Schuyler Community Schools
Board of Education Regular Meeting
Monday, November 11, 2024 6:30 PM
Schuyler Community Schools Board Room
2023 Colfax Street
Schuyler, NE 68661

I. Opening the Meeting
II. Call to Order
III. District Mission Statement
IV. Nebraska Open Meetings Law
V. Publication of Meeting
VI. Board Member Roll Call
VII. Pledge of Allegiance
VIII. Approval of Agenda
IX. Consent Agenda
IX.A. Minutes of the October 14, 2024 meeting of the board
IX.B. Financial Report
IX.C. Resignations:
IX.C.1. Resignation of Lisa Lubken - special education teacher
X. Public Comment
XI. Discussion/Information Items
XI.A. Presentation on the new science standards that were adopted by the State Board of Education.
XI.B. 2024 Financial Literacy Status Report as required by Neb. Statute 79-3004
XII. Action Items
XII.A. Recognition of State Qualifiers and Academic All-State Students - Girls Cross Country Team and Coaches

- Madalyn Mendez
- Arantza Catalan
- Gabriela Rodriguez
- Sinai Sanchez
- Miriam Deanda
- Alyza Arroyo
- Coaches Adam Robinson and Mike Baptiste

XII.B.
XII.C. Recognition of NMEA All-State Band Student

- Omar Barrios - 1st Chair Trumpet
- Band Instructor - Morgan Semerad

XII.D.
XII.E. NCPA Academic All-State
XII.F. Softball Sofia Yepez

XII.G. Lauren Wemhoff
XII.H.
XII.I. Boys Cross Country Joarcy Sanchez
XII.J. Jairo Aguilar
XII.K.
XII.L. Girls Cross Country Madalyn Mendez
XII.M. Linda Sebastian
XII.N.
XII.O. Volleyball Lizbeth Hernandez
XII.P. Bela Jedlicka
XII.Q.
XII.R. Play Production Jasminlett Bernal
XII.S. Jason Barrios
XII.T.
XII.U. Believers and Achievers
XII.V. Allison Vavricek
XII.W. Alexander Aldana
XII.X. Addison Vavricek
XII.Y. Enter into an agreement with the City of Schuyler for an SRO (School Resource Officer).
XIII. Information Items: Reports
XIII.A. Building/District Administrators
XIII.A.1. The building principals will report on any schedule adjustments being made in preparation for the second semester.
XIII.B. Superintendent
XIII.B.1. Superintendent's Evaluation
XIII.B.2. Update on negotiations with Schuyler Education Association
XIII.C. Board Committee Reports
XIII.C.1. Congratulations to Renee Sayer, Amanda Jedlicka, and Paul Pleskach on their decisive victory for Schuyler Board of Education.
XIII.C.2. **Board Committee Meetings**

October 23rd @ 6:00 Budget/Finance/Negotiations (meet in preparation for negotiations)
October 23rd @ 6:30 Negotiations Meeting #1
Monday, November 4th @ 5:30 Board Policy/Handbooks/Support Programs
Monday, November 4th @ 6:30 Building/Grounds/Transportation
Wednesday, November 6th, @ 5:30 American Civics, Assessment and Instruction

XIII.D. Schuyler Community Schools Foundation Report
XIII.E. Student Council Board Report
XIV. Adjourn

Prepared by: Christina Bywater, Secretary to the Board

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited.

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

Source: Laws 2004, LB 821, § 34.

84-1408. Declaration of intent; meetings open to public.

It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

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

- Nebraska's public meetings laws do not apply to school board deliberations pertaining solely to disputed adjudicative facts. McQuinn v. Douglas Cty. Sch. Dist. No. 66, 259 Neb. 720, 612 N.W.2d 198 (2000).
- The primary purpose of the public meetings law is to ensure that public policy is formulated at open meetings. Marks v. Judicial Nominating Comm., 236 Neb. 429, 461 N.W.2d 551 (1990).
- The public meetings law is broadly interpreted and liberally construed to obtain the objective of openness in favor of the public, and provisions permitting closed sessions must be narrowly and strictly construed. Grein v. Board of Education of Fremont, 216 Neb. 158, 343 N.W.2d 718 (1984).
- Although a committee was a subcommittee of a natural resources district board, it was not subject to the Open Meetings Act because there was never a quorum of board members in attendance and the committee did not hold hearings, make policy, or take formal action on behalf of the board. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- A county board of equalization is a public body whose meetings shall be open to the public. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

84-1409. Terms, defined.

For purposes of the Open Meetings Act, unless the context otherwise requires:

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

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

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

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

Source: Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2; Laws 2021, LB83, § 11; Laws 2022, LB922, § 12.

Operative Date: July 21, 2022

Annotations

- A township is a political subdivision, and as such, a township board is subject to the provisions of the public meetings laws. Steenblock v. Elkhorn Township Bd., 245 Neb. 722, 515 N.W.2d 128 (1994).
- A county agricultural society is a public body to which the provisions of the Nebraska public meetings law are applicable. Nixon v. Madison Co. Ag. Soc'y, 217 Neb. 37, 348 N.W.2d 119 (1984).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of

having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. State ex rel. Schuler v. Dunbar, 208 Neb. 69, 302 N.W.2d 674 (1981).

- Although a committee was a subcommittee of a natural resources district board, it was not subject to the Open Meetings Act because there was never a quorum of board members in attendance and the committee did not hold hearings, make policy, or take formal action on behalf of the board. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- Although the Open Meetings Act does not define "subcommittee," a subcommittee is generally defined as a group within a committee to which the committee may refer business. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- The Open Meetings Act does not require policymakers to remain ignorant of the issues they must decide until the moment the public is invited to comment on a proposed policy. By excluding nonquorum subgroups from the definition of a public body, the Legislature has balanced the public's need to be heard on matters of public policy with a practical accommodation for a public body's need for information to conduct business. Koch v. Lower Loup NRD, 27 Neb. App. 301, 931 N.W.2d 160 (2019).
- As an administrative agency of the county, a county board of equalization is a public body. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- The electors of a township at their annual meeting are a public body under the Open Meetings Act. State ex rel. Newman v. Columbus Township Bd., 15 Neb. App. 656, 735 N.W.2d 399 (2007).
- The meeting at issue in this case was a "meeting" within the parameters of subsection (2) of this section because it involved the discussion of public business, the formation of tentative policy, or the taking of any action of the public power district. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).
- Informational sessions in which the governmental body hears reports are briefings. Johnson v. Nebraska Environmental Control Council, 2 Neb. App. 263, 509 N.W.2d 21 (1993).

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

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

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

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

(c) Investigative proceedings regarding allegations of criminal misconduct;

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

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

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

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

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

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

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

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

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

Annotations

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

should be made should take place in an open meeting. Pokorny v. City of Schuyler, 202 Neb. 334, 275 N.W.2d 281 (1979).

- Public meeting law was not violated where the Board of Regents of the University of Nebraska voted to hold a closed session to consider the university president's resignation, and also discussed the appointment of an interim president during such session. Meyer v. Board of Regents, 1 Neb. App. 893, 510 N.W.2d 450 (1993).

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

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

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or

(B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

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

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

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or

(ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (2)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsection (1) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a

recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, the organization may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing. The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by virtual conferencing if the governing body's quarterly meetings are not held by virtual conferencing.

(3) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

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

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

(6) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(7)(a) Notwithstanding subsections (2) and (5) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the

public body gives reasonable advance publicized notice as described in subsection (1) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (4) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section 84-1413.

(8) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (2)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (2)(b)(i) and (2)(b)(ii) of this section.

Source: Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5; Laws 2020, LB148, § 3; Laws 2021, LB83, § 12; Laws 2022, LB742, § 1; Laws 2022, LB908, § 1; Laws 2022, LB922, § 13.
Note: The Revisor of Statutes has pursuant to section 49-769 correlated LB742, section 1, with LB908, section 1, and LB922, section 13, to reflect all amendments.
Note: Changes made by LB742 and LB908 became effective July 21, 2022. Changes made by LB922 became operative July 21, 2022.

Cross References

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

- **Municipal Cooperative Financing Act,** see section 18-2401.

Annotations

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

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

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

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

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

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

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

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

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

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

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

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

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

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

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

(8) Public bodies shall make available at the meeting or the instate location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

Source: Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1; Laws 2021, LB83, § 13.

Annotations

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

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

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

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

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

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

(5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs

earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

Source: Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1; Laws 2021, LB83, § 14; Laws 2022, LB742, § 2.
Effective Date: July 21, 2022
Annotations

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

and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. State ex rel. Schuler v. Dunbar, 208 Neb. 69, 302 N.W.2d 674 (1981).

- There is no requirement that a public body make a record of where notice was published or posted. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

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

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

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

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

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

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

Annotations

- The Legislature has granted standing to a broad scope of its citizens for the very limited purpose of challenging meetings allegedly in violation of the Open Meetings Act, so that they may help police the public policy embodied by the act. Schauer v. Grooms, 280 Neb. 426, 786 N.W.2d 909 (2010).

- Any citizen of the state may commence an action to declare a public body's action void. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- The reading of ordinances constitutes a formal action under subsection (1) of this section. City of Elkhorn v. City of Omaha, 272 Neb. 867, 725 N.W.2d 792 (2007).
- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. Wasikowski v. Nebraska Quality Jobs Bd., 264 Neb. 403, 648 N.W.2d 756 (2002).
- Under the Public Meetings Act, a county lacks capacity to maintain an action to declare its official conduct "void" for noncompliance with the act. County of York v. Johnson, 230 Neb. 403, 432 N.W.2d 215 (1988).
- When a petitioner under this section is successful in the district court, that court may allow attorney fees. Tracy Corp. II v. Nebraska Pub. Serv. Comm., 218 Neb. 900, 360 N.W.2d 485 (1984).
- Informal discussions between the Tax Commissioner and the State Board of Equalization in which instructions were clarified, with such clarification leading to the amendment of hearing notices, did not constitute a public meeting subject to the provisions of this section. Box Butte County v. State Board of Equalization and Assessment, 206 Neb. 696, 295 N.W.2d 670 (1980).
- The right to collaterally attack an order made in contravention of the Public Meeting Act must occur within a period of one year as is specifically provided by this section. Witt v. School District No. 70, 202 Neb. 63, 273 N.W.2d 669 (1979).
- Statutory change, requiring "publicized notice" for board of education employment hearings, occurring between dates meeting scheduled and conducted, held not to void proceedings. Alexander v. School Dist. No. 17, 197 Neb. 251, 248 N.W.2d 335 (1976).
- Voiding an entire meeting is a proper remedy for violations of the Open Meetings Act. Once a meeting has been declared void pursuant to Nebraska's public meetings law, board members are prohibited from considering any information obtained at the illegal meeting. Wolf v. Grubbs, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Actions by the board of directors were merely voidable under this section, and not void. Pursuant to subsection (3) of this section, the plaintiffs were awarded partial attorney fees because they were successful in having the court declare that the board of directors was in substantial violation of the statute, even though the plaintiffs did not get the relief requested of having the board's actions declared void. Hansmeyer v. Nebraska Pub. Power Dist., 6 Neb. App. 889, 578 N.W.2d 476 (1998).

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

Date: July 2022

Schuyler Community Schools
Board of Education Regular Meeting
Monday, November 11, 2024 6:30 PM
Schuyler Community Schools Board Room
2023 Colfax Street
Schuyler, NE 68661

I. Opening the Meeting

II. Call to Order

III. District Mission Statement

IV. Nebraska Open Meetings Law

V. Publication of Meeting

VI. Board Member Roll Call

VII. Pledge of Allegiance

VIII. Approval of Agenda

IX. Consent Agenda

IX.A. Minutes of the October 14, 2024 meeting of the board

IX.B. Financial Report

IX.C. Resignations:

IX.C.1. Resignation of Lisa Lubken - special education teacher

X. Public Comment

XI. Discussion/Information Items

XI.A. Presentation on the new science standards that were adopted by the State Board of Education.

XI.B. 2024 Financial Literacy Status Report as required by Neb. Statute 79-3004

XII. Action Items

XII.A. Recognition of State Qualifiers and Academic All-State Students -

Girls Cross Country Team and Coaches

- Madalyn Mendez
- Arantza Catalan

- Gabriela Rodriguez
- Sinai Sanchez
- Miriam Deanda
- Alyza Arroyo
- Coaches Adam Robinson and Mike Baptiste

Recognition of NMEA All-State Band Student

- Omar Barrios - 1st Chair Trumpet
- Band Instructor - Morgan Semerad

NCPA Academic All-State

Softball Sofia Yepez

Lauren Wemhoff

Boys Cross Country

Joarcy Sanchez

Jairo Aguilar

Girls Cross Country

Madalyn Mendez

Linda Sebastian

Volleyball

Lizbeth Hernandez

Bela Jedlicka

Play Production

Jasminlett Bernal

Jason Barrios

Believers and Achievers

Allison Vavricek

Alexander Aldana

Addison Vavricek

XII.B. Enter into an agreement with the City of Schuyler for an SRO (School Resource Officer).

XIII. Information Items: Reports

XIII.A. Building/District Administrators

XIII.A.1. The building principals will report on any schedule adjustments being made in preparation for the second semester.

XIII.B. Superintendent

XIII.B.1. Superintendent's Evaluation

XIII.B.2. Update on negotiations with Schuyler Education Association

XIII.C. Board Committee Reports

XIII.C.1. Congratulations to Renee Sayer, Amanda Jedlicka, and Paul Pleskach on their decisive victory for Schuyler Board of Education.

XIII.C.2. **Board Committee Meetings**

October 23rd @ 6:00 Budget/Finance/Negotiations (meet in preparation for negotiations)

October 23rd @ 6:30 Negotiations Meeting #1

Monday, November 4th @ 5:30 Board Policy/Handbooks/Support Programs

Monday, November 4th @ 6:30 Building/Grounds/Transportation

Wednesday, November 6th, @ 5:30 American Civics, Assessment and Instruction

XIII.D. Schuyler Community Schools Foundation Report

XIII.E. Student Council Board Report

XIV. Adjourn

Prepared by: Christina Bywater, Secretary to the Board

Schuyler Community Schools
Board of Education Regular Meeting
Monday, October 14, 2024 6:30 PM
Schuyler Community Schools Board Room
2023 Colfax Street
Schuyler, NE 68661

Posting Locations:

- Schuyler Sun
- District Office Building Front Door
- Schuyler Post Office
- Colfax County Courthouse

Posted Date:
Attendance Taken at 6:30 PM.

Richard Brabec:	Present
Amanda Jedlicka:	Present
Chuck Misek:	Present
Dr Renee Sayer:	Present
Virginia Semerad:	Present
Brian Vavricek:	Present

Present: 6.

I. Opening the Meeting
Action Item

Motion to approve agenda. This motion, made by Richard Brabec and seconded by Amanda Jedlicka, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Chuck Misek: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

II. Call to Order
Action Item

III. District Mission Statement
Action Item
STRIVE - COMMIT - SUCCEED - District Mission Statement

Schuyler Community Schools in partnership with parents, students, and the community is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society - District Vision Statement

Notice of this meeting was given in advance according to State Law 84-1411, by giving notice of

the meeting to the public. Notice of this meeting was also given in advance to all members of the Board of Education

IV. Nebraska Open Meetings Law
Action Item
This meeting has been preceded by advance notice and is hereby declared to be in open session. A copy of the Open Meetings Act is posted in the front of the meeting room.

