Attendance Taken at 5:30 PM.

Lisa Albers:	Present
Eric Garcia-Mendez:	Present
Joshua Hawley:	Present
Dave Hulinsky:	Present
Lindsey Jurgens:	Present
Katherine Mauldin:	Present
Hank McFarland:	Present
Josh Sikes:	Present
Amanda Wilson:	Present

AGENDA

1. CALL TO ORDER

The meeting was called to order at 5:30 PM.

2. ROLL CALL

3. MISSION STATEMENT

The Mission Statement was read by Mr. Josh Sikes.

4. CONSENT AGENDA

4.1. Minutes from the previous month's meeting

4.2. Acceptance of Agendas From Standing Committees

Finance and Facilities Committee

Next Meeting Date: January 31, 2023 at 7:30 PM

Leading for Learning Committee

Next Meeting Date: February 7, 2023 at 4:00 PM

Personnel Committee

Next Meeting Date: February 2, 2023 at 7:30 PM

Policy Committee

Next Meeting Date: February 6, 2023 at 4:30 PM

Public Relations and Partnership Development Committee

Next Meeting Date: February 3, 2023 at 8:00 AM

Governance Committee

Next Meeting Date: None

GNSA/Legislative Committee

Next Meeting Date: None

4.3. Claims as submitted

4.4. Bid Proposals as submitted

4.5. Staff Adjustments as submitted

4.6. Treasurer's Report as submitted

4.7. Policy

4.7.1. 4315 ACTIVITY ACCOUNTS AND RELATIONSHIPS WITH SUPPORTING ENTITIES on First Read

4.7.2. 5230 EMERGENCY PLANS on First Read

4.7.3. 7511 ENROLLMENT OPTION on First Read

4.7.4. 6230 STAFF PROTECTION on First Read

4.8. Grant Report Update

4.9. Approval of Agenda as submitted

Approve the agenda as submitted. Passed with a motion by Lisa Albers and a second by Lindsey Jurgens.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

5. SPECIAL RECOGNITION

5.1. School Board Recognition Month

Mrs. Jennifer Worthington presented that January is School Board Recognition Month.

5.2. 2022-2023 Nebraska School Activities Association (NSAA) and Currency Believers & Achievers.

Mrs. Cindy Wells spoke about Isabella Mora for being selected as a 2022-2023 Nebraska School Activities Association (NSAA) and Currency Believers & Achievers.

6. REQUESTS TO ADDRESS THE BOARD

None

7. RECESS

8. RECONVENE FROM RECESS

9. INFORMATION ITEMS

9.1. Middle School Program Update

Dr. Toni Palmer presented on the GIPS Middle School Design Team started meeting in the fall of 2021. This team included staff, students, parents, community members, and administrators at the building and district level. Representatives of the Middle School Design Team presented the Middle School Program to be implemented in the 2023-2024 school year.

9.2. 2022-2023 Project List

Mr. Dan Petch presented the 2022-2023 Project List.

9.3. Construction Update

Mr. Dan Petsch presented the construction update.

9.4. Student Representative Report

Mr. Zach Cloutier gave the student representative's report.

10. REPORTS

10.1. Grand Island Public Schools Foundation Report

Mrs. Lindsey Jurgens reported for the GIPS Foundation.

10.2. NASB Monthly Update

Mr. Hank McFarland gave the Nebraska Association of School Boards update.

11. EXECUTIVE SESSION FOR THE PURPOSE OF REVIEWING INTERIM SUPERINTENDENT CANDIDATES, GIEA NEGOTIATIONS AND TO PREVENT THE NEEDLESS INJURY TO THE REPUTATION OF AN INDIVIDUAL AND TO PROTECT THE PUBLIC'S INTEREST

The Board convened to Executive Session at 7:20 PM.

The recommendation for the Board to convene to executive session for the purpose of discussing interim superintendent candidates, GIEA negotiations and to prevent the needless injury to the reputation of an individual and to protect the public's interest Passed with a motion by Dave Hulinsky and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

12. RECONVENE FROM EXECUTIVE SESSION

The Board reconvened from Executive Session at 8:16 PM.

The recommendation that the Board reconvene from executive session Passed with a motion by Dave Hulinsky and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

13. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

Motion to approve the contract for Mr. Fisher to be the interim superintendent. Passed with a motion by Dave Hulinsky and a second by Lisa Albers.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Joshua Hawley: Yea, Dave Hulinsky: Yea, Lindsey Jurgens: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Josh Sikes: Yea, Amanda Wilson: Yea

14. NOTIFICATION OF UPCOMING BOARD MEETINGS

Regular Board of Education Meeting, Thursday, February 9, 2023 at 5:30 PM.

15. ADJOURNMENT

All business having been completed, the meeting was adjourned at 8:17 PM.

Angela A. Dibbert, Recording Secretary

Robin R. Dexter, Secretary to the Board

Kneale Administration Building



Dr. Ken Schroeder

Chief Financial Officer

123 South Webb Road

P.O. Box 4904

Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 1144

Fax: (308) 385-5949

Email: kschroeder@gips.org

Web: www.gips.org

TO: Facilities & Finance Committee
From: Mr. Petsch, Mrs. Grim, and Mr. Schroeder
RE: Monthly F & F Agenda
Location: Virtual

NEW BUSINESS:

1. Activity Fund Claims – Mr. Schroeder
2. Community Redevelopment Authority & Regional Planning Commission Notices
3. Request for Proposals - Mr. Petsch & Mrs. Grim
 - None this month
4. Information Technology Update – Mr. Gearhart
5. Nutrition Services Update – Mrs. Spellman
6. Staffing Request for Newcomers Program - Mr. Kort & Dr. Levos
7. Leave Committee & Negotiations Update - Ken & Mr. Kort
8. ESSERs III Building Project Update – Mr. Petsch
 - Knickrehm Elementary
 - GISH
 - Walnut Security Vestibule
 - Howard Security Vestibule
9. Baseball Field Renovation (See attached Email from GINW) - Which board members want to be a part of these future conversations?
10. Banking & Various School Account Authorizations - Ken
 - Wells Fargo
 - 5 Points Bank - Board Meeting Action Item
11. Superintendent Transition Agreement - Ken
 - Unused Vacation Days Payment - “5 Professional Days”
 - Travel Expenses - ERDI Conference at End of the Month - Check on Reimbursement in May
 - Tax & Retirement Contributions - Katie Joseph
12. Board Travel Guidelines

- Reimbursement Method - Not Per Diem - Justin Knight's Opinion (Attachment '12b')
 - Cash Advance for Board Members - With receipts accounting for all cash advance and with the understanding of that any unspent funds must be refunded immediately upon return
 - Spouses - Travel & Meals
 - Pay for travel (\$700 plane ticket) before the reservation is booked
 - Hotel Rooms - Single room
 - Reasonable Meals Purchases - Use the GSA Website to define what is reasonable
 - District Credit Cards - For use by district employees only
13. Project List Update - Mr. Petsch
14. Master Facility Planning Date - Mr. Petsch & Ken
15. Review of Depreciation, Special Building, General Fund Cash Flow, & Payroll Summary – Ken
16. Federal Programs Update and Financial Report(s) – Ken
17. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: **February 28th @ 7:30 a.m.**

To: Leading for Learning BOE Committee
From: Dr. Toni Palmer
RE: Meeting: February 7, 2023, Virtual
4:00 PM-5:30 PM

New Business:

- Welcome-Introductions-Purpose (tab 5 in BOE Governance)
 - Share, review, and discuss Curriculum, Instruction, Assessment and Professional learning topics.
 - No formal action can be taken
 - Needs Analysis will be completed
 - Agenda and Minutes will be located in the BOE Committee Folder
- [L4L Team](#), Budget. Resource adoption Schedule-Dr. Palmer, Dr. Tomjack
- AoGISH World Languages Opportunities/the Newcomer experience-Dr. Levos
- Math Standards Adoption-Dr. Buhrman
- Middle School Design-Dr. Palmer
- Confirm meeting time/day

Next Meeting: Feb 28, 2023 @ 4:00 Zoom

Kneale Administration Building

Matthew Fisher, Superintendent



Agenda Governance Committee Meeting February 8, 2023

ATTENDING:

AGENDA:

1. Review of the November 2, 22 and November 30, 2022 Committee Meeting Minutes [11/2/22 Minutes](#) [11/30/22 Minutes](#)
2. Introduce new committee members to the Governance Committee Items
 Governance Committee Items
3. Discuss superintendent evaluation timeline and process (required to do twice in first year of employment)
4. Next Meeting -- **3/1/2023 @ 7:30am**

Personnel Committee

Feb. 2, 2023
7:30am

Welcome/Introductions

Needs Analysis [Position](#)

–EL Newcomers at West Lawn Elementary–Dr. Levos

Staffing Requests

–District Update (Cabinet/Mr Fisher)

–Resignations

–Dr. Schroeder (June 30)

–Mr. Dan Phillips (April 7)

–Mr. Lloyd McIntyre (June 30 for Supt. position)

–Samantha McCarville (Feb. 17 ask) Barr SS

–Donnie Halbgewachs (March 3 ask) Barr Science

Hiring/Recruiting

–13 student teachers, 5 Social Worker Interns, 2 Speech Pathologist Interns

–College Visits

–Interview Fairs

–Non-binding intent to return forms

–Renewals Forms– send out end March 1 due back March 15

–Transfer List (in-district)

– 3 certified hires this week, 3 offers

Next Meeting March ??–Calendar (day and time) (zoom or in-person??)

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86669	Abante Marketing	Supplies	\$1,953.87
86670	Ace Hardware	Supplies	\$128.92
86671	Amazon Cap Services Inc	Supplies	\$294.00
86672	Anita Harlan	Mileage Paid to Staff	\$9.19
86673	Barbara Knuth	Mileage Paid to Staff	\$22.50
86674	Blanca Estela Almaguer	Mileage Paid to Staff	\$25.19
86675	Brenda Villa Estrada	Supplies	\$50.00
86676	Carolyn Arends	Mileage Paid to Staff	\$23.56
86677	Cash-Wa Distributing	Food	\$118,171.63
86678	Chesterman Company	Food	\$605.22
86679	Evelyn R Seim	Mileage Paid to Staff	\$9.38
86680	Greenberg Fruit Company	Produce	\$8,286.20
86681	Hiland Dairy Foods Company LLC	Food	\$5,262.96
86682	Janet Starkey	Supplies	\$50.00
86683	Jenny Lopez Perez	Mileage Paid to Staff	\$65.81
86684	June Behrens	Mileage Paid to Staff	\$14.63
86685	Kimberly Clegg	Mileage Paid to Staff	\$15.88
86686	Lisa Moss	Mileage Paid to Staff	\$36.31
86687	Mid-Nebraska Disposal Inc	Refuse Disposal	\$440.30
86688	Midwest Restaurant Supply LLC	Repairs and Maintenance Services	\$2,560.34
86689	Nicole Enck	Mileage Paid to Staff	\$9.00
86690	Nicole Lemburg	Mileage Paid to Staff	\$49.50
86691	Oscar Garcia	Mileage Paid to Staff	\$30.81
86692	Pamela Rivera	Mileage Paid to Staff	\$6.50
86693	Pan-O-Gold Baking Co	Bread	\$1,680.42
86694	Peterson Farms Fresh Inc	Produce	\$4,040.82
86695	Renee Schwieger	Mileage Paid to Staff	\$57.75
86696	Teresa Abuwisha	Mileage Paid to Staff	\$14.63
86697	Teresa Cruz	Mileage Paid to Staff	\$35.75
86698	Tessa Kamilah Marie Holder	Mileage Paid to Staff	\$12.75
86699	Theresa McCarthy	Mileage Paid to Staff	\$20.31
86700	Trina Corretjer	Mileage Paid to Staff	\$1.88
86701	US Foods - Grand Island	Food	\$9,522.17
86702	Ace Hardware	Supplies	\$48.34
86703	Allison Heiss	Mileage Paid to Staff	\$18.75
86704	Almquist Maltzahn Galloway & Luth	Professional Services	\$540.00
86705	Ameresco INC	Web Based Software	\$1,000.00
86706	Aramark Uniform Services	Technical Services	\$88.20
86707	Ashley Mueller	Supplies	\$127.60
86708	Ashley Tomjack	Travel	\$427.51
86709	Awards Plus	Supplies	\$55.00
86710	B & H Photo-Video Inc	Technical Supplies	\$227.48

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86711	Banner Solutions	Supplies	\$8.19
86712	Best Buy Business Account	Technical Supplies	\$319.99
86713	Border States Industries Inc	Supplies	\$84.88
86714	Bosselman Energy Inc	Supplies	\$85.93
86715	Brett J Forsman	Travel	\$209.64
86716	Cannon Moss Brygger & Assoc	Professional Services	\$3,800.00
86717	Carlynn Williams	Employee Development	\$125.00
86718	CDW Government	Technical Supplies	\$1,799.50
86719	Century Link	Dist Ed and Telecommunications	\$719.27
86720	Clearly Communications	Dist Ed and Telecommunications	\$1,030.00
86721	Cline Williams Wright Johnson	Contracted Legal Services	\$742.50
86722	Connie Voss	Mileage Paid to Staff	\$32.07
86723	Copycat Instant Printing	Supplies	\$464.18
86724	Crane Public Transit	Student Transportation	\$316.00
86725	Eakes Office Solutions	Supplies	\$4,848.60
86726	Elda Leticia Martinez Cruz	Mileage Paid to Staff	\$33.75
86727	Elizabeth Lopez	Mileage Paid to Staff	\$7.00
86728	Emily McPherson	Mileage Paid to Staff	\$6.87
86729	Engineering Technologies Inc	Professional Services	\$1,573.08
86730	Evan Lee	Mileage Paid to Staff	\$45.81
86731	Follett Content Solutions LLC	Books & Periodicals	\$148.67
86732	Follett School Solutions Inc	Books & Periodicals	\$1,188.46
86733	Grand Island Independent	Advertising	\$36.40
86734	Grand Island Utilities Dept	Electricity	\$27,854.38
86735	Gustave A Larson Company	Supplies	\$199.56
86736	Hauff Mid-America Sports	Supplies	\$7,908.00
86737	Head Start Family Dev Program	Professional Services	\$6,090.03
86738	Hello Hero	Professional Services	\$110,529.00
86739	Hesselgesser Electric	Supplies	\$1,182.79
86740	Holiday Express	Student Transportation	\$2,310.00
86741	Jennifer Worthington	Mileage Paid to Staff	\$212.38
86742	Johnson Hardware	Supplies	\$7,338.00
86743	Jonathan Doll	Travel	\$436.61
86744	JW Pepper Son Inc	Supplies	\$41.85
86745	Kahsaandra Velasquez	Travel	\$208.50
86746	Kayla Wichman	Travel	\$222.25
86747	Kelli Mayhew	Mileage Paid to Staff	\$191.25
86748	Kens Appliance Inc	Supplies	\$904.00
86749	Kidwell Inc	Equipment	\$24,445.00
86750	Kristen Hahn	Mileage Paid to Staff	\$57.88
86751	Kristen Laurent	Technical Services	\$158.34
86752	Kristin Watson	Mileage Paid to Staff	\$50.87