Nebraska Open Meetings Act:
http://nitc.nebraska.gov/documents/statutes/NebraskaOpenMeetingsAct_current.pdf

V. Publication of Meeting
Action Item

V.A. Posting Locations:

- Schuyler Sun
- District Office Building Front Door
- Schuyler Post Office
- Colfax County Courthouse

Action Item

VI. Board Member Roll Call
Action Item

VII. Pledge of Allegiance
Action Item

VIII. Approval of Agenda
Action Item

IX. Consent Agenda
Action Item
Business Manager hire was discussed.
Discuss, Consider and Take Action on the consent agenda. This motion, made by Brian Vavricek and seconded by Dr Renee Sayer, Passed.
Chuck Misek: Nay, Richard Brabec: Yea, Amanda Jedlicka: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 5, Nay: 1
Motion to discuss Business Manager. This motion, made by Chuck Misek and seconded by Richard Brabec, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Chuck Misek: Yea, Dr Renee Sayer: Yea, Virginia

Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

IX.A. Minutes of the September 9th meeting of the board.
Action Item

IX.B. Financial Report
Action Item

IX.C. Resignations:
Action Item

IX.C.1. Mary Cinfel - Business Manager
Action Item

IX.D. New Hire Recommendations:
Action Item

IX.D.1. Dr. Willam Robinson - Business Manager

Action Item

X. Public Comment
Action Item

XI. Discussion/Information Items
Action Item

XI.A. Samantha Ladwig will present the possibility of having an SRO (School Resource Officer).
Action Item

XI.B. Bill Comley will present on the opportunity for a childcare within Schuyler Community Schools.
Action Item
Bill Comley

XII. Action Items
Action Item

XII.A. Accounts at Homestead Bank

Remove from the accounts:
Joey Lefdal
Travis Steinhoff
Andy Banahan
Mary Cinfel

Add to the accounts:
William Robinson
Josh McPhillips
Josh Rowan
Amanda Jedlicka
Action Item
Misek requested to ensure his removal from any accounts at Pinnacle since he is no longer Treasurer of the board.
Make a motion to remove Joey Lefdal, Travis Steinhoff, Andy Banahan, and Mary Cinfel from all Pinnacle accounts and add William Robinson, Josh McPhillips, Amanda Jedlicka, and Josh Rowan to the appropriate Pinnacle bank accounts. This motion, made by Brian Vavricek and seconded by Chuck Misek, Passed.
Amanda Jedlicka: Abstain (With Conflict), Richard Brabec: Yea, Chuck Misek: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 5, Nay: 0, Abstain (With Conflict): 1

XII.B. Lunch Account at Homestead Bank

Remove from the account:
Chuck Misek
Joey Lefdal
Mary Cinfel

Add to the account:
William Robinson
Amanda Jedlicka
Action Item

Make a motion to remove Chuck Misek, Joey Lefdal, and Mary Cinfel from the Homestead Bank account and add William Robinson and Amanda Jedlicka. This motion, made by Brian Vavricek and seconded by Virginia Semerad, Passed.
Amanda Jedlicka: Abstain (With Conflict), Richard Brabec: Yea, Chuck Misek: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 5, Nay: 0, Abstain (With Conflict): 1

XII.C. Appoint Local Board NASB Delegate Assembly Representative
Action Item
The representative will attend the delegate assembly held during the State Education Conference in November.

Board president appointed Renee Sayer as the Delegate Assembly Representative.

XII.D. Approve the development of a single room childcare setting for January, 2025.
Action Item

Make a motion to approve the development of a single room childcare setting to begin in Jauary, 2025. This motion, made by Dr Renee Sayer and seconded by Amanda Jedlicka, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Chuck Misek: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

XIII. Information Items: Reports
Action Item

XIII.A. Student Representative Report
Action Item

XIII.A.1. Gina Escobar will present this report.
Action Item

XIII.B. Building/District Administrators
Action Item

XIII.B.1. Principals will report on parent/teacher conferences.
Action Item

XIII.C. Superintendent
Action Item

XIII.C.1. Senator Rita Sanders
Action Item

XIII.C.2. Strategic Plan Update
Action Item

XIII.D. Board Committee Reports
Action Item
This committee is responsible for reviewing curriculum recommendations, textbook selection, requisitions/inventory, and instructional programs.

XIII.D.1. **Monday, October 7th @ 5:30 Board Policy/Handbooks/Support Programs**

Monday, October 7th @ 6:30 Building/Grounds/Transportation

Wednesday, October 9th, @ 5:30 American Civics, Assessment and Instruction

Wednesday, October 9th @ 6:30 Budget/Finance/Negotiations

Action Item

XIII.E. Schuyler Community Schools Foundation Report
Action Item

XIV. Adjourn
Action Item

adjourn. This motion, made by Brian Vavricek and seconded by Dr Renee Sayer, Passed.
Richard Brabec: Yea, Amanda Jedlicka: Yea, Chuck Misek: Yea, Dr Renee Sayer: Yea, Virginia Semerad: Yea, Brian Vavricek: Yea
Yea: 6, Nay: 0

COMBINED STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
ALL FUNDS
For Month Ending October 31, 2024

	2024-2025				
	Beginning	Monthly	Monthly	Ending	
Fund/Account	Balance	Receipts	Disbursements	Balance	
GENERAL FUND	$2,673,666.76	$1,540,543.17	2,800,569.61	$1,413,640.32	
DEPRECIATION RESERVE FUND	$31,658.88	$34.30	$0.00	$31,693.18	
EMPLOYEE BENEFIT FUND	$100,573.87	$11,150.37	$19,021.01	$92,703.23	
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND	$4,766,274.97	$40,495.97	$0.00	$4,806,770.94	
SPECIAL BUILDING FUND	$205,756.87	$37,763.52	$0.00	$243,520.39	
COOPERATIVE FUND	$23,555.97	$3,375.48	$0.00	$26,931.45	
STUDENT FEE FUND	$58,936.96	$5,256.65	$0.00	$64,193.61	
SCHOOL LUNCH FUND	$199,179.25	$5,155.54	$140,467.07	$63,867.72	
BOND FUND	$1,170,792.87	$81,907.72	$0.00	$1,252,700.59	
ACTIVITIES ACCOUNT	$599,234.93	$54,395.86	$114,149.07	$539,481.72	
TOTAL ALL FUNDS	$7,023,731.82	$228,350.74	$254,616.14	$6,997,466.42	

Checking Account: 6 LUNCH FUND ACCOUNT

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8137	Check	11/05/2024	BERNFOOD	BERNARD FOOD INDUSTRIES INC	3,070.12

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
955352, x489, x351	09/19/2024	FY24-25-0186	SCHS FOOD	06 3100 630 001	651.84
955352, x489, x351	09/19/2024	FY24-25-0186	SES FOOD	06 3100 630 003	1,152.84
955352, x489, x351	09/19/2024	FY24-25-0186	SMS FOOD	06 3100 630 008	1,265.44

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8138	Check	11/05/2024	BOMGAARS	BOMGAARS	20.15

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
28814706	09/27/2024	FY24-25-0188	FOOD SERVICE REPAIRS	06 2640 731 003	20.15

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8139	Check	11/05/2024	CASHWA	CASH-WA DISTRIBUTING	38,769.71

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241028	10/02/2024	FY24-25-0190	NON-FOOD SUPPLIES	06 3100 610 001	524.84
20241028	10/02/2024	FY24-25-0190	NON-FOOD SUPPLIES	06 3100 610 003	2,301.63
20241028	10/02/2024	FY24-25-0190	FFVP NON-FOOD SUPPLIES	06 3100 610 003 0222	41.08
20241028	10/02/2024	FY24-25-0190	NON-FOOD SUPPLIES	06 3100 610 008	1,751.35
20241028	10/02/2024	FY24-25-0190	SCHS FOOD	06 3100 630 001	10,156.91
20241028	10/02/2024	FY24-25-0190	SES FOOD	06 3100 630 003	10,915.14
20241028	10/02/2024	FY24-25-0190	FFVP SES FOOD	06 3100 630 003 0222	3,554.22
20241028	10/02/2024	FY24-25-0190	SMS FOOD	06 3100 630 008	9,352.07
20241028	10/02/2024	FY24-25-0190	FFVP SMS FOOD	06 3100 630 008 0222	172.47

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8140	Check	11/05/2024	CULLWATE	CULLIGAN OF COLUMBUS	122.50

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
90240176	09/16/2024	FY24-25-0189	NON-FOOD SUPPLIES	06 3100 610 003	122.50

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8141	Check	11/05/2024	DECKEQUI	DECKER, INC.	334.70

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
596236A	10/04/2024	24-202	Lunch Table Seats-SCHS	06 3100 610 001	334.70

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8142	Check	11/05/2024	DIDILUNC	DIDIERS	129.27

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241028	10/01/2024	FY24-25-0191	SCHS FOOD	06 3100 630 001	109.35
20241028	10/01/2024	FY24-25-0191	SMS FOOD	06 3100 630 008	19.92

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8143	Check	11/05/2024	HILADAIR	HILAND DAIRY FOODS COMPANY LLC	11,611.09

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241028	10/02/2024	FY24-25-0192	SCHS FOOD	06 3100 630 001	2,893.71
20241028	10/02/2024	FY24-25-0192	SES FOOD	06 3100 630 003	5,544.81
20241028	10/02/2024	FY24-25-0192	24 FOOD	06 3100 630 005	291.61
20241028	10/02/2024	FY24-25-0192	SMS FOOD	06 3100 630 008	2,880.96

Check Number	Check Type	Check Date	Vendor	Vendor Name	Check Total
8144	Check	11/05/2024	JACKSERV	JACKSON SERVICES INC	228.94

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 6 LUNCH FUND ACCOUNT

20241028	09/05/2024	FY24-25-0193	NON-FOOD SUPPLIES	06 3100 610 001	136.90	
20241028	09/05/2024	FY24-25-0193	NON-FOOD SUPPLIES	06 3100 610 003	92.04	

Check Number: 8145 Check Type: Check Check Date: 11/05/2024 Vendor: MONNIT MONNIT CORPORATION Check Total: 70.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241026	10/01/2024	FY24-25-0160	SOFTWARE	06 3100 643 000	70.00

Check Number: 8146 Check Type: Check Check Date: 11/05/2024 Vendor: MYCENTRA MY CENTRAL SUPPLY Check Total: 2,010.40

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
004027-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 001	134.10
004027-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 003	134.10
004027-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 008	134.10
004027-15	10/01/2024		NON-FOOD SUPPLIES	06 3100 610 001	483.74
004027-17	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 001	41.18
004151-09	08/04/2024		ASP NON-FOOD SUPPLIES	06 3100 610 000 0968	47.70
004151-09	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 001	121.66
004151-09	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 003	121.66
004151-09	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 008	121.66
004151-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 001	223.50
004151-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 003	223.50
004151-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 008	223.50

Check Number: 8147 Check Type: Check Check Date: 11/05/2024 Vendor: PEKAPROD RYAN A PEKAREK Check Total: 2,125.40

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
899477, x475, x476	09/10/2024	FY24-25-0194	SCHS FOOD	06 3100 630 001	730.80
899477, x475, x476	09/10/2024	FY24-25-0194	SES FOOD	06 3100 630 003	683.45
899477, x475, x476	09/10/2024	FY24-25-0194	SMS FOOD	06 3100 630 008	711.15

Check Number: 8148 Check Type: Check Check Date: 11/05/2024 Vendor: SNYDHEAT SNYDER HEATING & REFRIGERATION Check Total: 2,016.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1600, 1601	09/23/2024	FY24-25-0195	FOOD SERVICE REPAIR	06 2640 731 001	2,016.00

Check Number: 8149 Check Type: Check Check Date: 11/05/2024 Vendor: SYSCO SYSCO LINCOLN Check Total: 17,003.83

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241028	09/05/2024	FY24-25-0197	NON-FOOD SUPPLIES	06 3100 610 001	91.89
20241028	09/05/2024	FY24-25-0197	NON-FOOD SUPPLIES	06 3100 610 003	223.80
20241028	09/05/2024	FY24-25-0197	NON-FOOD SUPPLIES	06 3100 610 008	331.77
20241028	09/05/2024	FY24-25-0197	SCHS FOOD	06 3100 630 001	4,013.55
20241028	09/05/2024	FY24-25-0197	SES FOOD	06 3100 630 003	6,161.78
20241028	09/05/2024	FY24-25-0197	FFVP SES FOOD	06 3100 630 003 0222	860.04
20241028	09/05/2024	FY24-25-0197	SMS FOOD	06 3100 630 008	4,587.72
20241028	09/05/2024	FY24-25-0197	FFVP SMS FOOD	06 3100 630 008 0222	63.88
561951655	10/24/2024		GROCERIES	06 3100 630 009	669.40

Checking Account: 6 LUNCH FUND ACCOUNT

Check Number: 8150 Check Type: Check Check Date: 11/05/2024 Vendor: USFOOD0465 US FOODS - GRAND ISLAND Check Total: 20,890.95

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241028	10/01/2024	FY24-25-0198	NON-FOOD SUPPLIES	06 3100 610 001	38.12
20241028	10/01/2024	FY24-25-0198	NON-FOOD SUPPLIES	06 3100 610 003	112.68
20241028	10/01/2024	FY24-25-0198	SCHS FOOD	06 3100 630 001	6,343.96
20241028	10/01/2024	FY24-25-0198	SES FOOD	06 3100 630 003	8,697.75
20241028	10/01/2024	FY24-25-0198	SMS FOOD	06 3100 630 008	5,698.44

Check Number: 8151 Check Type: Check Check Date: 11/06/2024 Vendor: CASWA CASH-WA Check Total: 38,628.32

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 001	59.28
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 001	60.66
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 001	298.14
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIESC	06 3100 610 001	313.56
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 001	11.75
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 001	11.75
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 001	(239.87)
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 003	23.20
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 003	460.40
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 003	504.03
20241105	11/01/2024	FY24-25-0227	FFVP NON-FOOD SUPPLIES	06 3100 610 003 0222	30.81
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 008	790.57
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 008	651.21
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 008	260.15
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 008	11.75
20241105	11/01/2024	FY24-25-0227	NON-FOOD SUPPLIES	06 3100 610 008	330.88
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	1,648.40
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	165.96
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	2,465.13
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	1,581.43
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	(100.80)
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	3,021.02
20241105	11/01/2024	FY24-25-0227	SCHS FOOD	06 3100 630 001	(45.17)
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	(40.33)
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	3,003.10
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	3,033.64
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	70.10
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	(73.82)
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	2,272.87
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	3,592.11
20241105	11/01/2024	FY24-25-0227	SES FOOD	06 3100 630 003	165.96
20241105	11/01/2024	FY24-25-0227	FFVP SES FOOD	06 3100 630 003 0222	975.25

Checking Account: 6 LUNCH FUND ACCOUNT

20241105	11/01/2024	FY24-25-0227	FFVP SES FOOD	06 3100 630 003 0222	954.25
20241105	11/01/2024	FY24-25-0227	FFVP SES FOOD	06 3100 630 003 0222	981.18
20241105	11/01/2024	FY24-25-0227	FFVP SES FOOD	06 3100 630 003 0222	1,320.73
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	780.77
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	110.90
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	(25.18)
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	2,831.75
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	2,532.18
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	111.04
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	955.15
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	112.94
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	165.96
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	2,091.67
20241105	11/01/2024	FY24-25-0227	SMS FOOD	06 3100 630 008	219.96
20241105	11/01/2024	FY24-25-0227	FFVP SMS FOOD	06 3100 630 008 0222	57.66
20241105	11/01/2024	FY24-25-0227	FFVP SMS FOOD	06 3100 630 008 0222	32.00
20241105	11/01/2024	FY24-25-0227	FFVP SMS FOOD	06 3100 630 008 0222	41.60
20241105	11/01/2024	FY24-25-0227	FFVP SMS FOOD	06 3100 630 008 0222	40.64

Check Number: 8152 Check Type: Check Check Date: 11/06/2024 Vendor: DIDILUNC DIDIERS Check Total: 107.43

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241106	11/06/2024	FY24-25-0225	NON-FOOD SUPPLIES	06 3100 610 008	5.25
20241106	11/06/2024	FY24-25-0225	SCHS FOOD	06 3100 630 001	26.90
20241106	11/06/2024	FY24-25-0225	SCHS FOOD	06 3100 630 001	6.60
20241106	11/06/2024	FY24-25-0225	SES FOOD	06 3100 630 003	44.95
20241106	11/06/2024	FY24-25-0225	FFVP SES FOOD	06 3100 630 003 0222	15.95
20241106	11/06/2024	FY24-25-0225	FFVP SMS FOOD	06 3100 630 008 0222	7.78

Check Number: 8153 Check Type: Check Check Date: 11/06/2024 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 802.24

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9028378,-379,597317	11/05/2024	FY24-25-0328	FOOD SERVICE REPAIRS	06 2640 731 008	218.00
9028378,-379,597317	11/05/2024	FY24-25-0328	NON-FOOD SUPPLIES	06 3100 610 001	292.12
9028378,-379,597317	11/05/2024	FY24-25-0328	NON-FOOD SUPPLIES	06 3100 610 008	292.12

Check Number: 8154 Check Type: Check Check Date: 11/06/2024 Vendor: HILADAIR HILAND DAIRY FOODS COMPANY LLC Check Total: 11,984.78

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
0450009	10/07/2024	FY24-25-0280	white milk	06 3100 630 000 0968	21.11
0450009	10/07/2024	FY24-25-0280	chocolate milk	06 3100 630 000 0968	21.62
0450269	10/21/2024	FY24-25-0279	White milk	06 3100 630 000 0968	42.21
0450269	10/21/2024	FY24-25-0279	Chocolate Milk	06 3100 630 000 0968	43.24
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	408.02
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	425.11
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	344.07

Checking Account: 6 LUNCH FUND ACCOUNT

20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	454.04
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	689.75
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	152.58
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	691.86
20241105	10/28/2024	FY24-25-0226	SCHS FOOD	06 3100 630 001	(43.24)
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	1,250.03
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	(43.24)
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	950.94
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	217.44
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	562.14
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	951.97
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	576.89
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	302.70
20241105	10/28/2024	FY24-25-0226	SES FOOD	06 3100 630 003	846.63
20241105	10/28/2024	FY24-25-0226	24 FOOD	06 3100 630 005	43.24
20241105	10/28/2024	FY24-25-0226	24 FOOD	06 3100 630 005	93.29
20241105	10/28/2024	FY24-25-0226	24 FOOD	06 3100 630 005	67.28
20241105	10/28/2024	FY24-25-0226	24 FOOD	06 3100 630 005	64.86
20241105	10/28/2024	FY24-25-0226	24 FOOD	06 3100 630 005	(21.62)
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	693.95
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	217.53
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	(43.24)
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	456.96
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	412.17
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	250.13
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	412.17
20241105	10/28/2024	FY24-25-0226	SMS FOOD	06 3100 630 008	472.19

Check Number: 8155 Check Type: Check Check Date: 11/06/2024 Vendor: MYCENTRA MY CENTRAL SUPPLY Check Total: 1,526.66

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
4024-17	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 005	41.18
4027-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 001	134.10
4027-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 003	134.10
4027-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 008	134.10
4151-09	08/04/2024		ASP NON-FOOD SUPPLIES	06 3100 610 000 0968	47.70
4151-09	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 001	121.66
4151-09	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 003	121.66
4151-09	08/04/2024		NON-FOOD SUPPLIES	06 3100 610 008	121.66
4151-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 001	223.50
4151-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 003	223.50
4151-10	08/13/2024		NON-FOOD SUPPLIES	06 3100 610 008	223.50
V*4024-17	11/07/2024		NON-FOOD SUPPLIES	06 3100 610 005	(41.18)

Checking Account: 6 LUNCH FUND ACCOUNT

V*4027-10	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 001	(134.10)
V*4027-10	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 003	(134.10)
V*4027-10	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 008	(134.10)
V*4151-09	11/07/2024	ASP NON-FOOD SUPPLIES	06 3100 610 000 0968	(47.70)
V*4151-09	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 001	(121.66)
V*4151-09	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 003	(121.66)
V*4151-09	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 008	(121.66)
V*4151-10	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 001	(223.50)
V*4151-10	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 003	(223.50)
V*4151-10	11/07/2024	NON-FOOD SUPPLIES	06 3100 610 008	(223.50)

Check Number: 8156 Check Type: Check Check Date: 11/06/2024 Vendor: PEKAPROD RYAN A PEKAREK Check Total: 1,857.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	10/31/2024	FY24-25-0228	SCHS FOOD	06 3100 630 001	93.50
20241105	10/31/2024	FY24-25-0228	SCHS FOOD	06 3100 630 001	74.50
20241105	10/31/2024	FY24-25-0228	SCHS FOOD	06 3100 630 001	249.85
20241105	10/31/2024	FY24-25-0228	SCHS FOOD	06 3100 630 001	217.75
20241105	10/31/2024	FY24-25-0228	SES FOOD	06 3100 630 003	249.85
20241105	10/31/2024	FY24-25-0228	SES FOOD	06 3100 630 003	74.50
20241105	10/31/2024	FY24-25-0228	SES FOOD	06 3100 630 003	195.75
20241105	10/31/2024	FY24-25-0228	SES FOOD	06 3100 630 003	93.50
20241105	10/31/2024	FY24-25-0228	SMS FOOD	06 3100 630 008	93.50
20241105	10/31/2024	FY24-25-0228	SMS FOOD	06 3100 630 008	74.50
20241105	10/31/2024	FY24-25-0228	SMS FOOD	06 3100 630 008	195.75
20241105	10/31/2024	FY24-25-0228	SMS FOOD	06 3100 630 008	244.25

Check Number: 8157 Check Type: Check Check Date: 11/06/2024 Vendor: SYSCO SYSCO LINCOLN Check Total: 15,341.78

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	10/31/2024	FY24-25-0230	NON-FOOD SUPPLIES	06 3100 610 001	51.16
20241105	10/31/2024	FY24-25-0230	NON-FOOD SUPPLIES	06 3100 610 001	62.00
20241105	10/31/2024	FY24-25-0230	NON-FOOD SUPPLIES	06 3100 610 003	63.86
20241105	10/31/2024	FY24-25-0230	NON-FOOD SUPPLIES	06 3100 610 008	11.76
20241105	10/31/2024	FY24-25-0230	NON-FOOD SUPPLIES	06 3100 610 008	103.56
20241105	10/31/2024	FY24-25-0230	SCHS FOOD	06 3100 630 001	612.26
20241105	10/31/2024	FY24-25-0230	SCHS FOOD	06 3100 630 001	890.19
20241105	10/31/2024	FY24-25-0230	SCHS FOOD	06 3100 630 001	997.29
20241105	10/31/2024	FY24-25-0230	SCHS FOOD	06 3100 630 001	586.10
20241105	10/31/2024	FY24-25-0230	SCHS FOOD	06 3100 630 001	304.85
20241105	10/31/2024	FY24-25-0230	SCHS FOOD	06 3100 630 001	30.99
20241105	10/31/2024	FY24-25-0230	SES FOOD	06 3100 630 003	(67.14)
20241105	10/31/2024	FY24-25-0230	SES FOOD	06 3100 630 003	1,189.63
20241105	10/31/2024	FY24-25-0230	SES FOOD	06 3100 630 003	1,040.16

Checking Account: 6 LUNCH FUND ACCOUNT

20241105	10/31/2024	FY24-25-0230	SES FOOD	06 3100 630 003	1,249.18
20241105	10/31/2024	FY24-25-0230	SES FOOD	06 3100 630 003	1,259.67
20241105	10/31/2024	FY24-25-0230	SES FOOD	06 3100 630 003	948.03
20241105	10/31/2024	FY24-25-0230	FFVP SES FOOD	06 3100 630 003 0222	420.84
20241105	10/31/2024	FY24-25-0230	FFVP SES FOOD	06 3100 630 003 0222	420.84
20241105	10/31/2024	FY24-25-0230	FFVP SES FOOD	06 3100 630 003 0222	291.48
20241105	10/31/2024	FY24-25-0230	FFVP SES FOOD	06 3100 630 003 0222	197.04
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	1,020.16
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	20.71
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	1,190.51
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	20.42
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	868.80
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	1,017.13
20241105	10/31/2024	FY24-25-0230	SMS FOOD	06 3100 630 008	500.43
20241105	10/31/2024	FY24-25-0230	FFVP SMS FOOD	06 3100 630 008 0222	20.02
20241105	10/31/2024	FY24-25-0230	FFVP SMS FOOD	06 3100 630 008 0222	14.58
20241105	10/31/2024	FY24-25-0230	FFVP SMS FOOD	06 3100 630 008 0222	5.27

Check Number: 8158 Check Type: Check Check Date: 11/06/2024 Vendor: USFOOD US FOODS Check Total: 28,548.19

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	11/01/2024	FY24-25-0231	NON-FOOD SUPPLIES	06 3100 610 001	295.76
20241105	11/01/2024	FY24-25-0231	NON-FOOD SUPPLIES	06 3100 610 001	57.12
20241105	11/01/2024	FY24-25-0231	NON-FOOD SUPPLIES	06 3100 610 001	38.12
20241105	11/01/2024	FY24-25-0231	NON-FOOD SUPPLIES	06 3100 610 008	38.00
20241105	11/01/2024	FY24-25-0231	SCHS FOOD	06 3100 630 001	1,549.65
20241105	11/01/2024	FY24-25-0231	SCHS FOOD	06 3100 630 001	494.36
20241105	11/01/2024	FY24-25-0231	SCHS FOOD	06 3100 630 001	2,114.89
20241105	11/01/2024	FY24-25-0231	SCHS FOOD	06 3100 630 001	1,257.86
20241105	11/01/2024	FY24-25-0231	SCHS FOOD	06 3100 630 001	1,330.89
20241105	11/01/2024	FY24-25-0231	SES FOOD	06 3100 630 003	1,833.60
20241105	11/01/2024	FY24-25-0231	SES FOOD	06 3100 630 003	3,822.09
20241105	11/01/2024	FY24-25-0231	SES FOOD	06 3100 630 003	2,132.73
20241105	11/01/2024	FY24-25-0231	SES FOOD	06 3100 630 003	867.92
20241105	11/01/2024	FY24-25-0231	SES FOOD	06 3100 630 003	3,109.74
20241105	11/01/2024	FY24-25-0231	SMS FOOD	06 3100 630 008	2,677.09
20241105	11/01/2024	FY24-25-0231	SMS FOOD	06 3100 630 008	1,637.75
20241105	11/01/2024	FY24-25-0231	SMS FOOD	06 3100 630 008	1,206.59
20241105	11/01/2024	FY24-25-0231	SMS FOOD	06 3100 630 008	1,650.31
20241105	11/01/2024	FY24-25-0231	SMS FOOD	06 3100 630 008	2,433.72

Check Number: 8159 Check Type: Check Check Date: 11/07/2024 Vendor: BOMGAARS BOMGAARS Check Total: 20.15

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 6 LUNCH FUND ACCOUNT

20241107-0002	10/31/2024		FOOD SERVICE REPAIRS	06 2640 731 003	20.15

Check Number: 8160 Check Type: Check Check Date: 11/07/2024 Vendor: DIDIERSGRO DIDIER'S GROCERY INC Check Total: 19.18

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241107-0001	10/11/2024		AFTERSCHOOL PROGRAM FOOD	06 3100 630 000 0968	19.18

Check Number: 8161 Check Type: Check Check Date: 11/07/2024 Vendor: SYSCO SYSCO LINCOLN Check Total: 1,720.67

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
561915287	10/03/2024	FY24-25-0276	powder donuts	06 3100 630 000 0968	151.98
561915287	10/03/2024	FY24-25-0276	apple juice box	06 3100 630 000 0968	147.30
561915287	10/03/2024	FY24-25-0276	fruit punch juice box	06 3100 630 000 0968	88.38
561915287	10/03/2024	FY24-25-0276	Oatmeal Bars	06 3100 630 000 0968	71.94
561915287	10/03/2024	FY24-25-0276	nutri-grain	06 3100 630 000 0968	37.67
561915287	10/03/2024	FY24-25-0276	multigrain sunchips	06 3100 630 000 0968	54.00
561939483	10/17/2024	FY24-25-0278	Choc.Muffins	06 3100 630 000 0968	67.24
561939483	10/17/2024	FY24-25-0278	Apple Juice Box	06 3100 630 000 0968	58.92
561939483	10/17/2024	FY24-25-0278	Fruit Punch Juice Box	06 3100 630 000 0968	29.46
561939483	10/17/2024	FY24-25-0278	Snack Mix Cheddar	06 3100 630 000 0968	73.90
561939483	10/17/2024	FY24-25-0278	Cheez-its whole grain	06 3100 630 000 0968	54.84
561939483	10/17/2024	FY24-25-0278	Rice Krispies whole grain	06 3100 630 000 0968	110.12
561939483	10/17/2024	FY24-25-0278	Granola Bars	06 3100 630 000 0968	64.06
561939483	10/17/2024	FY24-25-0278	Scooby Snacks Crackers	06 3100 630 000 0968	68.96
561939483	10/17/2024	FY24-25-0278	Choc. Tiger Bites Crackers	06 3100 630 000 0968	49.28
561964359	10/31/2024	FY24-25-0387	Apple juice box	06 3100 630 000 0968	147.30
561964359	10/31/2024	FY24-25-0387	fruit punch juice box	06 3100 630 000 0968	147.30
561964359	10/31/2024	FY24-25-0387	fruit loop cereal bowl	06 3100 630 000 0968	58.94
561964359	10/31/2024	FY24-25-0387	wheat thins	06 3100 630 000 0968	80.10
561964359	10/31/2024	FY24-25-0387	Blue Berry poptarts	06 3100 630 000 0968	63.80
561964359	10/31/2024	FY24-25-0387	Whole wheat Grandma cookies	06 3100 630 000 0968	95.18