Grand Island Public Schools

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<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86753	KSB School Law PC LLO	Contracted Legal Services	\$418.50
86754	Laser Works	Supplies	\$7.50
86755	Lavon Glines	Mileage Paid to Staff	\$30.75
86756	Learning Services International & The N	Professional Education Services	\$500.00
86757	Lous Sporting Goods	Supplies	\$3,787.50
86758	LUNA Language Services	Technical Services	\$675.50
86759	Lynavette Mendoza	Technical Services	\$111.00
86760	Maria Trejo Guerrero	Mileage Paid to Staff	\$24.75
86761	Marty Markvicka	Mileage Paid to Staff	\$45.87
86762	Megan Jo Ahrens	Mileage Paid to Staff	\$13.69
86763	Menards	Supplies	\$276.97
86764	Michelle Dorszynski	Mileage Paid to Staff	\$7.94
86765	Midwest Alarm Services	Technical Services	\$3,287.00
86766	Midwest Hydraulic	Repairs and Maintenance Services	\$485.00
86767	Monoprice Inc	Technical Supplies	\$258.38
86768	Multi-Health Systems	Supplies	\$482.95
86769	N2Y	Web Based Software	\$1,038.78
86770	NAPA Auto Parts of Grand Island	Repairs and Maintenance Services	\$422.08
86771	National School Boards Assoc	Dues and Fees	\$6,950.00
86772	Nebraska Association Of School Boards	Employee Development	\$875.00
86773	Nebraska Association of Teachers Scier	Employee Development	\$133.25
86774	Nebraska Council of School Administra	Dues and Fees	\$2,250.00
86775	Nebraska Truck Center Inc	Repairs and Maintenance Services	\$528.62
86776	Northwestern Energy	Utility Services	\$8,519.51
86777	Northwestern Energy	Utility Services	\$3,688.15
86778	Northwestern Energy	Utility Services	\$393.43
86779	Northwestern Energy	Utility Services	\$56.23
86780	Oscar Morales	Mileage Paid to Staff	\$8.50
86781	Ozo Edu Inc	Technical Supplies	\$2,050.00
86782	Paper Tiger Shredding Inc	Refuse Disposal	\$240.00
86783	Pearson Clinical Assessment	Supplies	\$359.86
86784	Perry Guthery Haase & Gessford PC	Contracted Legal Services	\$11,817.60
86785	Quill Corporation	Supplies	\$70.05
86786	Sandra Ellen Ponce	Mileage Paid to Parents	\$42.00
86787	Tawana Grover	Travel	\$149.50
86788	The Hearing Clinic Inc	Professional Education Services	\$1,723.00
86789	The Home Depot Pro	Supplies	\$55.00
86790	The National Career Academy Coalitior	Travel	\$150.00
86791	TK Elevator Corporation	Technical Services	\$1,217.14
86792	Tom Dinsdale Chevrolet Cadillac	Repairs and Maintenance Services	\$4,395.70
86793	Toofast Supply	Supplies	\$775.45
86794	Tumbleweed Press Inc	Web Based Software	\$579.00

Grand Island Public Schools

Claims Listing

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<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86795	Uline	Supplies	\$1,592.84
86796	Unite Private Networks LLC	Dist Ed and Telecommunications	\$25,858.89
86797	US Postal Service (Quadient POC)	Postage	\$4,000.00
86798	Verizon Wireless	Dist Ed and Telecommunications	\$390.54
86799	Verizon Wireless	Dist Ed and Telecommunications	\$120.03
86800	Vex Robotics Inc	Supplies	\$4,192.54
86801	Village Cleaners	Technical Services	\$781.89
86802	Virco Inc	Supplies	\$648.00
86803	Wesley Tjaden	Mileage Paid to Staff	\$22.38
86804	West Music Co	Supplies	\$101.43
86805	Whole Phonics Inc	Books & Periodicals	\$6,896.53
86806	Wildlife Encounters	Professional Education Services	\$1,395.00
86807	Winsupply of Grand Island	Supplies	\$7,082.93
86808	Wipebook Corporation	Supplies	\$198.20
86809	Woodwards Disposal Service Inc	Refuse Disposal	\$295.00
86810	Yandas Music	Supplies	\$4,814.00
86811	Hiland Dairy Foods Company LLC	Milk	\$7,538.44
86812	Chesterman Company	Food	\$813.60
86813	Culligan of Grand Island	Supplies	\$471.05
86814	Greenberg Fruit Company	Produce	\$4,963.89
86815	Host Coffee	Supplies	\$141.20
86816	Kris Spellman	Supplies	\$77.00
86817	National Food Group Inc	Food	\$4,822.44
86818	Pan-O-Gold Baking Co	Bread	\$2,683.40
86819	US Foods - Grand Island	Food	\$20,861.56
86820	VVS Inc	Food	\$43.40
86821	Alexis Marquez	Professional Services	\$25.00
86822	Alyssa Seamann	Professional Services	\$25.00
86823	Amazon Cap Services Inc	Supplies	\$795.70
86824	Andrew Moss	Professional Services	\$25.00
86825	Angel Chaulk	Professional Services	\$25.00
86826	Ann M Schleicher	Professional Services	\$25.00
86827	Antonia Rodriguez	Professional Services	\$25.00
86828	April Sundberg	Professional Services	\$469.69
86829	Aramark Uniform Services	Technical Services	\$599.20
86830	B & H Photo-Video Inc	Technical Supplies	\$406.90
86831	Banner Solutions	Supplies	\$290.64
86832	Border States Industries Inc	Supplies	\$1,948.49
86833	Bremer Misty	Mileage Paid to Staff	\$19.50
86834	Caroline Voss	Professional Services	\$25.00
86835	Century Link	Dist Ed and Telecommunications	\$366.00
86836	Connie Voss	Supplies	\$24.00

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86837	Copycat Instant Printing	Supplies	\$90.00
86838	David White	Supplies	\$4.88
86839	Deborah Renae Meyer	Professional Services	\$25.00
86840	Denise Pedersen	Technical Supplies	\$154.99
86841	EAI Education	Supplies	\$161.20
86842	Eakes Office Solutions	Travel	\$625.04
86843	Faith Richardson	Professional Services	\$25.00
86844	First Bankcard Center/Visa	Travel	\$9,319.52
86845	First Bankcard Center/Visa	Travel	\$2,400.79
86846	First Bankcard Center/Visa	Travel	\$13,764.96
86847	First Bankcard Center/Visa	Supplies	\$200.00
86848	First Bankcard Center/Visa	Travel	\$383.64
86849	First Bankcard Center/Visa	Supplies	\$51.60
86850	First Bankcard Center/Visa	Supplies	\$1,520.03
86851	First Bankcard Center/Visa	Travel	\$344.02
86852	First Bankcard Center/Visa	Travel	\$1,604.08
86853	First Bankcard Center/Visa	Travel	\$326.40
86854	First Bankcard Center/Visa	Supplies	\$113.25
86855	First Bankcard Center/Visa	Travel	\$321.00
86856	First Bankcard Center/Visa	Employee Development	\$699.00
86857	First Bankcard Center/Visa	Travel	\$3,338.29
86858	First Bankcard Center/Visa	Travel	\$1,122.74
86859	First Bankcard Center/Visa	Travel	\$44.19
86860	First Bankcard Center/Visa	Supplies	\$1,192.49
86861	First Bankcard Center/Visa	Supplies	\$72.68
86862	First Bankcard Center/Visa	Employee Development	\$59.00
86863	First Bankcard Center/Visa	Supplies	\$111.74
86864	First Bankcard Center/Visa	Supplies	\$21.91
86865	First Bankcard Center/Visa	Supplies	\$57.04
86866	First Bankcard Center/Visa	Supplies	\$17.99
86867	First Bankcard Center/Visa	Employee Development	\$53.74
86868	First Bankcard Center/Visa	Travel	\$842.04
86869	First Bankcard Center/Visa	Dues and Fees	\$805.00
86870	First Bankcard Center/Visa	Supplies	\$300.00
86871	First Bankcard Center/Visa	Supplies	\$22.48
86872	First Bankcard Center/Visa	Web Based Software	\$37.33
86873	Flinn Scientific	Supplies	\$402.60
86874	Gina Lou O'Neill	Professional Services	\$135.00
86875	Google LLC (77-0493581)	Web Based Software	\$54.34
86876	Grand Island Independent	Advertising	\$14.40
86877	Grand Island Public Schools Activity Fun	Misc Expenditures	\$4.72
86878	Grand Island Public Schools Nutrition S	Supplies	\$203.00

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86879	Grand Island Utilities Dept	Electricity	\$39,901.97
86880	Head Start Family Dev Program	Supplies	\$184.20
86881	Holiday Express	Student Transportation	\$2,460.00
86882	Holly Schurman	Professional Services	\$1,160.51
86883	Jaime Wattier	Travel	\$182.25
86884	Jenna Robinson	Professional Services	\$25.00
86885	Jennifer J Nickel	Professional Services	\$1,145.00
86886	Judy Weinrich	Professional Services	\$100.00
86887	Julie Armstrong	Supplies	\$15.12
86888	Kahsaandra Velasquez	Mileage Paid to Staff	\$25.50
86889	Kayla Ensz Darrough	Professional Services	\$25.00
86890	Kevin Watson	Mileage Paid to Staff	\$24.00
86891	Kienna Norgaard	Professional Services	\$25.00
86892	Leidy Perez Santiago	Professional Services	\$100.00
86893	Lori L Eastwood	Professional Services	\$25.00
86894	Lrene Jo Smith	Professional Services	\$277.50
86895	Lucero Lozano	Professional Services	\$25.00
86896	Makenna Smallcomb	Professional Services	\$25.00
86897	Maria R Muir	Professional Services	\$25.00
86898	Maribel Strong	Professional Services	\$25.00
86899	Melynda Moyer	Professional Services	\$517.50
86900	Mica Malone	Professional Services	\$135.00
86901	Mid-Nebraska Disposal Inc	Refuse Disposal	\$6,104.56
86902	New Solutions K12	Dues and Fees	\$8,000.00
86903	Nicole Marie Ninemire	Mileage Paid to Staff	\$25.00
86904	Nicole Zulkoski	Professional Services	\$25.00
86905	Nikkia Anders	Professional Services	\$50.00
86906	One Source	Technical Services	\$856.20
86907	Open Up Resources	Books & Periodicals	\$1,050.00
86908	Overhead Door Of Grand Island	Technical Services	\$181.88
86909	Panchita Portillo	Mileage Paid to Staff	\$162.06
86910	Policy Studies Associates Inc	Professional Education Services	\$27,500.01
86911	PRC-Salttillo	Technical Supplies	\$100.00
86912	Project Lead The Way Inc	Dues and Fees	\$3,200.00
86913	Safety-Kleen Corporation	Supplies	\$254.74
86914	Sandra K Scherbarth	Professional Services	\$25.00
86915	Sarah Nedrig	Employee Development	\$100.00
86916	Sarah Rogers	Professional Services	\$25.00
86917	Shanna J Taylor	Professional Services	\$25.00
86918	Shannon Hardenberger	Professional Services	\$25.00
86919	Sharmarke Hassan	Technical Services	\$42.00
86920	Silvia Guerrero	Professional Services	\$100.00

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86921	Spencer Trout	Travel	\$209.64
86922	Super Saver Five Points	Supplies	\$1,843.35
86923	Toni Palmer	Travel	\$468.75
86924	Tumbleweed Press Inc	Web Based Software	\$625.00
86925	University of Nebraska Kearney	Professional Services	\$100.00
86926	Verizon Connect NWF Inc	Repairs and Maintenance Services	\$6,184.88
86927	Village Cleaners	Technical Services	\$83.70
86928	Wex Bank	Fuel	\$864.99
86929	Wex Bank	Fuel	\$1,379.90
86930	Wex Bank	Fuel	\$1,197.33
86931	Wex Bank	Fuel	\$3,407.17
86932	Who You Are Leadership Coaching & C	Professional Services	\$22,250.00
86933	Winsupply of Grand Island	Supplies	\$999.35
86934	Woodriver Energy LLC	Utility Services	\$63,715.70
86935	Daniel Phillips	Travel	\$278.64
86936	First Bankcard Center/Visa	Dues and Fees	\$1,504.76
86937	First Bankcard Center/Visa	Supplies	\$12,368.11
86938	Mike Samuelson	Travel	\$209.64
86939	Tyler Technologies Inc	Employee Development	\$870.00
86940	First Bankcard Center/Visa	Web Based Software	\$2,130.00
86941	First Bankcard Center/Visa	Employee Development	\$1,941.78
86942	Capital Business Systems Inc	Technical Services	\$15,705.41
86943	Classroom Security Blinds LLC	Supplies	\$302.08
86944	Cline Williams Wright Johnson	Contracted Legal Services	\$28.93
86945	Comstock Corporation	Student Transportation	\$7,560.00
86946	Culligan of Grand Island	Technical Services	\$59.25
86947	Curriculum Associates	Books & Periodicals	\$739.09
86948	Deborah R Glaser edD LLC	Books & Periodicals	\$319.25
86949	Eakes Office Solutions	Supplies	\$8.19
86950	EastWest Books	Books & Periodicals	\$61.96
86951	Eberl Plumbing & Drain	Technical Services	\$225.00
86952	Edgerton Education Foundation	Professional Education Services	\$1,126.56
86953	Essential Personnel Inc	Cleaning Services	\$2,225.84
86954	Father Flanagan's Boys' Home	Professional Education Services	\$2,970.54
86955	Grand Island Utilities Dept	Electricity	\$33,759.11
86956	Gustave A Larson Company	Supplies	\$594.58
86957	Hooker Bros Sand & Gravel Inc	Supplies	\$162.60
86958	JW Pepper Son Inc	Supplies	\$10.20
86959	Kens Appliance Inc	Supplies	\$1,737.95
86960	Michelle Dorszynski	Mileage Paid to Staff	\$32.38
86961	Super Saver	Misc Expenditures	\$572.76
86962	Verizon Wireless	Dist Ed and Telecommunications	\$982.95

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
86963	Verizon Wireless	Dist Ed and Telecommunications	\$400.93
86964	West Music Co	Supplies	\$92.35
86965	HyVee	Food	\$59.29
86966	Sams Club Direct	Supplies	\$219.04
86967	Hiland Dairy Foods Company LLC	Milk	\$16,656.90
86968	Abby Stoddard	Mileage Paid to Staff	\$32.88
86969	Ace Hardware	Supplies	\$755.22
86970	AcroMat	Supplies	\$15,395.84
86971	AKRS Equipment Solutions Inc	Supplies	\$1,511.51
86972	Alisa Grim	Mileage Paid to Staff	\$47.25
86973	Almquist Maltzahn Galloway & Luth	Technical Services	\$130.00
86974	Alpha Rehabilitation PC	Professional Education Services	\$1,335.62
86975	Amanda Smith	Travel	\$105.00
86976	Amazon Cap Services Inc	Supplies	\$9,267.69
86977	Amazon Cap Services Inc	Books & Periodicals	\$9,561.06
86978	American Red Cross	Employee Development	\$351.00
86979	Amy Richards	Supplies	\$141.14
86980	Ann Porter	Mileage Paid to Staff	\$48.01
86981	Anneris Shafer	Mileage Paid to Staff	\$33.75
86982	Apple Computer Inc	Technical Supplies	\$17,505.70
86983	Aramark Uniform Services	Technical Services	\$232.60
86984	Ash Enterprises	Supplies	\$2,400.00
86985	Awards Plus	Technical Services	\$565.20
86986	Banner Solutions	Supplies	\$232.64
86987	Blick Art Materials	Supplies	\$6,362.85
86988	Breanna Rose	Supplies	\$17.02
86989	Capital Business Systems Inc	Technical Services	\$50.00
86990	Cara Kuhl	Mileage Paid to Staff	\$11.14
86991	Carrie L Kolar	Supplies	\$139.73
86992	Cassandra Jo Stara	Technical Services	\$349.68
86993	Century Link	Technical Services	\$625.08
86994	Communications Engineering	Supplies	\$3,600.00
86995	Dan Petsch	Mileage Paid to Staff	\$69.50
86996	Eakes Office Solutions	Supplies	\$15.79
86997	Essential Personnel Inc	Cleaning Services	\$1,277.15
86998	Evelyn R Seim	Mileage Paid to Staff	\$9.38
86999	Faviola Valerie Seiler	Travel	\$227.00
87000	Follett Content Solutions LLC	Books & Periodicals	\$516.24
87001	Follett School Solutions Inc	Books & Periodicals	\$1,988.91
87002	Frontline Technologies Group LLC	Technical Services	\$13,993.88
87003	Grand Island Public Schools Nutrition S	Food	\$656.64
87004	Grand Island Utilities Dept	Electricity	\$18,070.60

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
87005	Gustave A Larson Company	Supplies	\$895.32
87006	Hamilton Long Distance Company	Supplies	\$25,500.00
87007	Hello Hero	Professional Services	\$111,215.48
87008	Holiday Express	Student Transportation	\$7,126.02
87009	Interstate All Battery Center	Supplies	\$39.95
87010	Janel Keyes	Mileage Paid to Staff	\$5.25
87011	Jenny Lynn Rother	Mileage Paid to Staff	\$78.87
87012	JoAnn Jaros	Supplies	\$28.75
87013	John Dalton Ambrose Johnson	Mileage Paid to Staff	\$60.42
87014	Johnson Hardware	Supplies	\$2,045.00
87015	Joni Pritchard	Mileage Paid to Staff	\$107.81
87016	Joseline Reyna Puente	Misc Expenditures	\$250.00
87017	Julie Armstrong	Supplies	\$16.99
87018	JW Pepper Son Inc	Supplies	\$1,877.81
87019	Katelin Probasco	Mileage Paid to Staff	\$10.31
87020	Kelly Supply Co	Supplies	\$57.16
87021	Lauren Schumacher	Mileage Paid to Staff	\$32.12
87022	Lisa Albers	Mileage Paid to Staff	\$61.63
87023	Lura M Townsend	Mileage Paid to Staff	\$35.06
87024	Maria Vasquez Melchor	Supplies	\$8.09
87025	Meg Trout	Web Based Software	\$36.00
87026	Meghan Roeser	Supplies	\$15.36
87027	Melinda Sturgill	Supplies	\$32.94
87028	Michelle Fuentes	Technical Services	\$108.00
87029	NAPA Auto Parts of Grand Island	Supplies	\$1,776.09
87030	Nasco	Supplies	\$795.19
87031	Nebraska Council of School Administra	Dues and Fees	\$594.00
87032	Nebraska Department of Education	Employee Development	\$120.00
87033	Nebraska Fire Sprinkler Corp	Technical Services	\$1,385.00
87034	Nebraska Truck Center Inc	Repairs and Maintenance Services	\$3,225.40
87035	NMC Exchange LLC	Technical Services	\$3,296.49
87036	Northwestern Energy	Utility Services	\$653.37
87037	O Reilly Auto Parts	Repairs and Maintenance Services	\$351.11
87038	One Source	Technical Services	\$713.50
87039	Overhead Door Of Grand Island	Supplies	\$1,275.00
87040	Paloma Pena	Technical Services	\$117.00
87041	Pathful	Web Based Software	\$3,625.00
87042	Petes Safari	Supplies	\$378.00
87043	Pitsco Inc	Supplies	\$809.53
87044	Policy Studies Associates Inc	Professional Education Services	\$9,166.67
87045	Pomp's Tire Service Inc	Repairs and Maintenance Services	\$1,920.68
87046	Power Systems Inc	Supplies	\$418.10

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
87047	Pro-Ed	Supplies	\$244.20
87048	Read Naturally	Web Based Software	\$2,070.00
87049	Really Great Reading Company LLC	Books & Periodicals	\$1,912.50
87050	Reams Sprinkler Supply Co	Custodial Supply Warehouse	\$2,877.28
87051	Rebekah Piel	Mileage Paid to Staff	\$31.38
87052	Redbird Flight Simulations Inc	Technical Services	\$122.93
87053	Rentokil North America Inc	Technical Services	\$3,990.03
87054	Rhiannon Shae Stutts	Supplies	\$12.60
87055	Riekes Equipment Company	Supplies	\$2,822.61
87056	Riverside Technologies Inc	Technology-Related Hardware	\$9,296.00
87057	Robotics Education & Competition Fou	Supplies	\$4,310.63
87058	Rons Music	Supplies	\$689.99
87059	Roush Mitchell	Mileage Paid to Staff	\$203.12
87060	Safety-Kleen Corporation	Technical Services	\$223.39
87061	Sandra Ellen Ponce	Mileage Paid to Parents	\$30.00
87062	School Health Corporation	Supplies	\$282.46
87063	SectorNow LLC	Web Based Software	\$975.00
87064	Sherwin Williams Company	Supplies	\$1,176.60
87065	Shiffler Equipment Sales Inc	Supplies	\$3,522.84
87066	Sparq Data Solutions Inc	Dues and Fees	\$2,300.00
87067	State Glass Inc	Supplies	\$1,580.00
87068	Stelling Brass & Winds	Professional Services	\$1,347.00
87069	Striv AV LLC	Technical Supplies	\$189.00
87070	Stuhr Museum Of The Prairie Pioneer	Professional Education Services	\$6,828.00
87071	The Home Depot Pro	Equipment	\$58,624.98
87072	TK Elevator Corporation	Technical Services	\$1,717.53
87073	Tom Dinsdale Chevrolet Cadillac	Repairs and Maintenance Services	\$1,725.63
87074	Toofast Supply	Supplies	\$184.11
87075	Trausch Dynamics	Supplies	\$14.49
87076	Travas G Wright	Mileage Paid to Staff	\$24.14
87077	Tumbleweed Press Inc	Web Based Software	\$579.00
87078	Tyler Technologies Inc	Supplies	\$2,661.44
87079	UniFirst Corporation	Technical Services	\$1,111.09
87080	Verizon Wireless	Dist Ed and Telecommunications	\$481.44
87081	Vex Robotics Inc	Supplies	\$787.50
87082	Village Cleaners	Technical Services	\$267.70
87083	Winsupply of Grand Island	Supplies	\$4,005.30
87084	Yomary Lopez Argueta	Technical Services	\$54.00
87085	Zahara Yahya	Technical Services	\$12.00
87086	Hiland Dairy Foods Company LLC	Milk	\$9,379.21
87087	Amanda Smith	Mileage Paid to Staff	\$48.61
87088	Amazon Cap Services Inc	Supplies	\$2,601.84

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
87089	Angela A Dibbert	Misc Expenditures	\$82.50
87090	Anneris Shafer	Mileage Paid to Staff	\$39.43
87091	Anya Covarrubias	Mileage Paid to Staff	\$40.16
87092	Audriana Kaelin Camacho	Mileage Paid to Staff	\$27.18
87093	Blick Art Materials	Supplies	\$2,972.76
87094	Border States Industries Inc	Supplies	\$478.63
87095	Bosselman Energy Inc	Supplies	\$172.25
87096	Cannon Moss Brygger & Assoc	Professional Services	\$5,519.00
87097	Catherine Davis	Mileage Paid to Staff	\$39.28
87098	CDW Government	Web Based Software	\$1,472.22
87099	City of Grand Island	Dues and Fees	\$530.72
87100	Cline Williams Wright Johnson	Contracted Legal Services	\$690.00
87101	Communications Engineering	Equipment	\$16,120.00
87102	Communications Supply Corp	Supplies	\$395.91
87103	Concordia University	Dues and Fees	\$100.00
87104	Copycat Instant Printing	Supplies	\$1,623.57
87105	Corinne Ellerson	Mileage Paid to Staff	\$42.48
87106	CPSS Inc	Supplies	\$94.24
87107	Creative Sites LLC	Supplies	\$2,256.00
87108	Cummins Central Power	Technical Services	\$849.03
87109	Daniel Phillips	Mileage Paid to Staff	\$130.08
87110	Danielle Buhrman	Mileage Paid to Staff	\$63.09
87111	Danny Oberg	Rentals	\$3,100.00
87112	DAS State Accounting - Central Finance	Dist Ed and Telecommunications	\$238.13
87113	Dawn Deuel-Rutt	Mileage Paid to Staff	\$73.90
87114	Dennis Supply Company	Supplies	\$202.17
87115	Dobesh Land Leveling	Technical Services	\$1,320.00
87116	Eakes Office Solutions	Supplies	\$1,668.27
87117	Educational Service Unit 7	Professional Education Services	\$1,885.00
87118	Educational Service Unit 9	Professional Education Services	\$13,162.75
87119	Elda Leticia Martinez Cruz	Mileage Paid to Staff	\$34.53
87120	Emily McPherson	Mileage Paid to Staff	\$8.64
87121	Essential Personnel Inc	Cleaning Services	\$715.11
87122	Father Flanagan's Boys' Home	Technical Services	\$1,558.40
87123	Follett Content Solutions LLC	Books & Periodicals	\$368.83
87124	Follett School Solutions Inc	Books & Periodicals	\$2,286.10
87125	FourPoint Education Partners	Professional Education Services	\$3,450.00
87126	Freshworks Inc	Technology Software	\$281.33
87127	Grand Island Public Schools Activity Fun	Misc Expenditures	\$1.39
87128	Grand Island Utilities Dept	Electricity	\$31,975.05
87129	Henry McFarland	Mileage Paid to Staff	\$56.25
87130	Jami Lee Dutcher	Mileage Paid to Staff	\$47.42

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
87131	Jenny Lynn Rother	Mileage Paid to Staff	\$49.06
87132	Jon-Eric Sell	Mileage Paid to Staff	\$31.44
87133	Joni Pritchard	Mileage Paid to Staff	\$70.87
87134	Julie M Markvicka	Mileage Paid to Staff	\$23.12
87135	Julissa Pena Flores	Technical Services	\$129.00
87136	Karisa Dubbs	Mileage Paid to Staff	\$35.76
87137	Kimberly Foley	Mileage Paid to Staff	\$29.21
87138	Lauren Schumacher	Mileage Paid to Staff	\$24.17
87139	Marco Garcia	Professional Education Services	\$350.00
87140	Marks Plumbing Parts	Supplies	\$305.07
87141	Marty Markvicka	Mileage Paid to Staff	\$15.86
87142	Math Stackers Inc	Supplies	\$1,316.00
87143	Matheson Tri Gas Inc	Supplies	\$470.76
87144	Mechanical Sales Inc	Supplies	\$2,700.00
87145	Megan Stone	Travel	\$28.00
87146	Melinda Sturgill	Supplies	\$14.34
87147	Menards	Supplies	\$2,740.35
87148	Meredith Davis	Mileage Paid to Staff	\$123.86
87149	Midwest Alarm Services	Technical Services	\$7,322.36
87150	Monoprice Inc	Technical Supplies	\$169.92
87151	Morgan Eihusen	Mileage Paid to Staff	\$13.78
87152	Nebraska Council of School Administra	Dues and Fees	\$335.00
87153	Nebraska Truck Center Inc	Repairs and Maintenance Services	\$512.30
87154	Nebraska U C Fund	Employee Benefits	\$132.00
87155	Otis Elevator Company	Technical Services	\$500.00
87156	Overhead Door Of Grand Island	Supplies	\$112.50
87157	Pamela Stubblefield	Mileage Paid to Staff	\$23.10
87158	Pitsco Inc	Supplies	\$127.09
87159	Platte Valley Communications	Supplies	\$611.84
87160	Power Systems Inc	Supplies	\$179.00
87161	Redfield Direct	Supplies	\$2,993.55
87162	Rentokil North America Inc	Technical Services	\$1,224.92
87163	Sams Club Direct	Supplies	\$90.75
87164	Sanchez Yeleyna	Technical Services	\$99.00
87165	School Specialty Inc	Custodial Supply Warehouse	\$528.48
87166	Senior High School Petty Cash	Supplies	\$283.43
87167	Sherwin Williams Company	Supplies	\$265.71
87168	Stelling Brass & Winds	Supplies	\$317.00
87169	Steven Strand	Mileage Paid to Staff	\$77.70
87170	Stock-Trak Inc	Web Based Software	\$945.00
87171	Susan Bolan	Supplies	\$18.97
87172	Susan K Stuhr	Mileage Paid to Staff	\$18.40