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Check Number: 41085 Check Type: Check Check Date: 10/02/2024 Vendor: ADACEN ADAM CENTRAL HIGH SCHOOL Check Total: 125.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/02/2024	FY24-25-0119	District Girls Golf Entry Fee/5 Attendin	05 2900 610 001 2375	125.00

Check Number: 41086 Check Type: Check Check Date: 10/02/2024 Vendor: AMACAP AMAZON CAPITAL SERVICES INC Check Total: 709.17

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
19R7-7VX4-9FK7	08/30/2024		Cornhusker Power Grant Books Terrell	05 2900 610 001 5616	106.07
1C3H-N17X-QP7C	08/24/2024		Cheerleading Homecoming Supplies	05 2900 610 001 5050	383.64
1LJK-CCGK-T77X	09/18/2024		One Act Supplies	05 2900 610 001 5105	219.46

Check Number: 41087 Check Type: Check Check Date: 10/02/2024 Vendor: ANYFIT ANYTIME FITNESS Check Total: 1,004.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/02/2024	FY24-25-0120	Sept 2024 Schuyler Membership Dues Clas	05 2570 280 000 3200	441.00
20241002	10/02/2024	FY24-25-0120	Sept 2024 Schuyler Membership Dues -Cert	05 2570 281 000 3200	563.00

Check Number: 41088 Check Type: Check Check Date: 10/02/2024 Vendor: DIDIERSGRO DIDIER'S GROCERY INC Check Total: 273.54

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002-0001	09/01/2024		Didiers Sept. 2024 Invoice	05 2900 610 001 2900	53.82
20241002-0001	09/01/2024		Didiers Sept. 2024 Invoice	05 2900 610 001 6000	25.89
20241002-0001	09/01/2024		Didiers Sept. 2024 Invoice	05 2900 610 001 6010	31.88
20241002-0001	09/01/2024		Didiers Sept. 2024 Invoice	05 2900 610 001 7400	161.95

Check Number: 41089 Check Type: Check Check Date: 10/02/2024 Vendor: ELKHVALL ELKHORN VALLEY SCHOOL Check Total: 182.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241001	10/01/2024	FY24-25-0103	Tilden Vocal Festival for 7/8th choir	05 2900 610 008 5909	182.00

Check Number: 41090 Check Type: Check Check Date: 10/02/2024 Vendor: MARTINEZFR MONSERRAT MARTINEZ FRANCO Check Total: 88.81

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/01/2024		Degree Attainment Reimbursement	05 2210 330 000 3112	88.81

Check Number: 41091 Check Type: Check Check Date: 10/02/2024 Vendor: NEWGRO NEWMAN GROVE PUBLIC SCHOOLS Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241001	10/01/2024	FY24-25-0108	FFA District membership dues for the 202	05 2900 610 001 5200	100.00

Check Number: 41092 Check Type: Check Check Date: 10/02/2024 Vendor: KNUPAT PATRICIA KNUTSON Check Total: 200.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/02/2024	FY24-25-0125	Volleyball Official SMS 10-3-24	05 2900 610 008 2800	200.00

Check Number: 41093 Check Type: Check Check Date: 10/02/2024 Vendor: DIRKPAUL PAUL DIRKSCHNEIDER Check Total: 65.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/02/2024	FY24-25-0124	Labor	05 2900 610 001 7000	65.00

Check Number: 41094 Check Type: Check Check Date: 10/02/2024 Vendor: PERRIN MINDY PERRIN Check Total: 88.81

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/01/2024		Degree Attainment Reimbursement	05 2210 330 000 3112	88.81

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Check Number: 41095 Check Type: Check Check Date: 10/02/2024 Vendor: PRUSA JESSICA PRUSA Check Total: 88.81

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241002	10/01/2024		Degree Attainment Reimbursement	05 2210 330 000 3112	88.81

Check Number: 41096 Check Type: Check Check Date: 10/02/2024 Vendor: RUSKAMP AUDREY RUSKAMP Check Total: 150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241001	10/01/2024	FY24-25-0109	Herb Snyder scholarship check	05 2900 610 001 5350	150.00

Check Number: 41097 Check Type: Check Check Date: 10/02/2024 Vendor: SCOHS SCOTUS HIGH SCHOOL Check Total: 90.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241001	10/01/2024	FY24-25-0117	Girls Golf Entry Fee	05 2900 610 001 2375	90.00

Check Number: 41098 Check Type: Check Check Date: 10/02/2024 Vendor: VARSIT VARSITY Check Total: 274.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
15605790	09/25/2024		6" Solid Color Vinyl Pom x 18	05 2900 610 001 5050	274.00

Check Number: 41099 Check Type: Check Check Date: 10/04/2024 Vendor: MANANT ANTHONY MANDAL Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241004	10/04/2024	FY24-25-0133	V FB 10/4/24	05 2900 352 001 2300	140.00

Check Number: 41100 Check Type: Check Check Date: 10/04/2024 Vendor: BIMBBAKE BIMBO BAKERIES USA Check Total: 89.70

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
54327990007983/ 7920	09/06/2024		Hamburger Buns SCHS Concessions	05 2900 610 001 6000	89.70

Check Number: 41101 Check Type: Check Check Date: 10/04/2024 Vendor: WOEEDW EDWARD WOEPPEL Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241004	10/04/2024	FY24-25-0135	Ref FB 10/4/24	05 2900 352 001 2300	140.00

Check Number: 41102 Check Type: Check Check Date: 10/04/2024 Vendor: HAMPINN HAMPTON INN KEARNEY Check Total: 756.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1727453017	09/27/2024		Hotels Hope/Abby One Act/Speech	05 2900 580 001 5100	378.00
1727453017	09/27/2024		Hotels Hope/Abby One Act/Speech	05 2900 580 001 5105	378.00

Check Number: 41103 Check Type: Check Check Date: 10/04/2024 Vendor: NSIAAA NSIAAA Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241003	09/25/2024	FY24-25-0083	LTC 503 Class	05 2410 330 001 2900	100.00

Check Number: 41104 Check Type: Check Check Date: 10/04/2024 Vendor: WILTFONG CARSON WILTFONG Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241004	01/04/2024	FY24-25-0134	Ref V FB 10/4/24	05 2900 352 001 2300	140.00

Check Number: 41105 Check Type: Check Check Date: 10/04/2024 Vendor: WYATT TOBIN WYATT Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241004	10/04/2024	FY24-25-0136	Ref FB 10/4/24	05 2900 352 001 2300	140.00

Check Number: 41106 Check Type: Check Check Date: 10/04/2024 Vendor: ZABEL BRODY ZABEL Check Total: 140.00

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241004	10/04/2024	FY24-25-0137	Ref FB 10/4/24	05 2900 352 001 2300	140.00

Check Number: 41107 Check Type: Check Check Date: 10/07/2024 Vendor: RIEAAR AARON RIEDMILLER Check Total: 70.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241007	10/07/2024	FY24-25-0159	Football Official SMS 10/8/24	05 2900 352 008 2800	70.00

Check Number: 41108 Check Type: Check Check Date: 10/07/2024 Vendor: CENCOMSB CENTRAL COMMUNITY COLLEGE Check Total: 12,724.56

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
002025218	09/26/2024	FY24-25-0107	COLLEGE CREDIT	05 2900 610 001 3110	12,724.56

Check Number: 41109 Check Type: Check Check Date: 10/07/2024 Vendor: FAIRINN FAIRFIELD INN Check Total: 539.80

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
434C400013084	10/02/2024		Hotel Rooms ASP Conference	05 2900 580 000 9031	539.80

Check Number: 41110 Check Type: Check Check Date: 10/07/2024 Vendor: LEXHIG LEXINGTON HIGH SCHOOL Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241007	10/07/2024	FY24-25-0142	Entry Fee	05 2900 810 001 2200	100.00

Check Number: 41111 Check Type: Check Check Date: 10/07/2024 Vendor: ULFMAR MARK ULFERTS Check Total: 70.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241007	10/07/2024	FY24-25-0161	Football Official SMS 10/8/24	05 2900 352 008 2800	70.00

Check Number: 41112 Check Type: Check Check Date: 10/07/2024 Vendor: MONNIT MONNIT CORPORATION Check Total: 270.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV79899	09/23/2023		Past Due invoice from 9/23 for Temp Sens	05 2900 610 001 7000	270.75

Check Number: 41113 Check Type: Check Check Date: 10/07/2024 Vendor: NEBRASKAMU NEBRASKA MUSIC EDUCATION ASSOCIATION-NMEA Check Total: 27.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241007	10/04/2024	FY24-25-0150	All-State Band	05 2900 810 001 4000	27.00

Check Number: 41114 Check Type: Check Check Date: 10/07/2024 Vendor: KNUPAT PATRICIA KNUTSON Check Total: 200.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241007	10/04/2024	FY24-25-0156	Volleyball offical	05 2900 352 008 2800	200.00

Check Number: 41115 Check Type: Check Check Date: 10/07/2024 Vendor: PEPSIC PEPSI COLA Check Total: 2,183.03

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241007	10/04/2024	FY24-25-0123	Pepsi SCHS Concessions	05 2900 610 001 6100	1,825.38
20241007-0001	10/04/2024	FY24-25-0146	20OZ PL 1/24S	05 2900 610 008 6105	85.56
20241007-0001	10/04/2024	FY24-25-0146	20OZ PL 1/24S	05 2900 610 008 6105	85.56
20241007-0001	10/04/2024	FY24-25-0146	20OZ PL 1/24S	05 2900 610 008 6105	29.58
20241007-0001	10/04/2024	FY24-25-0146	20OZ WM PL 1/24	05 2900 610 008 6105	62.78
20241007-0001	10/04/2024	FY24-25-0146	20OZ WM PL 1/24	05 2900 610 008 6105	62.78
20241007-0001	10/04/2024	FY24-25-0146	20OZ WM PL 8/3	05 2900 610 008 6105	31.39

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Check Number: 41116 Check Type: Check Check Date: 10/10/2024 Vendor: AMAZCAPI AMAZON CAPITAL SERVICES Check Total: 142.24

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1YQC-F36-1MPP	10/08/2024		Cheerleaders	05 2900 610 001 5050	142.24

Check Number: 41117 Check Type: Check Check Date: 10/10/2024 Vendor: AMACAP AMAZON CAPITAL SERVICES INC Check Total: 143.88

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
19M1-4QFX-1CDD	09/14/2024		Cheerleaders	05 2900 610 001 5050	143.88

Check Number: 41118 Check Type: Check Check Date: 10/10/2024 Vendor: ARNDT1 BRAXTON ARNDT Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241009	10/09/2024	FY24-25-0182	Officials V FB 10/11/24	05 2900 352 001 2300	140.00

Check Number: 41119 Check Type: Check Check Date: 10/10/2024 Vendor: ARNDT TIMOTHY ARNDT Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241009	10/09/2024	FY24-25-0181	Officials V FB 10/11/24	05 2900 352 001 2300	140.00

Check Number: 41120 Check Type: Check Check Date: 10/10/2024 Vendor: CEDER ERIC CEDER Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241009	10/09/2024	FY24-25-0180	Officials V FB 10/11/24	05 2900 352 001 2300	140.00
V*20241009	10/11/2024	FY24-25-0180	Officials V FB 10/11/24	05 2900 352 001 2300	(140.00)

Check Number: 41121 Check Type: Check Check Date: 10/10/2024 Vendor: FERGUSON MARLIN FERGUSON Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241009	10/09/2024	FY24-25-0183	Officials V FB 10/11/24	05 2900 352 001 2300	140.00

Check Number: 41122 Check Type: Check Check Date: 10/10/2024 Vendor: SCHGIN GINNY SCHMOLDT Check Total: 150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241010	10/10/2024	FY24-25-0205	Volleyball Officials SMS 10-10-24	05 2900 352 008 2800	150.00

Check Number: 41123 Check Type: Check Check Date: 10/10/2024 Vendor: JOSTINC JOSTENS, INC Check Total: 626.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1397397	09/11/2024	FY24-25-0113	23-24 Yearbook payment	05 2900 610 001 8560	626.60

Check Number: 41124 Check Type: Check Check Date: 10/10/2024 Vendor: NIMCO NIMCO, INC Check Total: 120.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
533163	10/03/2024	FY24-25-0105	Red Ribbon Week Lollipops & Candy	05 2900 610 003 5620	120.00

Check Number: 41125 Check Type: Check Check Date: 10/10/2024 Vendor: PAPLAV PAPILLION-LA VISTA SOUTH HS Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241010	10/10/2024	FY24-25-0196	SMS State XC Entry Fee	05 2900 810 008 5928	140.00

Check Number: 41126 Check Type: Check Check Date: 10/10/2024 Vendor: PEPSIC PEPSI COLA Check Total: 326.10

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241008	10/08/2024	FY24-25-0157	Aquafina 20 oz. 24/case	05 2900 610 001 6150	29.58
20241008	10/08/2024	FY24-25-0157	Gatorade 12 oz. 24/case	05 2900 610 001 6150	91.71
20241008	10/08/2024	FY24-25-0157	Gatorade 20 oz. 24/case	05 2900 610 001 6150	94.17

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

20241008	10/08/2024	FY24-25-0157	Bubbly 16.9 oz. 12/case	05 2900 610 001 6150	110.64

Check Number: 41127 Check Type: Check Check Date: 10/10/2024 Vendor: QGRAPHIX QUENTIN P. NELSON Check Total: 1,554.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5877	09/15/2024	FY24-25-0165	Cancer shirts	05 2900 610 001 5350	1,554.00

Check Number: 41128 Check Type: Check Check Date: 10/10/2024 Vendor: WILCOXSON ERIK WILCOXSON Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241009	10/09/2024	FY24-25-0184	Officials V FB 10/11/24	05 2900 352 001 2300	140.00

Check Number: 41129 Check Type: Check Check Date: 10/10/2024 Vendor: ZOLLARS ASHLEY ZOLLARS Check Total: 80.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241008	10/07/2024	FY24-25-0166	Refund Preschool	05 2900 610 001 9095	80.00

Check Number: 41130 Check Type: Check Check Date: 10/10/2024 Vendor: AMAZCAPI AMAZON CAPITAL SERVICES Check Total: 327.73

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	Halloween Trunk or Treat Decorations Kit	05 2900 610 001 9031	23.99
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	Costume Dress Women Adult Halloween Cost	05 2900 610 001 9031	29.99
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	Halloween Costumes for Women Vintage Got	05 2900 610 001 9031	32.99
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	Adults Gangster Costume – Black/White Pi	05 2900 610 001 9031	27.89
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	CCINEE 3D Halloween Hanging Bats Decorat	05 2900 610 001 9031	9.89
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	LOLStar 3 Pack Orange Purple Black Photo	05 2900 610 001 9031	25.98
16GR-4PL9-JLHX	10/07/2024	FY24-25-0111	HOUSE OF PARTY Halloween Balloon Garland	05 2900 610 001 9031	10.99
1G3T-K6G7-WYMQ	10/08/2024	FY24-25-0097	Canon LP-E10 Lithium-Ion Battery	05 2900 610 001 8560	28.71
1G3T-K6G7-WYMQ	10/08/2024	FY24-25-0097	AA & AAA battery 24 pk each	05 2900 610 001 8560	28.84
1M1N-FQXN-RXRX	09/15/2024		BEYOND SCHOOL BELL	05 2900 610 001 9031	108.46

Check Number: 41131 Check Type: Check Check Date: 10/10/2024 Vendor: EGANSUPP EGAN SUPPLY CO Check Total: 92.03

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
385362	06/24/2024		AFTERSCHOOL PROGRAM	05 2900 610 001 9030	92.03

Check Number: 41133 Check Type: Check Check Date: 10/11/2024 Vendor: ARACLE CLETE ARASMITH Check Total: 80.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241011	10/11/2024	FY24-25-0216	Official	05 2900 610 001 2300	80.00

Check Number: 41134 Check Type: Check Check Date: 10/11/2024 Vendor: MERJEF JEFF MERRILL Check Total: 80.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241011	10/11/2024	FY24-25-0214	Official	05 2900 610 001 2300	80.00

Check Number: 41135 Check Type: Check Check Date: 10/11/2024 Vendor: SCHJOE JOE SCHOENFELDER Check Total: 80.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241011	10/11/2024	FY24-25-0215	Official	05 2900 610 001 2300	80.00

Check Number: 41136 Check Type: Check Check Date: 10/11/2024 Vendor: WOOLDRIK CHRIS WOOLDRIK Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

20241011	10/11/2024	FY24-25-0217	Official V FB 10-11-24	05 2900 352 001 2300	140.00

Check Number: 41137 Check Type: Check Check Date: 10/15/2024 Vendor: COMLBILL BILL COMLEY Check Total: 220.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/15/2024		Reimbursement for Personal Damages Fire	05 2900 610 000 3200	220.00

Check Number: 41138 Check Type: Check Check Date: 10/15/2024 Vendor: SCHROEDERB BRET SCHROEDER Check Total: 125.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/15/2024		Reimbursement for Personal Damages Fire	05 2900 610 000 3200	125.00

Check Number: 41139 Check Type: Check Check Date: 10/15/2024 Vendor: FRI FRIDA Check Total: 980.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
000035	10/04/2024	FY24-25-0221	Cheer Camp Shirts	05 2900 610 001 5050	980.00

Check Number: 41140 Check Type: Check Check Date: 10/15/2024 Vendor: IFRTEC IFRIT TECHNOLOGIES LLC Check Total: 110.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/14/2024	FY24-25-0235	Extemp Genie License	05 2900 610 001 5100	100.00
20241015	10/14/2024	FY24-25-0235	P.O. Processing Fee	05 2900 610 001 5100	10.00

Check Number: 41141 Check Type: Check Check Date: 10/15/2024 Vendor: LOPEJASM JASMIN LOPEZ Check Total: 121.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/15/2024		Reimbursement for Personal Damages Fire	05 2900 610 000 3200	121.00

Check Number: 41142 Check Type: Check Check Date: 10/15/2024 Vendor: ROCHJOSE JOSE ROCHA Check Total: 400.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241014	10/14/2024	FY24-25-0220	Homecoming	05 2900 610 001 5050	400.00

Check Number: 41143 Check Type: Check Check Date: 10/15/2024 Vendor: MENARD MENARDS Check Total: 37.98

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8158	06/07/2024		Storage Bins for Soccer Equip./Uniforms	05 2900 610 001 7300	37.98

Check Number: 41144 Check Type: Check Check Date: 10/15/2024 Vendor: NEBRASKAWR NEBRASKA WRESTLING CAMPS INC. Check Total: 130.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/15/2024	FY24-25-0236	Coaches Clinic	05 2900 330 001 7250	130.00

Check Number: 41145 Check Type: Check Check Date: 10/15/2024 Vendor: VISA PINNACLE BANK Check Total: 2,233.90

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241009-0007	10/02/2024		GENERAL - FOUNDATION	05 2900 610 000 3200	37.98
20241009-0007	10/02/2024		FLAG CORPS	05 2900 610 001 4650	774.66
20241009-0007	10/02/2024		CONCESSION	05 2900 610 001 6000	46.98
20241009-0007	10/02/2024		IMP. FUND-5%	05 2900 610 001 6010	98.58
20241009-0007	10/02/2024		IMP. FUND-5%	05 2900 610 001 6010	34.62
20241009-0007	10/02/2024		SB CLUB ACCOUNT	05 2900 610 001 7500	118.24
20241009-0009	10/02/2024		ONE ACT - NA	05 2900 610 001 5105	93.88
20241009-0016	10/02/2024		GENERAL	05 2900 610 001 3200	414.48

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

20241009-0016	10/02/2024	CONCESSION	05 2900 610 001 6000	169.80	
20241009-0016	10/02/2024	IMP. FUND-5%	05 2900 610 001 6010	20.96	
20241014	10/14/2024	Supplies for Cheer Camp	05 2900 610 001 5050	334.14	
20241014-0001	10/14/2024	Beyond School Bells Training	05 2900 580 000 9031	89.58	

Check Number: 41146 Check Type: Check Check Date: 10/15/2024 Vendor: QGRAPHIX QUENTIN P. NELSON Check Total: 3,150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5872	10/14/2024	FY24-25-0022	Short-sleeved youth Ts	05 2900 610 008 5910	120.00
5872	10/14/2024	FY24-25-0022	Short-sleeved Adult Ts	05 2900 610 008 5910	852.00
5872	10/14/2024	FY24-25-0022	Short-sleeved Adult XXL	05 2900 610 008 5910	117.00
5872	10/14/2024	FY24-25-0022	Short-sleeved Adult XXXL	05 2900 610 008 5910	14.00
5872	10/14/2024	FY24-25-0022	Long-sleeved Youth & Adult	05 2900 610 008 5910	195.00
5872	10/14/2024	FY24-25-0022	Long-sleeved Adult XXXL	05 2900 610 008 5910	17.00
5872	10/14/2024	FY24-25-0022	Crew Sweatshirts	05 2900 610 008 5910	160.00
5872	10/14/2024	FY24-25-0022	Hoodies youth & adult	05 2900 610 008 5910	216.00
5872	10/14/2024	FY24-25-0022	Hoodie Adult XXL	05 2900 610 008 5910	56.00
5872	10/14/2024	FY24-25-0022	Hoodie Adult XXXL	05 2900 610 008 5910	203.00
5876	10/14/2024	FY24-25-0006	T-Shirts Youth Large	05 2900 610 001 2988	84.00
5876	10/14/2024	FY24-25-0006	T-Shirts Small	05 2900 610 001 2988	84.00
5876	10/14/2024	FY24-25-0006	T-Shirts Medium	05 2900 610 001 2988	42.00
5876	10/14/2024	FY24-25-0006	T-Shirts XXL	05 2900 610 001 2988	15.00
5876	10/14/2024	FY24-25-0006	Names on back	05 2900 610 001 2988	70.00
5876	10/14/2024	FY24-25-0006	Number on back	05 2900 610 001 2988	70.00
5881	10/14/2024	FY24-25-0144	Team shirts	05 2900 610 001 7500	225.00
5881	10/14/2024	FY24-25-0144	Team Sweatshirts	05 2900 610 001 7500	450.00
5881	10/14/2024	FY24-25-0144	Personalization	05 2900 610 001 7500	160.00

Check Number: 41147 Check Type: Check Check Date: 10/15/2024 Vendor: ROWE EMILY ROWE Check Total: 338.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/15/2024		Reimbursement for Personal Damages Fire	05 2900 610 000 3200	338.00

Check Number: 41148 Check Type: Check Check Date: 10/15/2024 Vendor: GAHASARA SARAH HOLTORF Check Total: 210.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241015	10/15/2024		Reimbursement for Personal Damages Fire	05 2900 610 000 3200	210.00

Check Number: 41149 Check Type: Check Check Date: 10/15/2024 Vendor: SWEHAR SWEET HARVEST Check Total: 183.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
170239	10/15/2024	FY24-25-0130	Popcorn for Fall party	05 2900 610 003 8365	183.00

Check Number: 41150 Check Type: Check Check Date: 10/15/2024 Vendor: SYSCO SYSCO LINCOLN Check Total: 722.07

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
561859845	09/02/2024	FY24-25-0209	Popcorn	05 2900 610 008 6005	47.08
561859845	09/02/2024	FY24-25-0209	Candy, Popcorn Oil	05 2900 610 008 6005	674.99

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Check Number	Check Type	Check Date	Vendor		Check Total
41151	Check	10/17/2024	KNUJON	JON KNUTSON	150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241017	10/17/2024	FY24-25-0242	Volleyball official SMS 10-17-24	05 2900 352 008 2800	150.00

Check Number	Check Type	Check Date	Vendor		Check Total
41152	Check	10/17/2024	NSADIS	NSAA DISTRICT II	35.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241017	10/17/2024	FY24-25-0250	District II Dues	05 2410 330 001 2900	35.00

Check Number	Check Type	Check Date	Vendor		Check Total
41153	Check	10/17/2024	PEPSIC	PEPSI COLA	307.31

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 12/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ CN 8/3 FM	05 2900 610 008 5905	11.56
64752007	10/10/2024	FY24-25-0237	120Z CN 8/3 FM	05 2900 610 008 5905	11.56
64752007	10/10/2024	FY24-25-0237	12OZ CN 8/3	05 2900 610 008 5905	11.56
64752007	10/10/2024	FY24-25-0237	12OZ CN 13/2 FM	05 2900 610 008 5905	14.39
64752007	10/10/2024	FY24-25-0237	12OZ PL 1/24S	05 2900 610 008 6105	85.56

Check Number	Check Type	Check Date	Vendor		Check Total
41154	Check	10/17/2024	QGRAPHIX	QUENTIN P. NELSON	262.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5831	05/10/2024	FY24-25-0248	Schuyler Proud tshirt payment	05 2900 610 001 5250	262.00

Check Number	Check Type	Check Date	Vendor		Check Total
41155	Check	10/17/2024	SEA5913	SEA	717.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241017	10/17/2024	FY24-25-0240	SEA Worked Concession Stand at Varsity F	05 2900 610 001 2900	717.60

Check Number	Check Type	Check Date	Vendor		Check Total
41156	Check	10/22/2024	ANYFIT	ANYTIME FITNESS	1,127.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241022	10/22/2024	FY24-25-0249	Payment August 2024 Memberships- invoice	05 2570 280 000 3200	1,127.00

Check Number	Check Type	Check Date	Vendor		Check Total
41157	Check	10/22/2024	CASHWA	CASH-WA DISTRIBUTING	255.03

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241022	10/07/2024	FY24-25-0293	SKITTLES FRUIT WRIGLEY 36 CT	05 2900 610 008 6005	78.78
20241022	10/07/2024	FY24-25-0293	SUCKER RING POP ASST TOPPS 24CT	05 2900 610 008 6005	29.36

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

20241022	10/07/2024	FY24-25-0293	TWIX CARAMEL MARS 36CT	05 2900 610 008 6005	78.78
20241022	10/07/2024	FY24-25-0293	POPCORN YELLOW PC 12.5/4-LY 412.5 lb	05 2900 610 008 6005	56.36
20241022	10/07/2024	FY24-25-0293	DELIVERY FEE	05 2900 610 008 6005	11.75

Check Number: 41158 Check Type: Check Check Date: 10/22/2024 Vendor: DIEMUS4757 DIETZE MUSIC Check Total: 156.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
R31339-0 DZ	10/07/2024	FY24-25-0141	Trombone Lesson Book	05 2900 610 001 4000	20.80
R31339-0 DZ	10/07/2024	FY24-25-0141	Trumpet Lesson Book	05 2900 610 001 4000	20.80
R31339-0 DZ	10/07/2024	FY24-25-0141	Clarinet Lesson Book	05 2900 610 001 4000	41.60
R31339-0 DZ	10/07/2024	FY24-25-0141	Flute Lesson Book	05 2900 610 001 4000	31.20
R31339-0 DZ	10/07/2024	FY24-25-0141	Alto Sax Lesson Book	05 2900 610 001 4000	41.60

Check Number: 41159 Check Type: Check Check Date: 10/22/2024 Vendor: HAUSPO HAUFF SPORTS Check Total: 5,757.07

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
152491	07/22/2024		Softball Socks/Soccer Bags	05 2900 610 001 2500	333.90
152506	07/22/2024		Basketball Scorebook/Traction Set	05 2900 610 001 2100	187.33
152507	07/22/2024		Volleyball Scorebook/Arm Sleeves	05 2900 610 001 2700	750.84
20241022	07/10/2024	FY24-25-0286	Woemns loose racerback singlet	05 2900 610 001 2200	990.00
20241022	07/10/2024	FY24-25-0286	Loose Short, Women	05 2900 610 001 2200	645.00
20241022	07/10/2024	FY24-25-0286	Compression short, Women	05 2900 610 001 2200	540.00
20241022	07/10/2024	FY24-25-0286	Racerback Singlet, Men	05 2900 610 001 2200	1,020.00
20241022	07/10/2024	FY24-25-0286	Loose Short, Men	05 2900 610 001 2200	1,290.00

Check Number: 41160 Check Type: Check Check Date: 10/22/2024 Vendor: NEBRFFA NEBRASKA FFA Check Total: 882.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
755282	10/01/2024	FY24-25-0284	National FFA Dues	05 2900 610 001 5200	882.00

Check Number: 41161 Check Type: Check Check Date: 10/22/2024 Vendor: NSIAAA NSIAAA Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241022	10/21/2024	FY24-25-0287	NSIAAA Course Fee	05 2410 330 008 2800	100.00

Check Number: 41162 Check Type: Check Check Date: 10/22/2024 Vendor: PEPSIC PEPSI COLA Check Total: 1,760.92

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
11148004	08/12/2024	FY24-25-0262	Missed Invoice for Pepsi from 8/24	05 2900 610 001 6000	515.48
64752006	10/10/2024	FY24-25-0263	Pepsi SCHS Concessions	05 2900 610 001 6000	741.26
73607007	10/17/2024	FY24-25-0261	20OZ PL 1/24S	05 2900 610 008 6105	142.60
73607007	10/17/2024	FY24-25-0261	20OZ PL 1/24S	05 2900 610 008 6105	114.08
73607007	10/17/2024	FY24-25-0261	20OZ PL 1/24S	05 2900 610 008 6105	59.16
73607007	10/17/2024	FY24-25-0261	20OZ WM PL 1/24	05 2900 610 008 6105	94.17
73607007	10/17/2024	FY24-25-0261	20OZ WM PL 1/24	05 2900 610 008 6105	94.17

Check Number: 41163 Check Type: Check Check Date: 10/22/2024 Vendor: SCHCOM SCHUYLER COMMUNITY SCHOOLS Check Total: 301.24

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241022	10/22/2024	FY24-25-0253	Reimbursement to General Fund	05 5200 610 000 4750	301.24

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Check Number: 41164 Check Type: Check Check Date: 10/22/2024 Vendor: SYSCO SYSCO LINCOLN Check Total: 441.18

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
561939480	10/17/2024	FY24-25-0272	SUPRPTZ PRETZEL SOFT BAKED KINGSIZE 301	05 2900 610 008 6005	40.94
561939480	10/17/2024	FY24-25-0272	M&M CANDY M&M PLAIN 1.69 OZ 317489	05 2900 610 008 6005	67.50
561939480	10/17/2024	FY24-25-0272	M&M CANDY M&M PEANUT 1.74 OZ 01232	05 2900 610 008 6005	89.90
561939480	10/17/2024	FY24-25-0272	HERSHEY CANDY BAR STD VARIETY ASST	05 2900 610 008 6005	121.64
561939480	10/17/2024	FY24-25-0272	LOUANNA OIL POPCORN CLASSIC BLEND 20234	05 2900 610 008 6005	121.20