Grand Island Public Schools

Claims Listing

February 9, 2023

<u>Ref No</u>	<u>Payee</u>	<u>Description</u>	<u>Amount</u>
87173	T C Ceilings Inc	Supplies	\$737.28
87174	Tarjimly	Professional Services	\$49.95
87175	Trego Dugan Aviation of Grand Island I	Supplies	\$819.00
87176	UniFirst Corporation	Technical Services	\$1,947.84
87177	Window Optics, LLC	Equipment	\$3,000.00
87178	Woodriver Energy LLC	Utility Services	\$115,229.26
	ACH Holiday Express	Student Transportation	\$196,612.09
	ACH Medsurety	Employee Benefits	\$456.00
	ACH Principal Life Insurance Company	Buildings	\$375,000.00
	ACH Riverside Technologies Inc	Technology Supplies	\$90,500.00
	ACH Soliant Health LLC	Professional Education Services	\$1,716.00
	ACH Soliant Health LLC	Professional Education Services	\$18,913.38
	ACH Soliant Health LLC	Professional Education Services	\$15,709.50
	ACH Soliant Health LLC	Professional Education Services	\$18,344.75
		January Claims	<u>\$2,253,163.20</u>
		January 13, 2023 Payroll	<u>\$8,095,348.04</u>
			<u><u>\$10,348,511.24</u></u>

GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska

STAFF ADJUSTMENT
 February 9, 2023

Certified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Replaces/ Reason</u>
Matthew Fisher	Superintendent/1.0 FTE /Kneale Admin	02/01/2023			T. Grover
Jackie Carr	Elementary TBD/ 1.0 FTE/ Elementary TBD	08/09/2023			Open
Anabel Gonzalez	Social Worker/1.0 FTE /West Lawn	01/16/2023			New
Ciera Hartung	Elementary TBD/ 1.0 FTE/ Elementary TBD	08/09/2023			Open
Jess McHargue	Reg Ed English/ 1.0 FTE /Barr Middle School	01/23/2023			T. Sawyers
Jackson Noakes	Elementary TBD/ 1.0 FTE/ Elementary TBD	08/09/2023			Open
Jennifer Pelster	Registered Nurse/1.0 FTE /Grand Island Senior High	01/11/2023			J. Klahn
Spencer Tessman	Reg Ed Spanish/1.0 FTE /Grand Island Senior High	08/09/2023			Open

New Hire/Extra Standard Assignment

<u>Name</u>	<u>Extra-Standard Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Lance Nelson	Reserve Boys Basketball/GISH	08/09/2022	Open

New Hire/Extra Standard Assignment (continued)

Thomas Norman	Boys Soccer-JV Assistant/GISH	01/02/2023	New
Payton Williams	MS Athletic Director/Barr Middle School	01/03/2023	W. Thompson

Classified New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Minerva Balsa Diaz	Nutrition Services Assistant/CNC	1.0	01/24/2023	M. Lemburg
Yisel Bernabe	Bilingual Paraeducator/West Lawn	1.0	01/11/2023	K. Garcia Alvarez
Anthony Casillas	Campus Monitor/Senior High	1.0	01/16/2023	L. Mejia
Marc DuVall	Special Education Paraeducator/Senior High	.9375	01/23/2023	J. Puente
Kristen Gauthier	Preschool Paraeducator/Starr	1.0	01/13/2023	T. Helgoth
Jeri Harris	Crossing Guard/Engleman	.3125	01/19/2023	N. Nunez
Mandy Hernandez	Assistant Custodian/Engleman	1.0	01/26/2023	S. Beed
Ashleigh Klahn	Nutrition Services Assistant/Westridge	.625	01/16/2023	M. Mattas

Classified New Hires(continued)

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Starting Date</u>	<u>Replaces/Reason</u>
Darlene Polk	Special Education Paraprofessional/Westridge	.9375	01/24/2023	M. Hoxha
Kristen Schutte	Piano Accompanist/Westridge	.125	01/09/2023	B. Wiebe-Brown
Perry Schutz	HVAC Licensed/Kneale	1.0	02/06/2023	B. Burtle
Sheryl Shelton	Nutrition Services Server/Engleman	.50	01/16/2023	N. Eberle

Certified Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Tawana Grover	Superintendent/1.0 FTE /Kneale Admin	Personal	01/10/2023
John Hirschman	Net & Systems Engineer /1.0 FTE/ Kneale Admin	Personal	02/10/2023
Halli Chramosta	SPED Diagnosis/1.0 FTE /Westridge & Newell	Personal	06/14/2023
Summer Bartunek	SPED Diagnosis/1.0 FTE /Starr & Wasmer	Personal	06/14/2023
Christine Kier	Reg Ed Dramatics/1.0 FTE /Grand Island Senior High	Retirement	06/29/2023
Terri Rech	Reg Ed Math/1.0 FTE /Grand Island Senior High	Retirement	05/25/2023
Kenneth Schroeder	Cheif Financial Officer/1.0 FTE /Kneale	Personal	06/30/2023
Jon-Eric Sell	Industrial Technology/1.0 FTE /Grand Island Senior High	Personal	05/25/2023

Certified Extra Standard Resignations

<u>Name</u>	<u>Assignment/Building</u>	<u>Reason</u>	<u>Effective</u>
Will Thompson	MS Athletic Director/Barr	Personal	12/17/2023
Reid Schultz	MS Assistant Football/Walnut	Personal	05/25/2023

Classified Resignations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Hiba Al Salman	Bilingual Preschool Paraeducator/.50 FTE/OLC	Personal	01/26/2023
Raelyn Brewer	Skills Academy Paraprofessional/.9375 FTE/Senior High	Personal	12/16/2022

Classified Resignations(continued)

Bryan Burtle	HVAC Licensed/1.0 FTE/Kneale	Personal	01/06/2023
Yuri Chavez	Bilingual Paraeducator/.9375 FTE/Walnut	New Position	01/13/2023

Classified Resignations(continued)

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Reason</u>	<u>Effective</u>
Trina Corretjer	Nutrition Services Assistant/.9375 FTE/Barr	Personal	01/12/2023
Maria Galaviz	Nutrition Services Assistant/.8750 FTE/OLC	Personal	01/19/2023
Dayanara Gutierrez	Paraeducator/.9375 FTE/Starr	Personal	12/05/2022
Robert Knapp	Seasonal Yard Worker/1.0 FTE/Kneale	End of Season	11/09/2022
Diana Malvais Rosas	Bilingual Paraeducator/1.0 FTE/Howard	Personal	01/20/2023
Emily Niemeier	Paraeducator/.8750 FTE/Wasmer	Personal	12/16/2022
Treyton Randall	Paraeducator/.9375 FTE/Westridge	New Position	12/16/2022
Jennifer Renner	Nutrition Services Manager/1.0 FTE/Walnut	Personal	01/13/2023
Shukri Roble	Nutrition Services Assistant/1.0 FTE/CNC	Termination	01/16/2023
Kirk Schmidt	Assistant Custodian/1.0 FTE/Senior High	Personal	12/30/2022
Rosa Turquiz Dominguez	Attendance Monitor/1.0 FTE/Walnut	New Position	12/16/2022

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Tina Sawyers	Reg Ed 8th English/ 1.0 FTE /Barr	Pass Program Teacher /1.0 FTE/Barr	01/23/2023	Open

Certified Changes/Extra Standard Assignments

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
None.				

Classified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Sheri Beed	Assistant Custodian/1.0 FTE/ Engleman	Assistant Custodian/ 1.0 FTE/Barr	01/26/2023	R. Nelson
June Behrens	Nutrition Services Assistant/ 1.0 FTE/CNC/Walnut	Nutrition Services Assistant/.8750 FTE/ CNC	01/09/2023	M. Lemburg
June Behrens	Nutrition Services Assistant/ 1.0 FTE/CNC	Nutrition Services Assistant/.8750 FTE/ Walnut	01/10/2023	Y. Juarez
Luz Fregoso	Attendance Secretary/ 1.0 FTE/Senior High	Bilingual Preschool Paraeducator/1.0 FTE/ OLC	02/06/2023	H. Al Salman N. Vera
Anita Harlan	Nutrition Services Assistant/1.0 FTE/ CNC	Nutrition Services Assistant/1.0 FTE/ CNC/Walnut	01/09/2023	J. Behrens
Tamara Helgoth	Preschool Paraeducator/ 1.0 FTE/Starr	Paraeducator/.9375 FTE/Starr	01/13/2023	H. Clayton
Alan Hemmelman	Assistant Custodian/ .50 FTE/Engleman/ Crossing Guard/.3125 FTE/West Lawn	Crossing Guard/.3125 FTE/West Lawn	01/11/2023	Personal
Yaquelin Juarez	Nutrition Services Assistant/1.0 FTE/ Walnut	Nutrition Services Head Cook/1.0 FTE/ Walnut	01/05/2023	D. Morris

Classified Changes(continued)

Elvira Licon	Nutrition Services Assistant/.8125 FTE/ Barr	Nutrition Services Assistant/.9375FTE/Barr	01/12/2023	Student Need
Emely Martin	Bilingual Preschool Paraeducator/1.0 FTE/ OLC	Bilingual Paraeducator/ .5625 FTE/Senior High	02/07/2023	K. Garcia Alvarez
Naomi Nunez	Crossing Guard/.3125 FTE/Engleman Trail	Crossing Guard/.3125 FTE/Engleman North	01/19/2023	G. Harris

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

Grand Island Public Schools

Fund Balances

Fiscal Year: 2022-2023

Month: February

Year: 2023

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$27,664,101.74	\$57,687,608.06	(\$52,858,366.74)	\$0.00	\$32,493,343.06
02	Depreciation	\$2,066,711.35	\$0.00	\$0.00	\$0.00	\$2,066,711.35
03	Employee Benefit	\$3,113,665.44	\$42,759.98	(\$1,087.00)	\$0.00	\$3,155,338.42
04	Contingency	\$1,020,635.89	\$14,458.54	(\$33,848.10)	\$0.00	\$1,001,246.33
05	Activities	\$2,671,445.35	\$1,133,791.14	(\$1,351,009.15)	\$0.00	\$2,454,227.34
06	School Nutrition	\$2,947,436.09	\$2,662,334.11	(\$3,174,891.04)	\$0.00	\$2,434,879.16
07	Bond	\$7,315,997.68	\$2,517,503.36	(\$4,831,032.51)	\$0.00	\$5,002,468.53
08	Special Building	\$2,242,270.65	\$147,923.38	(\$556,935.30)	\$0.00	\$1,833,258.73
09	Qualified Capitol Purpose Undertaking	\$1,248,298.58	\$447,952.58	(\$862,680.95)	\$0.00	\$833,570.21
10	Cooperative	\$711,935.17	\$0.00	(\$269,999.99)	\$0.00	\$441,935.18
Grand Total:		\$51,002,497.94	\$64,654,331.15	(\$63,939,850.78)	\$0.00	\$51,716,978.31

End of Report

4315 ACTIVITY ACCOUNTS AND RELATIONSHIPS WITH SUPPORTING ENTITIES

Each school in the Grand Island Public Schools will maintain an activity fund by which it will account for the receipts and expenditures involved in the activity program. School activity funds may be expended only for purposes that may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safe-guarding, accounting and auditing of all monies received and derived therefrom are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine. All activity accounts are closed at the end of the school district's fiscal year and reopened at the beginning of the new fiscal year.

Activity Accounts and Expenditure Limitations.

State law permits school districts to make expenditures for supplies, equipment, travel, meals, and lodging for school programs and activities, including extracurricular activities, when appropriate for the benefit, government, and health of pupils enrolled in the school district.

The Grand Island Public Schools maintains activity accounts for each school-sponsored activity. All funds deposited into school activity accounts, regardless of the source of the funds, are school district property. This includes any donated funds received from individuals or supporting entities like the school foundation or booster clubs; the proceeds of fundraisers conducted under policy [9310](#); and income from school sales and services (policy [4322](#)).

Control of all activity funds rests with the school board, and expenditures are overseen by the activity and business offices. Funds in activity accounts are not the property of any sponsor, coach, parents, or students. Expenditures from these accounts are limited by the authority given to school districts under state law and board policy. These funds may only be used for school-sponsored activities and may not be used for private events, activities, or other purposes.

The school district generally considers each activity to have two sources of funds:

- 1. General Activity Funds.** Each activity has a "general" or revolving fund amount provided to the activity from the school district's operational budget. These funds are used primarily for necessary items for the activity, such as uniforms, equipment, hotels, and travel expenses. These amounts are typically fixed each year and not replenished until the next budget cycle. These funds must be monitored and rationed appropriately to cover necessary expenses for each activity, such as travel expenses, supplies, and equipment. Officials from the activities and business offices may shift funds from one general activity account to another as needed to ensure each activity has sufficient funds for the expenses necessary for the activity to function.
- 2. Senior High Clinic Activity Funds.** Each high school activity may also have a "clinic" fund amount which generally consists of funds from fundraisers and sources other than the school district's operational budget. However, clinic funds are still school district property and subject to the expenditure authority and policies of the district. Generally, these funds can be used for meals, travel, uniforms, and unique needs either in addition to or instead of the use of "general" activity fund amounts.

Use of Activity Funds. It is the responsibility of each activity sponsor, working in coordination with the district activity directors, building principals, and business officials, to understand their activity fund balances and the limitations on use of activity funds. Because each activity has certain inherent and necessary, requirements for the activity to operate, sponsors should understand how funds in their activity's account will be used when budgeting.

Required Operational Expenses. Each activity has certain needs that must be met in order for the activity to operate. This includes uniforms, required equipment, and travel expenses for scheduled events. Activity sponsors generally are not in charge of decisions about use of activity account funds for these items but may be asked to collaborate with the activity officials who

coordinate these expenses. It is critical for each sponsor to have a good working understanding of these costs so they can conduct fundraisers and budget for other items appropriately.