Check Number: 41165 Check Type: Check Check Date: 10/25/2024 Vendor: DENCLI CLINT DENNIS Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0300	VFB Official	05 2900 610 001 2300	140.00

Check Number: 41166 Check Type: Check Check Date: 10/25/2024 Vendor: HAUSPO HAUFF SPORTS Check Total: 1,062.71

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
156722	10/24/2024	FY24-25-0315	Cage Jackets for Coaches	05 2900 610 001 7200	312.71
158153	10/24/2024	FY24-25-0122	Backpack	05 2900 610 001 7200	750.00

Check Number: 41167 Check Type: Check Check Date: 10/25/2024 Vendor: KENT TOM KENT Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0305	Official V FB 10/25/24	05 2900 352 001 2300	140.00

Check Number: 41168 Check Type: Check Check Date: 10/25/2024 Vendor: KEVMAR KEVIN MARIK Check Total: 208.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0317	NSAA Judge	05 2900 610 001 5105	180.00
20241025	10/25/2024	FY24-25-0317	Mileage	05 2900 610 001 5105	28.00

Check Number: 41169 Check Type: Check Check Date: 10/25/2024 Vendor: LAVISTAVOL LA VISTA VOLLEYBALL CLASSIC Check Total: 375.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0295	Camp	05 2900 610 001 7450	375.00

Check Number: 41170 Check Type: Check Check Date: 10/25/2024 Vendor: LOUSPG LOU'S SPORTING GOODS Check Total: 45.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
FPQ003702	10/24/2024	FY24-25-0322	Wrestling shoes for middle school	05 2900 610 008 5915	45.00

Check Number: 41171 Check Type: Check Check Date: 10/25/2024 Vendor: NEBCOA NEBRASKA COACHES ASSOCIATION Check Total: 340.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0310	Registration for Sportsmanship clinic	05 2900 610 001 5400	340.00

Check Number: 41172 Check Type: Check Check Date: 10/25/2024 Vendor: NEBWRE NEBRASKA WRESTLING CAMPS, INC Check Total: 130.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0297	NU Fall Wrestling Coachers Clinic	05 2900 610 001 2775	130.00

Check Number: 41173 Check Type: Check Check Date: 10/25/2024 Vendor: ROORAN RANDY ROOD Check Total: 228.00

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0318	NSAA Judge	05 2900 610 001 5105	180.00
20241025	10/25/2024	FY24-25-0318	Mileage	05 2900 610 001 5105	48.00

Check Number: 41174 Check Type: Check Check Date: 10/25/2024 Vendor: RAS RONDA RAS Check Total: 238.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0319	NSAA Judge	05 2900 610 001 5105	180.00
20241025	10/25/2024	FY24-25-0319	Mileage	05 2900 610 001 5105	58.00

Check Number: 41175 Check Type: Check Check Date: 10/25/2024 Vendor: RINTER TERRY RINKOL Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0302	VFB Official	05 2900 610 001 2300	140.00

Check Number: 41176 Check Type: Check Check Date: 10/25/2024 Vendor: HEITOD TOD HEIER Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0301	VFB Official	05 2900 610 001 2300	140.00

Check Number: 41177 Check Type: Check Check Date: 10/25/2024 Vendor: MORHAL UNIVERSITY OF NEBRASKA STATE MUSEUM Check Total: 1,120.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/16/2024	FY24-25-0254	Morrill Hall Museum & Planetarium visit	05 2900 610 001 8355	1,120.00
V*20241025	10/29/2024	FY24-25-0254	Morrill Hall Museum & Planetarium visit	05 2900 610 001 8355	(1,120.00)

Check Number: 41178 Check Type: Check Check Date: 10/25/2024 Vendor: WILCYNSKI JACOB WILCYNSKI Check Total: 140.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/25/2024	FY24-25-0306	Official V FB 10/25/24	05 2900 352 001 2300	140.00

Check Number: 41179 Check Type: Check Check Date: 10/29/2024 Vendor: AMERICANRE AMERICAN RED CROSS TRAINING SERVICES Check Total: 1,507.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
22731652	10/16/2024	FY24-25-0172	CPR/AED/First Aid Training	05 2900 610 001 9031	1,507.00

Check Number: 41180 Check Type: Check Check Date: 10/29/2024 Vendor: BSNSPOR BSN SPORTS LLC Check Total: 82.98

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241029	10/29/2024		SMS VB Cart Requisitions Spring 2024	05 2900 610 008 2800	82.98

Check Number: 41181 Check Type: Check Check Date: 10/29/2024 Vendor: COUFALRENT COUFAL RENTAL Check Total: 4,500.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
62100	10/23/2024	FY24-25-0298	Rustgo Portable Scaffolding	05 2900 610 001 7010	4,500.00

Check Number: 41182 Check Type: Check Check Date: 10/29/2024 Vendor: FRIDA FRIDA Check Total: 268.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
000037	10/26/2024	FY24-25-0347	S logo for travel bags and cage jackets	05 2900 610 001 7200	268.00

Check Number: 41183 Check Type: Check Check Date: 10/29/2024 Vendor: HAUSPO HAUFF SPORTS Check Total: 2,019.18

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

155111	08/23/2024	FY24-25-0323	Includes shirts for MS and High School c	05 2900 610 001 7400	472.86
156422	09/10/2024	FY24-25-0324	75 each of shirt and shorts. Unit price	05 2900 610 001 7400	1,546.32

Check Number: 41184 Check Type: Check Check Date: 10/29/2024 Vendor: HUMINT HUMMERT INTERNATIONAL Check Total: 1,258.25

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
192716	10/25/2024	FY24-25-0290	Narcissus Mixed Minature case/100	05 2900 610 001 7000	98.00
192716	10/25/2024	FY24-25-0290	Narcissus Ferris Wheel case/50	05 2900 610 001 7000	282.00
192716	10/25/2024	FY24-25-0290	Tulips Miniature Tarda case/100	05 2900 610 001 7000	56.00
192716	10/25/2024	FY24-25-0290	Tulip Flair case/100	05 2900 610 001 7000	50.00
192716	10/25/2024	FY24-25-0290	Tulip Monsella case/100	05 2900 610 001 7000	65.00
192716	10/25/2024	FY24-25-0290	Tulip National Velvet case/100	05 2900 610 001 7000	106.00
192716	10/25/2024	FY24-25-0290	Tulip Bourbon Street case/100	05 2900 610 001 7000	108.00
192716	10/25/2024	FY24-25-0290	Tulip Golden Dynasty case/100	05 2900 610 001 7000	118.00
192716	10/25/2024	FY24-25-0290	Tulip Verona Sunrise case/100	05 2900 610 001 7000	58.00
192716	10/25/2024	FY24-25-0290	Amaryllis Mandela case/5	05 2900 610 001 7000	65.75
192716	10/25/2024	FY24-25-0290	Amaryllis Pink Rival case/5	05 2900 610 001 7000	65.50
192716	10/25/2024	FY24-25-0290	Amarylis Terra Mystica	05 2900 610 001 7000	66.00
192716	10/25/2024	FY24-25-0290	Shipping	05 2900 610 001 7000	120.00

Check Number: 41185 Check Type: Check Check Date: 10/29/2024 Vendor: NIMCO NIMCO, INC Check Total: 130.88

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
532472	09/27/2024	FY24-25-0072	Red Ribbon Temperature Color Changing Cu	05 2900 610 001 5610	34.88
532472	09/27/2024	FY24-25-0072	Red Ribbon Week Pencils | Life Is A Movi	05 2900 610 001 5610	28.00
532472	09/27/2024	FY24-25-0072	Red Ribbon Week Lollipops & Candy	05 2900 610 001 5610	30.00
532472	09/27/2024	FY24-25-0072	Silicone Red Ribbon Week Bracelet	05 2900 610 001 5610	38.00

Check Number: 41186 Check Type: Check Check Date: 10/29/2024 Vendor: SPETS SPECIAL T'S AND MORE Check Total: 594.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
13430	10/09/2024	FY24-25-0241	Band tshirts	05 2900 610 001 4000	545.75
13430	10/09/2024	FY24-25-0241	Band t-shirt	05 2900 610 001 4000	13.25
13430	10/09/2024	FY24-25-0241	Shipping	05 2900 610 001 4000	35.00
V*13430	10/29/2024	FY24-25-0241	Band tshirts	05 2900 610 001 4000	(545.75)
V*13430	10/29/2024	FY24-25-0241	Band t-shirt	05 2900 610 001 4000	(13.25)
V*13430	10/29/2024	FY24-25-0241	Shipping	05 2900 610 001 4000	(35.00)

Check Number: 41187 Check Type: Check Check Date: 10/29/2024 Vendor: SWEHAR SWEET HARVEST Check Total: 172.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
170237	10/29/2024	FY24-25-0337	Popcorn balls	05 2900 610 001 8350	120.00
170244	10/29/2024	FY24-25-0313	5QT bags of Fall Confetti Popcorn	05 2900 610 001 8370	52.00

Check Number: 41188 Check Type: Check Check Date: 10/29/2024 Vendor: MORHAL UNIVERSITY OF NEBRASKA STATE MUSEUM Check Total: 825.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241029	10/16/2024	FY24-25-0254	Morrill Hall Museum & Planetarium visit	05 2900 610 001 8355	825.00

Checking Account: 5 STUDENT ACTIVITY ACCOUNT

*Denotes Expensed Invoice Item

Checking Account ID: 5

Total without Voids: 61,215.86

Checking Account: 1 MAIN CHECKING

Check Number	Check Type	Check Date	Vendor		Check Total
48396	Check	11/05/2024	ACCOBRAN	ACCO BRANDS USA LLC	103.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
4729394731	10/11/2024	FY24-25-0149	1.5Mil;25"x500';1" core Ultima 65 EZLoad	01 1100 610 001	103.20

Check Number	Check Type	Check Date	Vendor		Check Total
48397	Check	11/05/2024	AGRICITY	AGRI-CITY INSURANCE AGENCY LLC	100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241024	10/04/2024	FY24-25-0246	LIABILITY INSURANCE	01 2310 520 000	100.00

Check Number	Check Type	Check Date	Vendor		Check Total
48398	Check	11/05/2024	AMAZCAPI	AMAZON CAPITAL SERVICES	96.39

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1CY6-MNYD-1FTN	10/15/2024	FY24-25-0174	Sproutbrite 18 Month Calendar - Desk Cal	01 1100 610 003	9.80
1CY6-MNYD-1FTN	10/15/2024	FY24-25-0174	SHIPPING	01 1100 610 003	3.49
1CY6-MNYD-1FTN	10/15/2024	FY24-25-0174	SHIPPING	01 3400 610 000 0033	3.50
1CY6-MNYD-1FTN	10/15/2024	FY24-25-0174	Folger Classic Roast Ground Coffee Mediu	01 3400 610 000 0033	35.00
1QPM-WD9P-XGNN	10/04/2024		PREK - SUPPLIES	01 1190 610 009	44.60

Check Number	Check Type	Check Date	Vendor		Check Total
48399	Check	11/05/2024	AMAAZON	AMAZON.COM CREDIT SERVICES	55.98

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1JHY-KXGD-TTJH	10/04/2024	FY24-25-0100	36 pack 3 inch elastic bandages with vel	01 1100 610 005	55.98

Check Number	Check Type	Check Date	Vendor		Check Total
48400	Check	11/05/2024	APPLE	APPLE COMPUTER, INC.	390.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
MB27606026	10/22/2024	FY24-25-0266	30W USB-C Power Adapter	01 2230 610 000	390.00

Check Number	Check Type	Check Date	Vendor		Check Total
48401	Check	11/05/2024	BUTLCLIN	BUTLER COUNTY CLINIC PC	185.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
292696	09/27/2024		BUS PHYSICALS/DRUG TESTS	01 2710 340 000	185.00

Check Number	Check Type	Check Date	Vendor		Check Total
48402	Check	11/05/2024	CENTBUSI	CENTURYLINK	48.74

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Oct bill acct x9492	10/01/2024		TELEPHONE/INTERNET	01 2510 382 009	48.74

Check Number	Check Type	Check Date	Vendor		Check Total
48403	Check	11/05/2024	CENTLINK	CENTURYLINK	25.44

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
708762321	10/20/2024		TELEPHONE/INTERNET	01 2510 382 001	6.36
708762321	10/20/2024		TELEPHONE/INTERNET	01 2510 382 003	12.72
708762321	10/20/2024		TELEPHONE/INTERNET	01 2510 382 008	6.36

Check Number	Check Type	Check Date	Vendor		Check Total
48404	Check	11/05/2024	DEMCO1023	DEMCO	361.84

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7551938	10/14/2024	FY24-25-0203	demco date due slips 2 column 5X3	01 2220 610 008	45.33
7551938	10/14/2024	FY24-25-0203	Demco Superfold book jacket covers on ro	01 2220 610 008	73.91
7551938	10/14/2024	FY24-25-0203	Demco Clear Non-Glare Label Protectors 1	01 2220 610 008	98.24
7551938	10/14/2024	FY24-25-0203	Demco Color-tinted Glossy Label Protecto	01 2220 610 008	34.59
7551938	10/14/2024	FY24-25-0203	Demco Color-tinted Glossy Label Protecto	01 2220 610 008	34.59

Checking Account: 1 MAIN CHECKING

7551938	10/14/2024	FY24-25-0203	Demco Color-tinted Glossy Label Protecto	01 2220 610 008	34.59
7551938	10/14/2024	FY24-25-0203	Demco Color-tinted Glossy Label Protecto	01 2220 610 008	34.59
7551938	10/14/2024	FY24-25-0203	SHIPPING	01 2220 610 008	6.00

Check Number: 48405 Check Type: Check Check Date: 11/05/2024 Vendor: DHHS DEPARTMENT OF HEALTH & HUMAN SERVICES Check Total: 25.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241024	10/21/2024	FY24-25-0277	Licensing fee	01 3541 610 009 9660	25.00

Check Number: 48406 Check Type: Check Check Date: 11/05/2024 Vendor: DIEMUS4757 DIETZE MUSIC Check Total: 172.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241026	09/04/2024	FY24-25-0007	HLEO-FASTTRACK GTR MTHD BK 1	01 1100 610 001	120.00
20241026	09/04/2024	FY24-25-0007	HLEO-FASTTRACK GUITARRA BK1	01 1100 610 001	40.00
20241026	09/04/2024	FY24-25-0007	HLEO-FASTTRACK GTR SNGBK 1/Level 1	01 1100 610 001	12.00

Check Number: 48407 Check Type: Check Check Date: 11/05/2024 Vendor: DIETMUSI DIETZE MUSIC HOUSE, INC. Check Total: 2,102.25

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241025	10/02/2024	FY24-25-0158	Trombone	01 1100 610 001	1,865.00
20241026	10/02/2024		SUPPLIES	01 1100 610 008	237.25

Check Number: 48408 Check Type: Check Check Date: 11/05/2024 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 469.76

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9028334-0	10/24/2024	FY24-25-0294	Dan-N Seal Envelope Moistener	01 2510 610 000	9.10
9028334-0	10/24/2024	FY24-25-0294	HP Toner Cartridge Black	01 2510 610 000	113.99
9028334-0	10/24/2024	FY24-25-0294	HP Toner Cartridge Multi Color	01 2510 610 000	345.99
9028334-0	10/24/2024	FY24-25-0294	Small Binder Clip	01 2510 610 000	0.68

Check Number: 48409 Check Type: Check Check Date: 11/05/2024 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 89.90

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9022102-0/9022102-1	10/14/2024		SUPPLIES	01 1100 610 008	89.90

Check Number: 48410 Check Type: Check Check Date: 11/05/2024 Vendor: ESU7NET EDUCATIONAL SERV UNIT #7 NETWORK Check Total: 1,009.86

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241026	10/06/2024	FY24-25-0177	ESU7 Support and Network NE quarterly fe	01 2230 350 000	1,009.86

Check Number: 48411 Check Type: Check Check Date: 11/05/2024 Vendor: ESU2 EDUCATIONAL SERVICE UNIT #2 Check Total: 12,150.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INDY 2024-1	10/26/2024		ESU CONTRACTED SERVICES	01 1200 591 001	10,126.08
INDY 2024-1	10/26/2024		SUPERVISION	01 1200 591 001	810.54
INDY 2024-1	10/26/2024		NON-REIMBURSABLE	01 1200 810 000	1,213.38

Check Number: 48412 Check Type: Check Check Date: 11/05/2024 Vendor: ELLJON ELLICK JONES LAW OFFICE Check Total: 20.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
27171	10/26/2024		LEGAL SERVICES	01 2330 317 000	20.00

Checking Account: 1 MAIN CHECKING

Check Number	Check Type	Check Date	Vendor		Check Total
48413	Check	11/05/2024	ILOVEUGUYS	I Love U Guys Foundation	6,000.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
3511	10/14/2024	FY24-25-0036	I Love U Guys SRP Training	01 2211 330 001	6,000.00

Check Number	Check Type	Check Date	Vendor		Check Total
48414	Check	11/05/2024	INFINITECA	INFINITE CAMPUS USER GROUP	500.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
2004	10/17/2024	FY24-25-0265	Staff Attending Infinite Campus Training	01 2210 330 000	500.00

Check Number	Check Type	Check Date	Vendor		Check Total
48415	Check	11/05/2024	JOHNSUPP	JOHNSTONE SUPPLY	86.03

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1589534	10/08/2024		SUPPLIES	01 2610 610 001	86.03

Check Number	Check Type	Check Date	Vendor		Check Total
48416	Check	11/05/2024	JOSTINC	JOSTENS, INC	31.02

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
34788438	09/26/2024		GRADUATION EXPENSES/SUPPLIES	01 2490 610 001	31.02

Check Number	Check Type	Check Date	Vendor		Check Total
48417	Check	11/05/2024	MATHTRIG	MATHESON TRIGAS	117.25

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
0052406000	09/30/2024	FY24-25-0283	Gas for Welding Classes	01 1100 610 001	117.25

Check Number	Check Type	Check Date	Vendor		Check Total
48418	Check	11/05/2024	MCGRHILL	MCGRAW HILL, LLC	5,000.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
134800365001	10/08/2024	FY24-25-0185	PROFESSIONAL LEARNING HALF-DAY ONLINE TR	01 2213 330 000	1,500.00
134800365001	10/08/2024	FY24-25-0185	PROFESSIONAL LEARNING ONSITE DAY K-5 ELA	01 2213 330 000	3,500.00

Check Number	Check Type	Check Date	Vendor		Check Total
48419	Check	11/05/2024	MENARD	MENARDS	1,298.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
13691	09/13/2024	24-174	Refrigerant, Duct for Office	01 2610 610 001	1,298.00

Check Number	Check Type	Check Date	Vendor		Check Total
48420	Check	11/05/2024	MENARDS	MENARDS	65.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
14715	10/01/2024	24-183	Maint Supplies	01 2610 610 003	65.60

Check Number	Check Type	Check Date	Vendor		Check Total
48421	Check	11/05/2024	MEYELABO	MEYER LABORATORY, INC	654.96

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
0949487-IN	08/26/2024		DIST SUPPLIES	01 2610 610 000	654.96

Check Number	Check Type	Check Date	Vendor		Check Total
48422	Check	11/05/2024	NACIA	NACIA	250.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241026	10/07/2024	FY24-25-0223	NACIA Fall Retreat	01 2213 330 000	250.00

Check Number	Check Type	Check Date	Vendor		Check Total
48423	Check	11/05/2024	NCSA	NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS	120.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 1 MAIN CHECKING

20241026	10/14/2024	FY24-25-0233	REGISTRATION FEES	01 2320 330 000	120.00

Check Number: 48424 Check Type: Check Check Date: 11/05/2024 Vendor: PAPETIGE PAPER TIGER SHREDDING Check Total: 215.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
206963	09/30/2024		CONTRACTED SERVICES	01 2510 340 000	50.00
206963	09/30/2024		CONT. OR SECURED SERVICE	01 2510 340 001	35.00
206963	09/30/2024		CONTRACTED SERVICES	01 2510 340 003	35.00
206963	09/30/2024		CONTRACTED SERVICES	01 2510 340 005	30.00
206963	09/30/2024		CONTRACTED SERVICES	01 2510 340 008	35.00
206963	09/30/2024		CONTRACTED SERVICES	01 2510 340 009	30.00

Check Number: 48425 Check Type: Check Check Date: 11/05/2024 Vendor: PROCTIRE PROCHASKA TIRE LLC Check Total: 115.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5663-8	10/24/2024		FUEL	01 2650 626 000	115.00

Check Number: 48426 Check Type: Check Check Date: 11/05/2024 Vendor: SAVVLEAR SAVVAS LEARNING COMPANY, LLC Check Total: 453.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7028924465	09/30/2024	FY24-25-0035	3rd grade Vol. 1 and Vol. Student math t	01 1100 640 000	420.00
7028924465	09/30/2024	FY24-25-0035	Shipping	01 1100 640 000	33.60

Check Number: 48427 Check Type: Check Check Date: 11/05/2024 Vendor: VERIWIRE VERIZON WIRELESS Check Total: 30.04

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9975272266	10/01/2024		TELEPHONE/INTERNET	01 2510 382 001	30.04

Check Number: 48428 Check Type: Check Check Date: 11/05/2024 Vendor: VIRCO VIRCO, INC Check Total: 999.68

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
92047729	04/29/2024		DESKS, STORAGE, FURNITURE, FIXTURES	01 1100 733 008	749.76
92047729	04/29/2024		FURNITURE/EQUIPMENT	01 1200 733 003	249.92

Check Number: 48429 Check Type: Check Check Date: 11/05/2024 Vendor: ADVAFIRE ADVANCED FIRE & SAFETY, INC. Check Total: 524.18

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8399073124	07/31/2024		SAFETY MAINTENANCE	01 2670 431 000	524.18

Check Number: 48430 Check Type: Check Check Date: 11/05/2024 Vendor: AMAZCAPI AMAZON CAPITAL SERVICES Check Total: 2,189.64

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1F6V-KFFP-RGRH	10/12/2024	FY24-25-0132	EPSON Magenta Ink 50 ml	01 1100 610 001	33.53
1F6V-KFFP-RGRH	10/12/2024	FY24-25-0132	EPSON Yellow Ink 50 ml	01 1100 610 001	45.50
1F6V-KFFP-RGRH	10/12/2024	FY24-25-0132	EPSON Black Ink 80 ml	01 1100 610 001	69.95
1F6V-KFFP-RGRH	10/12/2024	FY24-25-0132	Epson Matte Paper - A0-36 X 82 Ft - 180	01 1100 610 001	81.29
1F6V-KFFP-RGRH	10/12/2024	FY24-25-0132	Epson Double Weight Matte Paper, 8 Mil,	01 1100 610 001	64.72
1F6V-KFFP-RGRH	10/12/2024	FY24-25-0132	SHIPPING	01 1100 610 001	2.54
1G6G-CH6X-NDPY	10/23/2024	FY24-25-0199	Sandisk 256GB Dual USB Flash Drive	01 2230 650 000	212.49
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	IRIS USA 6 Qt Clear Storage Box, BPA-Fre	01 1200 610 000	28.26
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	School Bus Toy, Die Cast Pull Back 9" M	01 1200 610 000	18.88

Checking Account: 1 MAIN CHECKING

1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	smabee Interlocking Carpet Shaggy Soft E	01 1200 610 000	35.85
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	Tritan Clear Water Bottle With Straw | B	01 1200 610 000	19.98
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	JADE KIT 12 PCS Finger Cots Cut Resistan	01 1200 610 000	7.79
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	2 Pairs Cut Resistant Sleeve Level 5 Ela	01 1200 610 000	24.99
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	Chewy Tubes - Yellow PackageQuantity: 1	01 1200 610 000	9.91
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	Green Chewy Tube (Knobbly) by Chewy Tube	01 1200 610 000	10.96
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	Smabee Interlocking Carpet Shaggy Soft E	01 1200 610 000	36.65
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	Buryeah 12 Pcs Square Floor Cushions for	01 1200 610 000	43.99
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	2-Set Round Foldable Saucer Chair Capaci	01 1200 610 000	69.99
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	GAFLY Therapen: Rechargeable Oral Massag	01 1200 610 000	39.95
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	Special Supplies AAC Communication Devic	01 1200 610 000	17.09
1LQJ-61CP-3N67	10/24/2024	FY24-25-0232	SHIPPING	01 1200 610 000	9.99
1QY7-CM3J-JPLV	10/11/2024	FY24-25-0153	Asus 27" Monitor	01 2230 650 000	1,112.00
1QY7-CM3J-JPLV	10/11/2024	FY24-25-0153	Keyboard and Mouse 10pk	01 2230 650 000	193.34

Check Number: 48431 Check Type: Check Check Date: 11/05/2024 Vendor: AMACAP AMAZON CAPITAL SERVICES INC Check Total: 425.89

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
14HH-3MGF-RY1H	10/18/2024	FY24-25-0115	Iphone adapter	01 1200 610 001	296.40
14HH-3MGF-RY1H	10/18/2024	FY24-25-0115	door level locks	01 1200 610 003	49.50
14HH-3MGF-RY1H	10/18/2024	FY24-25-0115	Ear protection noise cancelling	01 1200 610 003	79.99

Check Number: 48432 Check Type: Check Check Date: 11/05/2024 Vendor: BUTLCLER BUTLER COUNTY CLERK Check Total: 273.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241029	10/29/2024	FY24-25-0343	DUES/FEES	01 2310 810 000	273.00

Check Number: 48433 Check Type: Check Check Date: 11/05/2024 Vendor: CENTRALNEB Central Nebraska Community Action Partnership, Inc. Check Total: 21,030.67

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241031	10/22/2024	FY24-25-0355	HEAD START SERVICES	01 1190 320 010	21,030.67

Check Number: 48434 Check Type: Check Check Date: 11/05/2024 Vendor: COGNIA COGNIA, INC. Check Total: 6,000.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
00171893	04/15/2024	FY24-25-0373	Cognia Membership - SCS	01 2211 810 000	1,200.00
00171893	04/15/2024	FY24-25-0373	Cognia Membership - SMS	01 2211 810 000	1,200.00
00171893	04/15/2024	FY24-25-0373	Cognia Membership - Rural	01 2211 810 000	1,200.00
00171893	04/15/2024	FY24-25-0373	Cognia Membership - SES	01 2211 810 000	1,200.00
00171893	04/15/2024	FY24-25-0373	Cognia Membership - SCHS	01 2211 810 000	1,200.00

Check Number: 48435 Check Type: Check Check Date: 11/05/2024 Vendor: COLUMNSOFT COLUMN SOFTWARE PBC Check Total: 115.31

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
28F81F98-0011, 0012	10/02/2024	FY24-25-0325	ADVERTISING	01 2510 540 000	8.84
28F81F98-0011, 0012	10/02/2024	FY24-25-0325	ADVERTISING	01 2510 540 000	98.47
28F81F98-0013	10/30/2024	FY24-25-0359	ADVERTISING	01 2510 540 000	8.00

Checking Account: 1 MAIN CHECKING

Check Number: 48436 Check Type: Check Check Date: 11/05/2024 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 837.15

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9021684-0/-1	10/21/2024	FY24-25-0152	Approved by stampers	01 1100 610 001	60.00
9021684-0/-1	10/21/2024	FY24-25-0152	Packing tape	01 1100 610 001	28.99
9021684-0/-1	10/21/2024	FY24-25-0152	Copy paper	01 1100 610 001	149.98
9021684-0/-1	10/21/2024	FY24-25-0152	Energizer AA batteries	01 1100 610 001	12.30
9028830-0	10/24/2024	FY24-25-0350	Staples	01 1100 610 005	32.70
9028830-0	10/24/2024	FY24-25-0350	Sharpie Markers	01 1100 610 005	19.90
9028830-0	10/24/2024	FY24-25-0350	Expo Dry-Erase Markers	01 1100 610 005	117.12
9029518-0	10/24/2024	FY24-25-0304	Exact Index Copy Paper - White - 94 Brig	01 1100 610 009	274.56
9029518-0	10/24/2024	FY24-25-0304	White Card Stock	01 1100 610 009	141.60

Check Number: 48437 Check Type: Check Check Date: 11/05/2024 Vendor: EAKEOFFI EAKES OFFICE PRODUCTS CENTER Check Total: 12,208.54

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV597782	10/30/2024	FY24-25-0364	XXCONTRACTED SERVICES	01 1100 430 003	11,242.18
INV597782	10/30/2024	FY24-25-0364	XXCONTRACTED SERVICES	01 1100 430 005	930.10
INV597782	10/30/2024	FY24-25-0364	XXCONTRACTED SERVICES	01 1100 430 008	36.26

Check Number: 48438 Check Type: Check Check Date: 11/05/2024 Vendor: FUELMART FUEL MART Check Total: 64.11

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241028	10/10/2024	FY24-25-0202	FUEL	01 2650 626 000	30.70
20241028	10/10/2024	FY24-25-0202	FUEL	01 2650 626 000	33.41

Check Number: 48439 Check Type: Check Check Date: 11/05/2024 Vendor: MYCENTRA MY CENTRAL SUPPLY Check Total: 2,883.37

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
004027-02A	07/16/2024		SUPPLIES	01 1100 610 001	102.96
004027-02B	07/17/2024		SUPPLIES	01 1100 610 003	106.92
004027-02B	07/17/2024		SUPPLIES	01 1100 610 008	106.92
004027-05	06/21/2024		SUPPLIES	01 1100 610 001	2.54
004027-05	06/21/2024		SUPPLIES	01 1100 610 001	47.08
004027-05	06/21/2024		SUPPLIES	01 1100 610 001	12.00
004027-05	06/21/2024		DIST SUPPLIES	01 2610 610 000	669.60
004027-15	10/01/2024		SUPPLIES	01 1100 610 001	29.10
004027-15	10/01/2024		TEXTBOOKS- DISTRICT COST	01 1100 640 000	17.88
004027-15	10/01/2024		SUPPLIES	01 2610 610 001	826.80
004027-16	07/24/2024		SUPPLIES	01 1100 610 001	260.40
004027-16	07/24/2024		SUPPLIES	01 1100 610 003	260.40
004027-16	07/24/2024		SUPPLIES	01 1100 610 008	260.40
004027-17	08/04/2024		SUPPLIES	01 2510 610 000	10.11
004151-10	08/13/2024		SUPPLIES	01 1100 610 003	50.56
004181	06/30/2024		MAINTENANCE SUPPLIES	01 2620 610 001	119.70