Meals. State law and board policy permit sponsors to buy meals for students when traveling to and from events. Because most general activity account funds are used for required expenses, it is the responsibility of each sponsor to understand and ensure sufficient funds exist in their clinic funds to purchase meals for students. When meals are purchased using booster funds held at the Grand Island Public Schools Foundation, it is the responsibility of the sponsor to coordinate the purchase of meals with the GIPS Foundation and Booster Club. The school takes no responsibility in the use of Booster Funds for meals provided to students.

Other Expenditures. In addition to necessary expenses and meals, sponsors must identify other needs for their activities and budget for them appropriately. Any requests for items beyond each activities' necessary expenses, including meals, are the responsibility of the activity sponsor to monitor and budget for accordingly. Requests for other expenditures will be denied if there are insufficient funds available in the activity account.

Legal Limitations. In addition to the restrictions in state law and the budget limits of each activity account, the school district must ensure that its overall expenditures comply with all other applicable laws. This includes, but is not limited to, anti-discrimination and disability laws, Title IX, Nebraska State Activity Association rules, and student fees law and board policy 4350. Requests may be denied if they will or may possibly violate these or any other laws or rules.

Non-approved Expenses. Neither general or clinic activity funds may be used for the following:

- Private, non-school-sponsored camps and events;
- Team bonding exercises, without pre-approval through the requisition process;
- Uniforms, equipment, and supplies for camps run by activity sponsors that are not district-sponsored, even if they occur on campus;
- Meals, gifts, or items of value for non-GIPS employees or non-GIPS student activity participants

Requisitions and Purchases. Each sponsor is responsible for understanding how to request expenditures from their activity accounts and how to make authorized purchases.

Expenses Known in Advance. Whenever possible, activity sponsors should arrange for purchases and coordinate expenses in advance. To request approval for an expenditure, activity sponsors should complete and submit a requisition in the school district's requisitioning system - and submit it electronically to receive approval from the appropriate school district officials who have oversight of these expenditures. Sponsors should be mindful that it will take time to process the request and coordinate with the business office for purchases. Requests not made far enough in advance to allow reasonable time to process the request may be denied.

Other Purchases. For other authorized purchases, such as meals, activity sponsors only have two options. They must either (1) secure advanced payment through the school's requisition process, or (2) pay for the authorized purchase and submit the expense for reimbursement.

Purchases Using Private Funds. Employees who want to utilize their personal funds to make activity purchases must (1) receive written approval in advance from the Activities Director or designee, and (2) submit all required receipts and documentation for reimbursement consistent with law and district policy, including policy [4460](#) .

Sponsor Meals and Expenses. Expenses incurred by a sponsor are governed by different laws and district policies. For example, sponsor meals when traveling are covered by the miscellaneous expenditures laws and policy [4460](#). Sponsor meals and expenses are [MOU2] paid for from activity funds.

Supporting Entities. The school district is fortunate to have excellent support from outside entities, like the GIPS Foundation and booster clubs. These are not school entities and are separate legal entities that support the school and its programs and activities. These entities conduct their own fundraisers, accept donations, and raise money that can be used to support district activities at the discretion of the entity.

Cooperation with Activity and Business Offices. While supporting entities like the foundation and booster clubs are independent entities, they work closely with school officials from the activities and business offices to identify needs and provide opportunities to students that may not otherwise be possible due to budget and expenditure authority limitations.

Specific Requests. If a sponsor wants to request a specific item or propose an idea to a supporting entity, they must do so through the activities office. The GISH Activities Director or Middle School Principal is the primary liaison between the school district and supporting entities, like booster clubs. Sponsors are prohibited from making direct requests to supporting entities on behalf of their activity without permission from the Activities Director.

Senior High Wish Lists. Each high school sponsor is permitted to create a “wish list” containing items that are not necessary for an activity but may enhance the student experience. Sponsors who wish to create a wish list must submit it in writing to the high school activities office on a date specified by the Activity Director. Wish lists are shared with the relevant supporting entities, with no guarantee that some or any of the items on the list will be provided.

Property Procured by Supporting Entities. Any property, equipment, supplies, or other items purchased by supporting entities are usually donated by the entity to the school district. As such, these items become the property of the school district, subject to limitations on use consistent with law and district policies, procedures, and protocols.

Policy Adopted: ???.???.??

5230 EMERGENCY PLANS

It is the responsibility of the Grand Island Public Schools to provide facilities, equipment, and training to minimize the effects of a disaster. The district shall develop a ~~school emergency plan which~~ **Emergency Operations Plan** that provides as much protection as possible for children while at school ~~and on their way to and from school~~, and provide adequate instruction so that the plan ~~can be~~ **is** carried out with the greatest possible speed and safety. Therefore, the following responsibilities shall be assigned:

The Superintendent shall: (a) make recommendations for needed policy statements to the board; (b) designate a staff member to act as the school safety coordinator and; (c) coordinate a school disaster plan with the local civil defense authorities and all other agencies as appropriate.

Each principal shall: (a) maintain ~~an emergency plan~~ **Standard Response Protocol** for all possible emergency situations ~~to include inclement weather, fire, or gas contamination~~; (b) select, assign, and orient faculty members to various positions of responsibility in accordance to the ~~school plan~~ **Emergency Operations Plan**; (c) request needed ~~emergency preparedness~~ **Standard Response Protocol** supplies and equipment and; (d) inform parents and students concerning the ~~emergency program~~ **Standard Response Protocol** of the school.

Each teacher shall: (a) help students to develop confidence in their ability to take care of themselves and be of help to others; (b) be prepared for leadership of activities for students during a period of enforced confinement; (c) be familiar with the psychological basis for working with students under stress of emergency situations; (d) be familiar with minimum first aid procedures; (e) Maintain good housekeeping practices to reduce hazards and; (f) help students to understand and interpret the ~~emergency plans~~ **Standard Response Protocol** to parents.

Each health care worker shall: (a) be prepared to render first aid, treat casualties, and prepare students for transportation to hospitals if appropriate; (b) participate as a health resource person in faculty studies in the area of curriculum development and determining how best to meet the need for emergency preparedness and; (c) assist the principal in determining the need for additional emergency supplies and equipment.

The cafeteria manager shall: (a) maintain a supply of food for emergency use and, (b) be prepared for feeding service under emergency conditions.

Custodians and maintenance personnel shall: (a) inspect the facilities for structural safety and report defects; (b) chart shut-off valves and switches for gas, oil, water, and electricity, and post charts so that other personnel may use them in an emergency; (c) be prepared to inspect the building following a disaster and report damage to the administrator; (d) be ready to make emergency repairs to building services; and (e) to prevent the spread of viruses, additional cleaning is warranted and pandemic planning cleaning protocols shall be followed.

Principals will be responsible for the conduct of disaster drills as appropriate (5230.1 Administrative Guidelines).

Specific safety and emergency guidelines are contained in the district's ~~Emergency Response Manual~~ **Emergency Operations Plan**. This document shall be made available online and in hardcopy to every district administrator and will be reviewed annually as per NDE Rule 10.

Reference: Neb. Rev. Stat. §79-706
Nebraska Department of Education Title 92, Nebraska Administrative Code
Chapter 10, Section 011
Pandemic Plan March 2020

Policy Adopted 2/7/77

GRAND ISLAND PUBLIC SCHOOLS

Policy Revised 4-21-05

Policy Revised: 10.12.2015

Policy Revised: 06.11.2020

Policy Revised: ???.???.??

5230.1 Administrative Guidelines

~~Crisis Plans~~ *Standard Response Protocol*

~~Crisis Plans~~ **Standard Response Protocol** for emergency responses and directions for, evacuation, lockdown, ~~lockout~~ **secure, hold, shelter and including tornado and** fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and, two lockdown drills **and two secure drills** practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Fire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- **a fire alarm station will be pulled to activate the alarm**
- **all rooms will hold behind locked doors until simulated verification of fire is determined, emphasis on verification in case of an intruder fire alarm activation;**
- **announcement to evacuate will be made to release rooms from hold**
- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms **and announcements** shall be sounded

6230 STAFF PROTECTION

The Grand Island Public Schools will be vigorous in its protection of all staff from physical, verbal, and/or psychological abuse. A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. The administrator will require the district employee to be examined by medical personnel (district nurse, nurse, doctor or physician's assistant) to determine the extent of the injury. If the district employee refuses examination the district employee will complete and sign a "Refusal of Examination" form, the administrator will also sign the form. The "Refusal of Examination" form does not prevent the district employee to seek medical examination later for the same injury. In extreme cases if the administrator deems the injured district employee is unable to make a rational decision due to head trauma, the administrator can require an examination even if the district employee refuses. The administrator will document the injury in the "Injured Employee's Incident Report Form" and the incident in the "Supervisor's Accident Investigation Report", both reports will be sent to the Worker's Compensation Coordinator and a Safety Department Coordinator. The administrator and the District's Director of Human Resources will then investigate the circumstances to determine if the employee qualifies for paid injury leave, workers' compensation, or other similar benefits. The employee may be required to report such incident to the appropriate law enforcement agency and provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the Director of Human Resources determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave. If the Director of Human Resources determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. If the employee qualifies for workers' compensation benefits, the Human Resources Department will coordinate with the employee to ensure the employee has access to such benefits.

In addition, any staff member who is threatened is to notify their administrator or supervisor and steps will be taken to protect the staff member's safety. Staff will document the threatening or abusive behavior in writing, including the following information:

- Name or description of perpetrator;
- Date(s) the threat or abuse occurred;
- Detailed description of the threat or abuse;
- Names of witnesses to the treat or abuse;
- Detailed description of injury or damage incurred; and
- Documentation will be given to the staff member's administrator or supervisor.

The Grand Island Public Schools will take appropriate action to investigate and dispose of allegations made concerning staff conduct.

The District will implement other reasonable measures to ensure the safety and well-being of all students and staff in the District.

Legal reference: § 79-8,106

Policy Adopted 3/5/79

Policy Revised 7/13/92

Policy Revised: 02.11.2016

Policy Revised: ???.??.??

6230.1 Refusal of Examination Form

I have been informed that an administrator of the Grand Island Public School District is requiring me to be subject to a medical examination to determine the extent of any injuries I have received today, under District Policy 6230 Staff Protection.

I hereby refuse to accept such medical examination and forever release and fully discharge said District, its administrator and assigned staff from my and all conceivable liability that might arise from this refusal of care and examination.

I understand that this refusal for an evaluation may cause me to suffer pain, disability, loss of function, worsening of my condition or even death as a result of my injury.

I understand that refusal of medical care at this time does not prohibit me from seeking medical care or consultation at a later date for the injury sustained today.

As a competent adult, I fully understand all of the above, and am capable of determining a rational decision on my own behalf.

Signature of District Employee

Date

Printed Name of District Employee

Signature of District Administrator

Date

Printed Name of District Administrator

GRAND ISLAND PUBLIC SCHOOLS

7511 ENROLLMENT OPTION

The Grand Island Public Schools recognizes its responsibility to provide a wide range of educational experiences in a cost effective and efficient manner. Enrollment Option applications will be processed and parents will be notified of school placement two weeks prior to the start date of the current school year. Applications submitted during the school year will be addressed within two weeks of submission.

The Grand Island Public Schools reserves the right to determine the school building to which the option student will be assigned. Criteria for enrollment option students will not include academic achievement, athletic or extra-curricular ability, disability, proficiency in the English language, or disciplinary history of the student.

Priority shall be given to siblings of option students. Thereafter, acceptance will be based on the order in which the written applications were received in the Office of the Superintendent. If applications were received at the same time, or the dates cannot be determined, acceptance will be based on random drawing. ~~The application of a student who relocates into another district but wants to continue in Grand Island Public Schools will be accepted on submission of option paperwork.~~

Applicants for enrollment option who have been expelled but who have not completed the term of expulsion shall be treated as addressed in Nebraska statute section 79-266.01. Under section 79-266.01, an expelled student who has not completed the terms of their expulsion cannot be accepted without a majority vote of the Board of Education.

The Grand Island Public Schools will adopt by resolution ~~capacity limits~~ for ~~acceptance and~~ rejection of option enrollment applications to alternative education programs, English Learner Newcomer programs, and special education programs. ~~enrollment option applications~~. Enrollment projections will be based on the October 1st student count report to the Nebraska Department of Education each school year. Capacity for alternative programs, ~~English Language Learner Newcomer programs~~, and special education programs will be based on availability of staff and facilities, projected enrollment, ~~CNSSP contracts~~, instructional methods that may dictate enrollment limitations, and the availability of specific special education services. ~~Students contracted through CNSSP and served in Grand Island Schools are not eligible for enrollment option into the Grand Island Public Schools (as addressed in 79-244).~~

Parents will be afforded the opportunity to appeal rejection of their application before the Board of Education and may appeal to the Nebraska Department of Education within thirty days of the rejection.

Legal Reference: ~~Neb. Rev. Stat. § 79-238 (Reissue 2014)~~
~~Neb. Rev. Stat. § 79-240 (Reissue 2014)~~
Neb. Rev. Stat. § 79-232 through 79-246
Neb. Rev. Stat. § 79-266.01
Title 92 Nebraska Administrative Code, Chapter 7 Nebraska Rev. Stat.

Other reference: Program Capacity Guidance attached
Resolution #20230209_1

Policy Adopted 4/8/91
Policy Revised 4/13/92
Policy Revised 6/03/96
Policy Revised 12-9-04
Policy Revised 11-13-08
Policy Revised 01-12-12
Policy Revised: 08.11.2016
~~Policy Revised: ???.???.??~~

GIPS BOE Regular Meeting
Thursday, February 9, 2023 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER

Speaker(s): Board President

2. ROLL CALL

Speaker(s): Mrs. Dibbert

3. MISSION STATEMENT

4. CONSENT AGENDA

Speaker(s): Board President

4.1. Minutes from the previous month's meeting

4.2. Acceptance of Agendas From Standing Committees

4.3. Claims as submitted

4.4. Staff Adjustments as submitted

4.5. Treasurer's Report as submitted

4.6. Policy

4.6.1. 4315 ACTIVITY ACCOUNTS AND RELATIONSHIPS WITH SUPPORTING ENTITIES on Final Read

4.6.2. 5230 EMERGENCY PLANS on Final Read

4.6.3. 6230 STAFF PROTECTION on Final Read

4.6.4. 7511 ENROLLMENT OPTION on Final Read

4.7. Approval of Agenda as submitted

5. CAMPUS HIGHLIGHTS

5.1. Dodge Elementary Positive Supports School Improvement Goal Impact

Speaker(s): Angie Eberle, Tracey Trampe, Katie Wilkinson, Val Chmelka, Michelle Carter

6. REQUESTS TO ADDRESS THE BOARD

Speaker(s): Board President

7. INFORMATION ITEMS

7.1. RESOLUTION #20230209_1 - A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF ENROLLMENT OPTION STUDENT APPLICATIONS

Speaker(s): Dr. Dexter

7.2. 2022 K-8 Nebraska Mathematics Standards Revisions & Adoption

Speaker(s): Dr. Buhrman

7.3. Middle School Learner Profile

Speaker(s): Dr. Palmer and Dr. Dexter

7.4. Staffing Request

Speaker(s): Mr. Kort

7.5. Discuss, consider, and take all necessary action to the authorized signers on school district's bank accounts

Speaker(s): Dr. Schroeder

7.6. Board of Education Committee Assignments

Speaker(s): Mr. Fisher

7.7. Construction Update

Speaker(s): Mr. Petsch

7.8. Student Representative Report

Speaker(s): Mr. Cloutier

7.9. Superintendent Report

Speaker(s): Mr. Fisher

8. ACTION ITEMS

8.1. GIEA Request for Recognition for 2024-2025

Speaker(s): Mr. Kort

8.2. RESOLUTION #20230209_1 - A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF ENROLLMENT OPTION STUDENT APPLICATIONS

Speaker(s): Dr. Dexter

8.3. Staffing Request

Speaker(s): Mr. Kort

8.4. Discuss, consider, and take all necessary action to the authorized signers on school district's bank accounts

Speaker(s): Dr. Schroeder

9. REPORTS

9.1. Grand Island Public Schools Foundation Report

Speaker(s): Mrs. Jurgens

9.2. NASB Monthly Update

Speaker(s): Board President

10. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

11. RECONVENE FROM EXECUTIVE SESSION

12. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

13. NOTIFICATION OF UPCOMING BOARD MEETINGS

14. ADJOURNMENT

RESOLUTION #20230209_1
A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF
ENROLLMENT OPTION STUDENT APPLICATIONS

WHEREAS, Neb.Rev.Stat. § 79-238 (Reissue 2014) requires the Board of Education of Grand Island Public Schools (hereafter, "the district") to adopt by resolution specific standards for acceptance and rejection of enrollment option applications; and

WHEREAS, the specific standards for acceptance and rejection of enrollment option applications shall be determined by setting a maximum number of option students the district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the district will contract based on existing contractual arrangements, and availability of appropriate special education programs; and

WHEREAS, pursuant to § 79-238 the Board of Education has determined the maximum number of enrollment option applications the district may accept for newcomer English learner, alternative education and special education programs.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF GRAND ISLAND PUBLIC SCHOOLS, GRAND ISLAND, NEBRASKA, AS FOLLOWS:

1. Option students who have had an IEP in the last 2 years will not be accepted to special education programs due to capacity limits in special education programs.
2. Option students will not be accepted to alternative education programs due to capacity limits in alternative education programs.
3. Option students will not be accepted to English learner newcomer programs due to capacity limits in K-12 newcomer programs.

Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this Thursday, February 9, 2023

Hank McFarland
President, Board of Education

Legal References: Neb.Rev.Stat. § 79-238

BUILDING - LEVEL - PROGRAM	PROGRAM CAPACITY
Dodge - Level I - Elementary Special Education	45
Dodge - Level II & III - Elementary Special Education	10
Engleman - Level I - Elementary Special Education	15
Engleman - Level II & III - Elementary Special Education	5
Gates - Level I - Elementary Special Education	20
Gates - Level II & III - Elementary Special Education	5
Howard - Level I - Elementary Special Education	40
Howard - Level II & III - Elementary Special Education	5
Jefferson - Level I - Elementary Special Education	15
Jefferson - Level II & III - Elementary Special Education	5
Knickrehm - Level I - Elementary Special Education	10
Knickrehm - Level II & III - Elementary Special Education	5
Lincoln - Level I - Elementary Special Education	30
Lincoln - Level II & III - Elementary Special Education	3
Newell - Level I - Elementary Special Education	30
Newell - Level II & III - Elementary Special Education	5
Seedling - Level I - Elementary Special Education	5
Seedling - Level II & III - Elementary Special Education	1
Shoemaker - Level I - Elementary Special Education	20
Shoemaker - Level II & III - Elementary Special Education	5
Starr - Level I - Elementary Special Education	15
Starr - Level II & III - Elementary Special Education	5
Stolley - Level I - Elementary Special Education	10
Stolley - Level II & III - Elementary Special Education	2
Wasmer - Level I - Elementary Special Education	25
Wasmer - Level II & III - Elementary Special Education	8
West Lawn - Level I - Elementary Special Education	30
West Lawn - Level II & III - Elementary Special Education	8
Skills Academy - Level III - Elementary Special Education	10
Barr - Level I - MS Special Education	60
Barr - Level II & III - MS Special Education	15
Walnut - Level I - MS Special Education	100
Walnut - Level II & III - MS Special Education	25
Westridge - Level I - MS Special Education	60
Westridge - Level II & III - MS Special Education	10
Skills Academy - Level III - MS Special Education	10
Grand Island Senior High - Level I - HS Special Education	160
Grand Island Senior High - Level II & III - HS Special Education	70
Skills Academy - Level III - MS Special Education	10
Transitional Living Program - Level III - HS Special Education	8

Success Academy GISH	70
Success Academy Middle School	20
Ombudsman	65

English Learner Newcomer elementary	45
English Learner Newcomer middle school	Barr=35/WN=60
English Learner Newcomer senior high	100

Capacity subject to change based on placement of program in facilities, staffing, and student needs

GRAND ISLAND PUBLIC SCHOOLS

7511 ENROLLMENT OPTION

The Grand Island Public Schools recognizes its responsibility to provide a wide range of educational experiences in a cost effective and efficient manner. Enrollment Option applications will be processed and parents will be notified of school placement two weeks prior to the start date of the current school year. Applications submitted during the school year will be addressed within two weeks of submission.

The Grand Island Public Schools reserves the right to determine the school building to which the option student will be assigned. Criteria for enrollment option students will not include academic achievement, athletic or extra-curricular ability, disability, proficiency in the English language, or disciplinary history of the student.

Priority shall be given to siblings of option students. Thereafter, acceptance will be based on the order in which the written applications were received in the Office of the Superintendent. If applications were received at the same time, or the dates cannot be determined, acceptance will be based on random drawing. ~~The application of a student who relocates into another district but wants to continue in Grand Island Public Schools will be accepted on submission of option paperwork.~~

Applicants for enrollment option who have been expelled but who have not completed the term of expulsion shall be treated as addressed in Nebraska statute section 79-266.01. Under section 79-266.01, an expelled student who has not completed the terms of their expulsion cannot be accepted without a majority vote of the Board of Education.

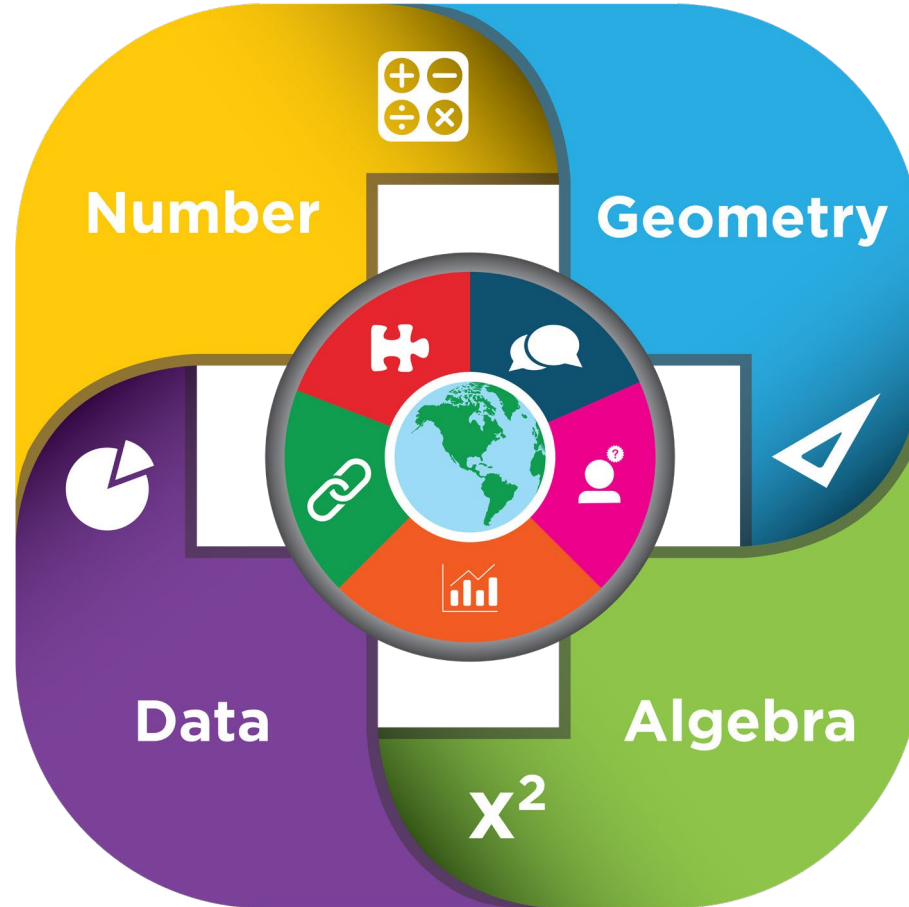
The Grand Island Public Schools will adopt by resolution ~~capacity limits~~ for ~~acceptance and~~ rejection of option enrollment applications to alternative education programs, English Learner Newcomer programs, and special education programs. ~~enrollment option applications~~. Enrollment projections will be based on the October 1st student count report to the Nebraska Department of Education each school year. Capacity for alternative programs, ~~English Language Learner Newcomer programs~~, and special education programs will be based on availability of staff and facilities, projected enrollment, ~~CNSSP contracts~~, instructional methods that may dictate enrollment limitations, and the availability of specific special education services. ~~Students contracted through CNSSP and served in Grand Island Schools are not eligible for enrollment option into the Grand Island Public Schools (as addressed in 79-244).~~

Parents will be afforded the opportunity to appeal rejection of their application before the Board of Education and may appeal to the Nebraska Department of Education within thirty days of the rejection.

Legal Reference: ~~Neb. Rev. Stat. § 79-238 (Reissue 2014)~~
~~Neb. Rev. Stat. § 79-240 (Reissue 2014)~~
Neb. Rev. Stat. § 79-232 through 79-246
Neb. Rev. Stat. § 79-266.01
Title 92 Nebraska Administrative Code, Chapter 7 Nebraska Rev. Stat.

Other reference: Program Capacity Guidance attached
Resolution #20230209_1

Policy Adopted 4/8/91
Policy Revised 4/13/92
Policy Revised 6/03/96
Policy Revised 12-9-04
Policy Revised 11-13-08
Policy Revised 01-12-12
Policy Revised: 08.11.2016
~~Policy Revised: ???.???.??~~



Nebraska's College and Career Ready Standards for Mathematics



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Matthew L. Blomstedt, Ph.D., Commissioner of Education Nebraska

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Adeline Johnson, Teacher, Hastings Public Schools
Alexander Way, Teacher, Fremont Senior High School
Alicia K Davis, Teacher, Lincoln Public Schools
Allan Donsig, Professor, Math Dept, University of Nebraska-Lincoln
Amy Barton, Teacher, Lincoln Public Schools
Amy Nebesniak, Associate Professor, University of Nebraska - Kearney
Andrew Boone, Teacher, Gretna Public Schools
Ann Marie Scott, Teacher, Umonhon Nation Public School
Audrey Smalley, Teacher, Harvard Public Schools
Bev Newton, Retired Career Field Specialist, NDE Communication and Information Systems
Bonnie Sibert, Retired Career Field Specialist, NDE Business, Marketing and Management
Cory Epler, Academic Officer, Nebraska Department of Education
Deborah Romanek, Math Specialist, Nebraska Department of Education
Deb Bulin, Teacher, Thayer Central Community Schools
Angela Mosier, Teacher, Westside Community Schools
Heidi Rethmeier, Professional Developer, ESU 8
Jane Strawhecker, Professor, University of Nebraska - Kearney
Janna Giles, Teacher, DC West Community School
Jason Bartman, Teacher, Nebraska City High School
Jason Weseman, Teacher, Grand Island Public Schools
Jenne Gregor, Teacher, Creighton Preparatory School
Jennifer Lange, Teacher, Cross County Community Schools
Judy Stukenholtz, Teacher, Wahoo Public Schools

Julie Kreikemeier, Math Coach, Columbus Public Schools
Kevin L Pettigrew, Teacher, Valentine Community Schools
Kristine Luebbe, Early Childhood, Nebraska Department of Education
Laura Melonis, Teacher, Papillion-LaVista Community Schools
Marissa Payzant, Assistant Administrator of TL&A, Nebraska Department of Education
Mallory Charvat, Teacher, Elkhorn Public Schools
Margaret Fisher, Teacher, Lexington Public Schools
Marni Driessen, Teaching & Learning Consultant, Omaha Public Schools
Mary Lenser, Special Education Specialist, Nebraska Department of Education
Mary Kuchta, Associate Professor, Wayne State College
Michelle Mika, Teacher, Boys Town Schools
Paula Jakopovic, Assistant Professor, University of Nebraska-Omaha
Peter Bogardus, Teacher, Cambridge Public Schools
Rachel Kluthe, Teacher, Seward Public Schools
Sara Kucera, Teacher, Kearney Public Schools
Sasha Welch, Teacher, North Platte Public Schools
Shelby Aaberg, Teacher, Scottsbluff Public Schools
Stacey Weber, Office Associate of TL&A, Nebraska Department of Education
Susan Christensen, Teacher, Faith Christian School - Kearney
Sydney Wolfe, Graphic Designer, Nebraska Department of Education
Tami Whitted, Curriculum Facilitator, Millard Public Schools
Whitney Flower, Principal, Grand Island Public Schools
Yvonne Lai, Associate Professor, University of Nebraska-Lincoln

Introduction

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

Content Area Standards Overview

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

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

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

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

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

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

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

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

Mathematics Standards Design

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

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

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

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

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

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

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

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

MA = Content Area (Math)

K = Kindergarten

N = Content Strand (Number)

1 = Standard

a = indicator

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

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

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

Grade Level Content Focus

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

Nebraska Mathematical Processes

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

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



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



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



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



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



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



Kindergarten Standards






Kindergarten Content Focus

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

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

Mathematical Processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade 1 Standards

Grade 1 Content Focus

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

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

Mathematical Processes

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

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



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

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



REPRESENTATIONS

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



CONNECTIONS

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



COMMUNICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade 2 Standards






Grade 2 Content Focus

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

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

Mathematical Processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade 3 Standards






Grade 3 Content Focus

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

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

Mathematical Processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade 4 Standards






Grade 4 Content Focus

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

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

Mathematical Processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade 5 Standards






Grade 5 Content Focus

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

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

Mathematical Processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No additional indicators at this level.

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

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

Grade 6 Standards

Grade 6 Content Focus

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

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

Mathematical Processes

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

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



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

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



REPRESENTATIONS

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



CONNECTIONS

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



COMMUNICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No additional indicators at this level.

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

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

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

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

Grade 7 Standards






Grade 7 Content Focus

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

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

Mathematical Processes

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

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

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

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

No additional indicator(s) at this level.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No additional indicator(s) at this level.

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

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

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

Grade 8 Standards

Grade 8 Content Focus

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

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

Mathematical Processes

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

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



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

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



REPRESENTATIONS

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



CONNECTIONS

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



COMMUNICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

- 8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.
- 8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.
- 8.A.1.c Solve equations of the form $x^2 = k$ ($k \leq 400$) and $x^3 = k$ ($k \leq 125$), where k is a positive rational number, using square root and cube root symbols.

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

- 8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.
- 8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.
- 8.A.2.c Graph proportional relationships and interpret the rate of change.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No additional indicator(s) at this level.

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

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

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

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

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

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

No additional indicator(s) at this level.

High School Standards

High School Content Focus

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

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

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

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

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

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






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

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

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

Mathematical Processes

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

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

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

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

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

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

HS.N.1.c Determine the rounding convention to be used based on the context of a problem.

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

HS. N.1.e Determine the tolerance interval and percent of error in measurement.

HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

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

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

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

HS.N.2.a Extend the properties of exponents to rational numbers.

HS.N.2.b Use properties of rational and irrational numbers.

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

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

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

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

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

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

HS.N.3.d Communicate the meaning of an answer in the context of a problem.

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

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

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

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

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

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

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

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation).

HS.A.1.g Interpret logarithmic equations as exponential equations.

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

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

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

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

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

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

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

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

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

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

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial.

HS.A.2.i Combine functions by composition and perform operations on functions.

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

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

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

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

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

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

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

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

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

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

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

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

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent.

HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis.

HS.D.1.d Distinguish between surveys, observational studies, and experiments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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






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

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

High School Advanced Topics Standards

Mathematical Processes

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

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

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

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

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

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

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

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

AT.N.2.b Represent complex numbers and their operations in the complex plane.

AT.N.2.c Use complex numbers in polynomial identities and equations.

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

AT.N.2.e Explain modular arithmetic and its role in computer programming.

AT.N.2.f Represent and model vector quantities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

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

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

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

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

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

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object.

AT.G.2.c Use Cavalieri's Principle to determine volume of three-dimensional figures.

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

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origins, dilations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

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

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

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

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

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables.

AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

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

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

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved

outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

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

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.

7310 - Standards Adoption

Adoption Date: 03/05/1984

Revisions History: 02/10/2022,04/11/2019,10/11/2018,11/12/2015,11/14/2011,10.14.2010

Grand Island Public Schools recognizes that the curriculum of the school district must be organized in such fashion as to provide and insure equitable opportunities for students of different aptitudes, personality characteristics, and viewpoints. Standards based education is critical to teaching and learning and must provide measurable quality academic content standards by the dates specified in Part 004 of Rule 10 that are the same as, equal to, or more rigorous than the adopted state standards of the Nebraska Department of Education.

The Board of Education may vote to adopt the academic content standards recommended by the State Board of Education (“State Board”).

If the Board of Education does not affirmatively vote to adopt an academic content standard recommended by the State Board, then the Board of Education will adopt a standard equal to or excess in rigor of the standard recommended by the State Board.

The district Leadership for Learning Team shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

The superintendent or designee shall be responsible for implementing standards based education to include collecting, interpreting, and sharing data to identify the district's

curriculum needs. This data will also guide long-range curriculum planning and program development.

It shall be the responsibility of the superintendent or designee to inform the board of necessary curriculum changes and revisions and, if needed, to develop administrative regulations for curriculum development and recommendations to the board.

Policy References:

NDE Rule 10

Neb.Rev.Stat. §§ 79-760 to 79-760.05

20 U.S.C. § 1232h (1994).

34 C.F.R. Pt. 98 (1996).

Contact Us

GIPS MIDDLE SCHOOL PROGRAM

2023-2024 Implementation

PURPOSE

GIPS ensures middle school students develop their social, emotional, and academic selves in safe, collaborative learning environments.

COMMITMENTS

Through our advocacy and community partnerships, we commit to:

- Creating a safe learning environment where students take risks
- Building and sustaining relationships
- High expectations where all students learn and grow
- Collaboration and shared leadership with stakeholders
- Using data and strategies to support developmentally appropriate practices
- Helping students develop and use their voice with respect and purpose (self-advocate, respectful expression, communicate thoughts and needs)

CONFIDENT COMMUNICATORS

Who listen, write, and speak effectively.

CREATIVE PROBLEM SOLVERS

Who are solution-focused, engage respectfully, and reflect on choices.

MIDDLE SCHOOL

B W W

Grand Island
PUBLIC SCHOOLS™

LEARNER PROFILE

ADVOCATES FOR SELF AND OTHERS

Who are self-aware, articulate in thought and need, and able to identify and use strengths.

RESILIENT LEARNERS

Who are goal driven, connected, determined to achieve, understand self and perspectives of others.



PROGRAM HIGHLIGHTS

STAYING THE SAME: [PROFESSIONAL LEARNING COMMUNITIES]

PLCs provide continued emphasis and value of protected planning and professional learning time.

STAYING THE SAME: [MIDDLE SCHOOL TEAMS]

Middle school teams provide an opportunity to continue small learning communities and the relationships they foster.

STAYING THE SAME: [REQUIRED COURSES]

Rule 10 Required Courses: PE, Health, Financial Literacy, College & Career Readiness Skills

STAYING THE SAME: [SCHOOL DAY]

The school day will remain 8:15 a.m. to 3:45 p.m.

NEW VISION: [MOVING TO SEMESTERS]

WHY Allows for extended electives, intervention, enrichment, and aligns with Academies of Grand Island Senior High

NEW VISION: [CORE INSTRUCTION WILL BE 60 MINUTES]

ELA, Math, Social Studies, Science will be 60 minutes.

WHY Ensures allocated time for students to achieve the standards in the four core areas.

NEW VISION: [INTERVENTIONS/EXTENSION/ENRICHMENT WILL BE 45 MINUTES]

WHY Increased time for core instruction intervention along with additional programming supports.

NEW VISION: [EXTENSION COURSES WILL BE THE SAME ACROSS ALL 3 MIDDLE SCHOOLS]

WHY More equitable opportunities for students and enhances personalized learning supports.

NEW VISION: [INCREASE ADVISORY TIME TO 30 MINUTES]

WHY Building skills aligned with the Middle School Learner Profile.

NEW VISION: [ELECTIVES]

Electives may include: Band, Vocal, Orchestra, Art 1 and 2, General Music, Family and Child Safety, Nutrition/Culinary arts, Digital Literacy, Robotics, Financial Literacy, and Digital Design.

WHY Developmentally appropriate courses to foster growth and development of student strengths, decision-making abilities, life skills, and relationships.

NEW VISION: [EACH MIDDLE SCHOOL WILL HAVE A BAND AND ORCHESTRA TEACHER]

WHY Continue to provide an enriching music learning environment and increased personalized opportunities.



MIDDLE SCHOOL VISIONING TEAM

Toni Palmer	Daniel Phillips	Kayla Wichman	Robert Bishop	Joe Eckerman	Kaitlyn Camplin
Amanda Levos	Ellie Petersen	Kyle Beaman	Rod Foley	Cathryn Love	Owen Madison
Amy Schneider	Erika Wolfe	Lloyd McIntyre	Stefanie Novotny	Dixie Watson	Isabella Bramble
Ashley Tomjack	Evan Lee	Michael	Joshua Hawley	Fawn Gernstein	Victor Costilla
Brad Wolfe	Jordyn Hubbard	Persampieri	Ken Schroeder	Julie Bruning	Ysanne
Carrie Sheldon	Josue Covarrubias	Jennifer	Lindsey Jurgens	Kate Crowe	Zumaya-Castillo
Cory Gearhart	Katelyn Weseman	Worthington	Mary Kirchner	Robin Dexter	Zuly Ramirez Crispin
Dan Brosz	Katie Keasling	Renee Engel	Corey Farlee	Tawana Grover	

GIPS NEEDS ANALYSIS



District Administration and/or Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education for information or action as deemed appropriate.

Proposal: Additional 2 Grades 2-5 EL Newcomer Teachers (West Lawn)

Submitted By: Maggie Mintken & Amanda Levos

Date: 1/22/2023

1. What is the identified need?

We are experiencing a significant increase in the number of English Learner (EL) Newcomers enrolling in the Grades 2-5 Program (currently located at West Lawn Elementary School.

- As of January 24, 2023 -- 72 Newcomers (12 registered and enrolled in January 2023)
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- At the end of May 2020 -- 47 Newcomers

The student profile includes over 50% of families from Cuba. Other countries include Chile, Guatemala, Honduras, Italy, Mexico, Nicaragua, Somalia, Sudan, and Uganda. About 60% are considered Homeless at the time of enrollment. Often have limited and interrupted formal educational experiences.

Our current Newcomer classes are reaching 24+ students in a class, making it more difficult to fill in foundational skill gaps and provide individualized instruction to set students up for success as they transition back to their home schools.

2. Administrative Rationale for BOE Agenda Item (connect to Strategic Plan Objectives/Success Measures)

The Newcomer Program is specifically designed to provide language instruction to recently arrived students that have demonstrated limited English language proficiency. The program supports language development, foundational content academic knowledge and skills, acclimation to the U.S. School System, and parent/family engagement.

The Newcomer Program aligns with multiple success measures within our strategic plan, including developing literacy skills across disciplines and learning in a safe and resourceful environment.

3. Proposed Action

We currently have 3 Newcomer teachers organized by grade level (Grades 2-3, Grades 3-4, and Grades 4-5). We would like to hire two additional Newcomer teachers to support the growing number of students enrolling in GIPS that qualify for Newcomer services.

Our guidance in the past has been class sizes of 12-15 students for our Grades 2-5 Newcomer Program. This is comparable to other districts with elementary Newcomer class sizes of 10-12.

4. Data/Research Assessed

We have 20 more Newcomers in January than we ended the 21-22 school year.

Though we can not predict numbers for the rest of the year, we know that we enrolled about 20 students from January through April in previous years. We are enrolling multiple families at our Welcome Center each week. Recently a federal judge blocked the Title 42 rule that allowed the expulsion of migrants at the US-Mexico border.

The [NDE Rule 15](#) does not have suggested class sizes for EL programming. Dr. Levos is on a state-wide team looking into guidance as many school districts across the state are experiencing a growth in EL numbers. Based on conversations, GI is on the higher end of EL student to EL teacher ratio.

5. Stakeholder Group(s) Involved

West Lawn EL Newcomer Teachers
West Lawn Administration - Maggie Mintken
District EL Coordinator - Amanda Levos

6. Summary

By hiring a 4th and 5th Newcomer teacher, we can provide additional support for our growing number of EL Newcomer students. The path to proficiency looks different for each student based on their strengths and areas of growth in language and academics. Our program continues to grow and adjust to meet the needs of our students so that they can transition back to their home school grade-level classroom.

7. Fiscal Impact

Amount:

Source:

General Funds

Details:

2 FTE Teacher Salary

8. Person(s) Responsible for Implementation

West Lawn Administration with support from the district EL Program and L4L

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

Timeline:

▲ Board Report/Follow-Up

Actions:

Timeline:

1 month

3 months

6 months

annually

N/A

Grand Island Public Schools - Board of Education - 2023 Committee Assignments
Standing Committees

Facility & Finance	Personnel	Policy Review	Leading for Learning	Governance Committee	Public Relations & Partnership Development
District Leads: Dr. Ken Schroeder & Dan Petsch <ul style="list-style-type: none"> • Lisa • Hank • Dave • Josh H 	District Lead: Brian Kort <ul style="list-style-type: none"> • Josh H • Josh S • Amanda • Dave 	District Lead: Dr. Dexter <ul style="list-style-type: none"> • Josh S • Lindsey • Amanda • Josh H 	District Lead: Dr. Palmer <ul style="list-style-type: none"> • Linsey • Amanda • Eric • Katie 	District Leads: Matt Fisher/Lisa <ul style="list-style-type: none"> • Lisa • Eric • Dave • Katie 	District Leads: Jennifer Worthington <ul style="list-style-type: none"> • Lisa • Eric • ? • ?
Foundation + Ex Officio member	Labor Relations Extra Standard Leave	Calendar	Middle School Design	Legislature in 2024	

Superintendent Stakeholder Groups And Academy Boards

Key Communicator	Parent Advisory Council	Equity Task Force		
District Leads: Superintendent & Cabinet Members	District Leads: Superintendent & Cabinet Members	District Leads: Jennifer Worthington, Dr. Kris Schneider, Dr. Amanda Levos & Dr. Doll		Superintendent stakeholder groups are designed to gather input from patrons. School board members who would like to attend are invited to do so.
Academies of GISH Executive Design Team	CHI/Med Academies	Academy of Medical Sciences Advisory Board (AMS)	Academy of Education Law Public Safety Advisory Board	
District Lead: Jennifer Worthington & Dan Phillips	District Lead: Superintendent	District Lead: Dr. Palmer	District Lead: Jennifer Worthington & Brian Kort	Academy boards will be lead by business partners. School board members are invited to attend.
Academy of Engineering & Technology Advisory Board	Academy of Business & Communication Advisory Board	Academy of Freshman Exploration Advisory Board	Academy of Technical Sciences Advisory Board	
District Lead: Cory Gearhart	District Lead: Dr. Ken Schroeder	District Lead: Matt Fisher & Dr. Doll	District Lead: Dr. Dexter	

September 22, 2022

Lisa Albers, President
Grand Island Public Schools Board of Education

Dear Ms. Albers:

The Grand Island Education Association continues to represent the bargaining unit covered by the 2022-2023 Master Agreement and is recognized as the exclusive bargaining agent for negotiations for the 2023-2024 contract year.

The Association requests that Grand Island Public Schools recognize the Association as the exclusive bargaining agent for the 2024-2025 contract year for the unit it presently represents.

Please direct your response to the undersigned.

Sincerely,

A handwritten signature in cursive script that reads "Michelle L Carter".

Michelle Carter, President
Grand Island Education Association

RESOLUTION #20230209_1
A RESOLUTION TO ADOPT SPECIFIC STANDARDS FOR ACCEPTANCE AND REJECTION OF
ENROLLMENT OPTION STUDENT APPLICATIONS

WHEREAS, Neb.Rev.Stat. § 79-238 (Reissue 2014) requires the Board of Education of Grand Island Public Schools (hereafter, "the district") to adopt by resolution specific standards for acceptance and rejection of enrollment option applications; and

WHEREAS, the specific standards for acceptance and rejection of enrollment option applications shall be determined by setting a maximum number of option students the district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the district will contract based on existing contractual arrangements, and availability of appropriate special education programs; and

WHEREAS, pursuant to § 79-238 the Board of Education has determined the maximum number of enrollment option applications the district may accept for newcomer English learner, alternative education and special education programs.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF GRAND ISLAND PUBLIC SCHOOLS, GRAND ISLAND, NEBRASKA, AS FOLLOWS:

1. Option students who have had an IEP in the last 2 years will not be accepted to special education programs due to capacity limits in special education programs.
2. Option students will not be accepted to alternative education programs due to capacity limits in alternative education programs.
3. Option students will not be accepted to English learner newcomer programs due to capacity limits in K-12 newcomer programs.

Adopted by the Board of Education of Grand Island Public Schools, Grand Island, Nebraska, on this Thursday, February 9, 2023

Hank McFarland
President, Board of Education

Legal References: Neb.Rev.Stat. § 79-238

BUILDING - LEVEL - PROGRAM	PROGRAM CAPACITY
Dodge - Level I - Elementary Special Education	45
Dodge - Level II & III - Elementary Special Education	10
Engleman - Level I - Elementary Special Education	15
Engleman - Level II & III - Elementary Special Education	5
Gates - Level I - Elementary Special Education	20
Gates - Level II & III - Elementary Special Education	5
Howard - Level I - Elementary Special Education	40
Howard - Level II & III - Elementary Special Education	5
Jefferson - Level I - Elementary Special Education	15
Jefferson - Level II & III - Elementary Special Education	5
Knickrehm - Level I - Elementary Special Education	10
Knickrehm - Level II & III - Elementary Special Education	5
Lincoln - Level I - Elementary Special Education	30
Lincoln - Level II & III - Elementary Special Education	3
Newell - Level I - Elementary Special Education	30
Newell - Level II & III - Elementary Special Education	5
Seedling - Level I - Elementary Special Education	5
Seedling - Level II & III - Elementary Special Education	1
Shoemaker - Level I - Elementary Special Education	20
Shoemaker - Level II & III - Elementary Special Education	5
Starr - Level I - Elementary Special Education	15
Starr - Level II & III - Elementary Special Education	5
Stolley - Level I - Elementary Special Education	10
Stolley - Level II & III - Elementary Special Education	2
Wasmer - Level I - Elementary Special Education	25
Wasmer - Level II & III - Elementary Special Education	8
West Lawn - Level I - Elementary Special Education	30
West Lawn - Level II & III - Elementary Special Education	8
Skills Academy - Level III - Elementary Special Education	10
Barr - Level I - MS Special Education	60
Barr - Level II & III - MS Special Education	15
Walnut - Level I - MS Special Education	100
Walnut - Level II & III - MS Special Education	25
Westridge - Level I - MS Special Education	60
Westridge - Level II & III - MS Special Education	10
Skills Academy - Level III - MS Special Education	10
Grand Island Senior High - Level I - HS Special Education	160
Grand Island Senior High - Level II & III - HS Special Education	70
Skills Academy - Level III - MS Special Education	10
Transitional Living Program - Level III - HS Special Education	8

Success Academy GISH	70
Success Academy Middle School	20
Ombudsman	65

English Learner Newcomer elementary	45
English Learner Newcomer middle school	Barr=35/WN=60
English Learner Newcomer senior high	100

Capacity subject to change based on placement of program in facilities, staffing, and student needs

GRAND ISLAND PUBLIC SCHOOLS

7511 ENROLLMENT OPTION

The Grand Island Public Schools recognizes its responsibility to provide a wide range of educational experiences in a cost effective and efficient manner. Enrollment Option applications will be processed and parents will be notified of school placement two weeks prior to the start date of the current school year. Applications submitted during the school year will be addressed within two weeks of submission.

The Grand Island Public Schools reserves the right to determine the school building to which the option student will be assigned. Criteria for enrollment option students will not include academic achievement, athletic or extra-curricular ability, disability, proficiency in the English language, or disciplinary history of the student.

Priority shall be given to siblings of option students. Thereafter, acceptance will be based on the order in which the written applications were received in the Office of the Superintendent. If applications were received at the same time, or the dates cannot be determined, acceptance will be based on random drawing. ~~The application of a student who relocates into another district but wants to continue in Grand Island Public Schools will be accepted on submission of option paperwork.~~

Applicants for enrollment option who have been expelled but who have not completed the term of expulsion shall be treated as addressed in Nebraska statute section 79-266.01. Under section 79-266.01, an expelled student who has not completed the terms of their expulsion cannot be accepted without a majority vote of the Board of Education.

The Grand Island Public Schools will adopt by resolution ~~capacity limits~~ for ~~acceptance and~~ rejection of option enrollment applications to alternative education programs, English Learner Newcomer programs, and special education programs. ~~enrollment option applications~~. Enrollment projections will be based on the October 1st student count report to the Nebraska Department of Education each school year. Capacity for alternative programs, ~~English Language Learner Newcomer programs~~, and special education programs will be based on availability of staff and facilities, projected enrollment, ~~CNSSP contracts~~, instructional methods that may dictate enrollment limitations, and the availability of specific special education services. ~~Students contracted through CNSSP and served in Grand Island Schools are not eligible for enrollment option into the Grand Island Public Schools (as addressed in 79-244).~~

Parents will be afforded the opportunity to appeal rejection of their application before the Board of Education and may appeal to the Nebraska Department of Education within thirty days of the rejection.

Legal Reference: ~~Neb. Rev. Stat. § 79-238 (Reissue 2014)~~
~~Neb. Rev. Stat. § 79-240 (Reissue 2014)~~
Neb. Rev. Stat. § 79-232 through 79-246
Neb. Rev. Stat. § 79-266.01
Title 92 Nebraska Administrative Code, Chapter 7 Nebraska Rev. Stat.

Other reference: Program Capacity Guidance attached
Resolution #20230209_1

Policy Adopted 4/8/91
Policy Revised 4/13/92
Policy Revised 6/03/96
Policy Revised 12-9-04
Policy Revised 11-13-08
Policy Revised 01-12-12
Policy Revised: 08.11.2016
~~Policy Revised: ???.???.??~~

GIPS NEEDS ANALYSIS



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Details:

2 FTE Teacher Salary

8. Person(s) Responsible for Implementation

West Lawn Administration with support from the district EL Program and L4L

9. Implementation Plan

▲ Monitor/ Evaluate

Actions:

Timeline:

▲ Board Report/Follow-Up

Actions:

Timeline:

1 month

3 months

6 months

annually

N/A



Grand Island Public Schools Foundation
Notes for Board of Education
2-9-23

1. We are in the best season of the year, Scholarship Season!! The deadline for the GIPS Foundation online scholarship application was February 8th. In addition to being user friendly for students, the web-based data also allows the Foundation to revise and perfect the scholarship review process. The review process will involve approximately 100 volunteers. Reviewers do not see personal data as student applicants are assigned a number. Volunteer reviewers start training the last week of February will be busy during the following three weeks. Let us know if you would like to be part of this review. Anyone who would like to volunteer to be part of the scholarship review is welcome as long as he/she is not related to a GISH Senior this year.
2. The Foundation is also gearing up for the 20th Annual Staff and Board campaign. We have set some amazing goals to celebrate the 20th year of giving. Kari Hooker Leep will address the Board of Education in March regarding this campaign.
3. The Foundation will be out in the district for the Classroom Mini-Grants BLITZ surprising teachers with checks. The Classroom Mini-Grant program award teachers that are thinking outside the box with funding for innovation teaching opportunities.
4. Other action items on the Foundation Board's Agenda this month include the following:

Classroom Grant Award Recommendation

2023 Scholarship Offer and Award Plan

Approve 2023 Scholarship Reviewers

Assignment to board committees for 2023



NASB Monthly Update for Board Meeting Agenda Item

February 2023

Monthly Agenda Video Updates

<http://members.nasbonline.org/index.php/news-resources/videos>

(www.NASBonline.org - News & Resources – Video Library)



Latest ‘Board Notes’ – Monthly Newsletters

(www.NASBonline.org - News & Resources - Board Notes)

- *New Faces, New Venue and a Mountain - Your Legislative Issues Conference Wrap-Up*
- *At The Board Table*
- *NASB’s Annual Membership Drive Coming Soon*
- *History 101: State Oversight of Education*
- *Create A Complete, Customized Policy Manual*
- *Your 2023 Membership Guide is Arriving Shortly!*
- *Thank You, Advocate, Engage*
- *Your 2023 NASB Affiliates*
- *This Month In ... And Much More!*



Advocacy

<http://members.nasbonline.org/index.php/government-relations>

(www.NASBonline.org – Government Relations)

1st Day of the 108th Legislature, 1st Session began Wednesday, January 4, 2023

(This will be a 90-Day Session ending roughly June 9th)

843 Bills & Measures were introduced ... NASB is following roughly 120

NASB Legislative Advocacy Day –April 17 in Lincoln

All Dates & Locations Tentative & Subject to Change



“NASB Update – Annual Board Calendar Summary”

View the full detailed calendar at: <http://members.nasbonline.org/index.php/resources>

(www.NASBonline.org – Board Leadership – Resources)

As a board, some items you should do, or have on the monthly agenda include:

MISSION, VISION & GOALS

- Review update from administration regarding the Strategic Plan Update; District Goals Update.

POLICY GOVERNANCE

- Review, update, and adopt policy per board adopted Policy Review Process.

ACCOUNTABILITY & STUDENT ACHIEVEMENT

- Accountability of school and district performance. Review each school performance score and district performance score measured by graduation rates, student growth and student improvement on the assessment instruments provided in section § 79-760.03, student discipline, and other performance indicators.
- Review the district adopted Mentor Teacher Program. Per NDE developed guidelines. § 79-761
- Review district adopted Staff On-Boarding Process.

ADVOCACY

- Review 2023 Legislative Calendar, discuss NASB Legislative Updates and Legislative Committee Report.

DISTRICT/ESU RESOURCES (BUDGET)

- Collective Bargaining. On or before March 25 (or within 25 days after certification of amounts, whichever occurs last in time). Negotiations, mediation, and fact-finding shall end. If no agreement is reached by this date, either party may, within fourteen days after such date, file a petition with the commission. § 48-818.01
- Budget - Review Monthly Financial Reports and Board Finance Committee Report

REPORTS

- Board Committees; Superintendent; Administrators

BOARD LEADERSHIP DEVELOPMENT

- Review NASB Board Self-Assessment Summary
- NASB President Retreats
- NASB Budget & Finance Workshops

LEARNING COMMUNITY

- Diversity plan; limitations; school building maximum capacity; attendance areas; school board; duties. The board shall provide notice to parent whose student is currently attending a school outside of the attendance area state what school the student shall be allowed to attend as a continuing student. § 79-2110



NASB's Video Resources

<http://members.nasbonline.org/index.php/news-resources/videos>

(www.NASBonline.org – News & Resources – Videos)

Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!



Networking & Events ... Register Now

<http://members.nasbonline.org/index.php/events>

(www.NASBonline.org – Events)

All Dates & Locations Tentative & Subject to Change

NASB Board President Retreats

<http://members.nasbonline.org/index.php/president-retreat>

January 29-30 – York

February 5-6 – Ogallala

New Board Member Workshops – Virtual Webinar

<http://members.nasbonline.org/index.php/new-board-member-workshops>

February 8 – 7:00 PM CT

Budget & Finance Workshops

<http://members.nasbonline.org/index.php/budget-finance-workshops>

February 8 - Kearney

February 15 – La Vista

NAEP State Convention

<http://members.nasbonline.org/index.php/naep-state-convention>

March 28-29 – Grand Island

NASB Legislative Advocacy Day

<http://members.nasbonline.org/index.php/legislative-advocacy-day>

April 17 - Lincoln

Leadership Workshop

June 7-8 – Lincoln

NASB Member Golf Outing

June 14 – Kearney

School Leaders & Law Conference

June 14-15 - Kearney



NASB Member Virtuals

<http://members.nasbonline.org/index.php/nasb-member-virtuals>

(www.NASBonline.org – Events – NASB Member Virtuals)

- Previous Member Virtuals Available to Watch Include:
 - Gubernatorial Candidates Q&A w/ Blood & Pillen
 - 2022 Legislative Recap & Look Ahead
 - Tough Times & Tough Meetings: The Board’s Role in Navigating Hot Button Issues
 - NASB Member Virtuals w/ Commissioner Blomstedt & Dr. Jeffrey Gold of UNMC, Bryce Wilson of NDE on Cares Act Funds Q&A for School Boards, and More ...



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and on Facebook at www.facebook.com/NASBonline

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

(www.NASBonline.org – News & Resources – Videos)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the Board Notes newsletter for “This Month In ...” To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

(www.NASBonline.org - News & Resources - Board Notes)