Check Number: 48440 Check Type: Check Check Date: 11/05/2024 Vendor: OPTISIGN OPTISIGNS, INC. Check Total: 2,328.75

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
C5EDD4DB-0004	10/28/2024	FY24-25-0099	OptiSigns Renewal	01 2230 530 000	2,328.75

Check Number: 48441 Check Type: Check Check Date: 11/05/2024 Vendor: OPTKNETW OPTK NETWORKS Check Total: 320.85

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV-047344	11/01/2024		TELEPHONE/INTERNET	01 2510 382 000	320.85

Check Number: 48442 Check Type: Check Check Date: 11/05/2024 Vendor: RENAISSA RENAISSANCE Check Total: 35,557.60

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV5348828	10/28/2024	FY24-25-0339	COMPUTER SOFTWARE - DIST	01 1100 643 000	35,557.60

Check Number: 48443 Check Type: Check Check Date: 11/05/2024 Vendor: SNYDHEAT SNYDER HEATING & REFRIGERATION Check Total: 5,199.39

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1590 & 1592	08/26/2024		REPAIRS AND MAINT NON-TECHNOLOGY	01 2620 431 001	1,489.95
1591;1593-1596	08/26/2024	24-191	Replaced belt on HVAC	01 2620 431 001	85.00
1591;1593-1596	08/26/2024	24-191	Replaced condenser fan motor in Library	01 2620 431 001	265.00
1591;1593-1596	08/26/2024	24-191	Replaced compressor in HVAC Library	01 2620 431 001	3,094.44
1591;1593-1596	08/26/2024	24-191	Repaired air conditioner room 30 & 31	01 2620 431 001	135.00
1591;1593-1596	08/26/2024	24-191	Fire alarm panel trouble	01 2620 431 003	130.00

Check Number: 48444 Check Type: Check Check Date: 11/05/2024 Vendor: STUTHMANEN Amanda Stuthman Check Total: 10,226.25

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
039	10/31/2024		SPEECH/AUDIO SCHOOL AGE	01 2151 340 008	10,226.25

Check Number: 48445 Check Type: Check Check Date: 11/05/2024 Vendor: VERIWIRE VERIZON WIRELESS Check Total: 587.95

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9977189937	10/25/2024		TELEPHONE/INTERNET	01 2510 382 000	372.55
9977189937	10/25/2024		SIXPENCE CELL PHONES	01 3541 382 009	215.40

Check Number: 48446 Check Type: Check Check Date: 11/05/2024 Vendor: VYVE VYVE BROADBRAND Check Total: 527.93

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241101	11/01/2024		TELEPHONE/INTERNET	01 2510 382 001	527.93

Check Number: 48447 Check Type: Check Check Date: 11/06/2024 Vendor: AGRICITY AGRI-CITY INSURANCE AGENCY LLC Check Total: 25.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241104	10/24/2024	FY24-25-0367	DUES/FEES	01 2510 810 000	25.00

Check Number: 48448 Check Type: Check Check Date: 11/06/2024 Vendor: AMAZCAPI AMAZON CAPITAL SERVICES Check Total: 45.53

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
17PH-TK4H-3Q4G	11/04/2024	FY24-25-0132	EPSON Cyan Ink 50 ml	01 1100 610 001	45.53

Check Number: 48449 Check Type: Check Check Date: 11/06/2024 Vendor: APPLE APPLE COMPUTER, INC. Check Total: 1,749.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
MB31109940	11/06/2024	FY24-25-0264	MacBook Pro 14" M3	01 2230 610 000	1,749.00

Check Number: 48450 Check Type: Check Check Date: 11/06/2024 Vendor: CADAELEC CADA ELECTRIC, LLC Check Total: 2,435.88

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1631 & 1641	10/20/2024	24-223	Stadium Field Scoreboard	01 2620 431 001	120.00
1631 & 1641	10/20/2024	24-223	Lights EMC Fire Loss -Room 184	01 2620 431 003	2,315.88

Check Number: 48451 Check Type: Check Check Date: 11/06/2024 Vendor: CHIHEAL CHI HEALTH Check Total: 300.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	10/27/2024	24-237	Drug Test-Transportation	01 2710 340 000	300.00

Check Number: 48452 Check Type: Check Check Date: 11/06/2024 Vendor: COMPHARD COMPUTER HARDWARE, INC. Check Total: 294.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	11/05/2024	FY24-25-0398	Student iPad Repairs	01 2190 432 000	294.00

Check Number: 48453 Check Type: Check Check Date: 11/06/2024 Vendor: CORNPUBL CORNHUSKER PUBLIC POWER DISTRICT Check Total: 744.62

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241106	11/01/2024		UTILITY ENERGY SERVICES	01 2610 621 002	218.20
20241106	11/01/2024		UTILITY ENERGY SERVICES	01 2610 621 005	526.42

Check Number: 48454 Check Type: Check Check Date: 11/06/2024 Vendor: HORECRAI CRAIG HOREJSI Check Total: 1,730.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
486547	10/28/2024	24-232	Mowing at Richland	01 2630 420 002	1,730.00

Check Number: 48455 Check Type: Check Check Date: 11/06/2024 Vendor: DIDIERSGRO DIDIER'S GROCERY INC Check Total: 251.91

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241106-0010	10/31/2024	FY24-25-0077	Water District Office	01 2510 610 000	3.69
20241106-0011	10/31/2024	24-197	Supplies	01 2610 610 000	4.69
20241106-0012	10/31/2024	FY24-25-0080	Green apple bag	01 1100 610 009	27.96
20241106-0012	10/31/2024	FY24-25-0080	Red apple bag	01 1100 610 009	12.76
20241106-0012	10/31/2024	FY24-25-0080	Yellow apple bag	01 1100 610 009	12.76
20241106-0013	10/31/2024	FY24-25-0048	SUPPLIES	01 1100 610 001	71.92
20241106-0013	10/31/2024	FY24-25-0048	SUPPLIES	01 1100 610 001	118.13

Check Number: 48456 Check Type: Check Check Date: 11/06/2024 Vendor: ESU7NET EDUCATIONAL SERV UNIT #7 NETWORK Check Total: 965.62

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241106	11/06/2024	FY24-25-0396	Technology Support	01 2230 350 000	965.62

Check Number: 48457 Check Type: Check Check Date: 11/06/2024 Vendor: EDUSER EDUCATIONAL SERVICE UNIT #7 Check Total: 27,101.86

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241106	11/06/2024	FY24-25-0274	Providers' services for Secondary studen	01 1200 340 001	3,035.06
20241106	11/06/2024	FY24-25-0274	Providers' services for Elementary stude	01 1200 340 003	1,430.00
20241106	11/06/2024	FY24-25-0274	EC Providers Services: Ages 3-5	01 1291 320 009	20,626.80
20241106	11/06/2024	FY24-25-0274	EC Providers Services: Ages B-2	01 1292 340 009	2,010.00

Check Number: 48458 Check Type: Check Check Date: 11/06/2024 Vendor: FUELMART FUEL MART Check Total: 36.02

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount

Checking Account: 1 MAIN CHECKING

20241105	10/18/2024	FY24-25-0329	FUEL	01 2650 626 000	36.02

Check Number: 48459 Check Type: Check Check Date: 11/06/2024 Vendor: HOMELEAS HOMETOWN LEASING Check Total: 12,276.23

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241106	11/06/2024		LEASE/PURCHASE	01 1100 443 000	4,048.08
20241106	11/06/2024		LEASE/PURCHASE	01 1100 443 000	3,606.47
20241106	11/06/2024		LEASE/PURCHASE	01 1100 443 000	3,173.00
20241106	11/06/2024		LEASE/PURCHASE	01 1100 443 000	1,448.68

Check Number: 48460 Check Type: Check Check Date: 11/06/2024 Vendor: JACKSERV JACKSON SERVICES INC Check Total: 1,291.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5403361	10/03/2024	24-216	Uniforms MS	01 2670 431 008	59.50
5403362	10/03/2024	24-216	Uniforms HS	01 2670 431 001	139.23
5404885	10/03/2024	24-216	Uniforms SES	01 2670 431 003	74.39
5407787	10/10/2024	24-216	Uniforms SES	01 2670 431 003	74.39
5407794	10/10/2024	24-216	Uniforms MS	01 2670 431 008	49.90
5409362	10/10/2024	24-216	Uniforms HS	01 2670 431 001	139.23
5409362	10/10/2024	24-216	CREDIT	01 2670 431 001	(92.73)
5412871	10/17/2024	24-216	Uniforms HS	01 2670 431 001	139.21
5414455	10/17/2024	24-216	Uniforms MS	01 2670 431 008	64.74
5414475	10/17/2024	24-216	Uniforms SES	01 2670 431 003	76.77
5419758	10/24/2024	24-216	CREDIT	01 2670 431 008	(46.37)
5419758	10/24/2024	24-216	Uniforms MS	01 2670 431 008	64.77
5419759	10/24/2024	24-216	Uniforms HS	01 2670 431 001	139.24
5421295	10/24/2024	24-216	Uniforms SES	01 2670 431 003	79.68
5424799	10/31/2024	24-216	Uniforms SES	01 2670 431 003	264.29
5424799	10/31/2024	24-216	CREDIT	01 2670 431 003	(92.74)
5424804	10/31/2024	24-216	CREDIT	01 2670 431 008	(46.37)
5424804	10/31/2024	24-216	Uniforms MS	01 2670 431 008	64.80
5424805	10/31/2024	24-216	Uniforms HS	01 2670 431 001	139.27

Check Number: 48461 Check Type: Check Check Date: 11/06/2024 Vendor: KEYBOARDIN KEYBOARDING ONLINE Check Total: 276.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
44785	11/06/2024	FY24-25-0399	COMPUTER SOFTWARE	01 1100 643 008	276.75

Check Number: 48462 Check Type: Check Check Date: 11/06/2024 Vendor: KNOWBUDDYR KNOWBUDDY RESOURCES Check Total: 302.27

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
ARU0379285	11/05/2024	FY24-25-0252	Book Box	01 2220 640 001	302.27

Check Number: 48463 Check Type: Check Check Date: 11/06/2024 Vendor: KROEBODY KROEGER BODY SHOP Check Total: 95.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
16310	10/25/2024	24-238	Repaired entrance glass door Bus 71	01 2730 431 000	95.00

Check Number: 48464 Check Type: Check Check Date: 11/06/2024 Vendor: KSBSCHO KSB SCHOOL LAW PC LLO Check Total: 4,765.50

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
17622	11/01/2024	FY24-25-0380	GENERAL LEGAL SERVICES	01 2330 317 000	3,705.50
17622	11/01/2024	FY24-25-0380	PERSONNEL LEGAL SERVICES	01 2330 317 000	1,060.00

Check Number: 48465 Check Type: Check Check Date: 11/06/2024 Vendor: MAHOFIRE MAHONEY FIRE SPRINKLER, INC. Check Total: 530.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
I-24-524A	10/18/2024	24-225	Annual Fire Sprinkler Inspection	01 2670 431 000	530.00

Check Number: 48466 Check Type: Check Check Date: 11/06/2024 Vendor: MATHTRIG MATHESON TRIGAS Check Total: 289.24

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	11/05/2024		SUPPLIES	01 1100 610 001	168.48
20241105	11/05/2024		SUPPLIES	01 1100 610 001	120.76

Check Number: 48467 Check Type: Check Check Date: 11/06/2024 Vendor: MIDWALAR MIDWEST ALARM SERVICES Check Total: 3,087.21

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 000	244.05
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 001	454.89
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 002	76.50
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 003	200.04
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 005	56.31
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 008	262.65
20241105	10/08/2024	24-226	Replaced Devices	01 2670 431 008	1,608.00
20241105	10/08/2024	24-226	Monitor Fire Panel	01 2670 431 009	184.77

Check Number: 48468 Check Type: Check Check Date: 11/06/2024 Vendor: MUELSPRI MUELLER SPRINKLERS Check Total: 1,196.24

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
40878 & 83419	10/17/2024	24-229	Bad Decoders - SES	01 2620 431 003	604.87
40878 & 83419	10/17/2024	24-229	Bad Decoders - SES	01 2620 431 003	591.37

Check Number: 48469 Check Type: Check Check Date: 11/06/2024 Vendor: MYCENTRA MY CENTRAL SUPPLY Check Total: 1,871.63

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241104	08/31/2024		SUPPLIES	01 1100 610 000	262.96
4024-17	08/04/2024		SUPPLIES	01 2510 610 000	10.11
4027-02A	07/16/2024		SUPPLIES	01 1100 610 001	102.96
4027-02B	07/17/2024		SUPPLIES	01 1100 610 003	106.92
4027-02B	07/17/2024		SUPPLIES	01 1100 610 008	106.92
4027-16	07/24/2024		SUPPLIES	01 1100 610 001	260.40
4027-16	07/24/2024		SUPPLIES	01 1100 610 003	260.40
4027-16	07/24/2024		SUPPLIES	01 1100 610 008	260.40
4027-18	08/13/2024		MAINTENANCE SUPPLIES	01 2620 610 000	450.00
4151-10	08/13/2024		SUPPLIES	01 1100 610 003	50.56

Check Number: 48470 Check Type: Check Check Date: 11/06/2024 Vendor: NEBRPUBL NEBRASKA PUBLIC HEALTH ENVIRONMENTAL LABORATO Check Total: 175.00

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
584163	10/16/2024	24-234	Water Samples -Fishers	01 2620 431 005	175.00

Check Number: 48471 Check Type: Check Check Date: 11/06/2024 Vendor: ONESOURC ONE SOURCE THE BACKGROUND CHECK COMPANY Check Total: 469.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
2022165607	11/01/2024	FY24-25-0378	BACKGROUND CHECKS	01 2670 810 000	469.00

Check Number: 48472 Check Type: Check Check Date: 11/06/2024 Vendor: PAPETIGE PAPER TIGER SHREDDING Check Total: 215.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
208566	10/31/2024	FY24-25-0388	CONTRACTED SERVICES	01 2510 340 000	50.00
208566	10/31/2024	FY24-25-0388	CONT. OR SECURED SERVICE	01 2510 340 001	35.00
208566	10/31/2024	FY24-25-0388	CONTRACTED SERVICES	01 2510 340 003	35.00
208566	10/31/2024	FY24-25-0388	CONTRACTED SERVICES	01 2510 340 005	30.00
208566	10/31/2024	FY24-25-0388	CONTRACTED SERVICES	01 2510 340 008	35.00
208566	10/31/2024	FY24-25-0388	CONTRACTED SERVICES	01 2510 340 009	30.00

Check Number: 48473 Check Type: Check Check Date: 11/06/2024 Vendor: PRESTOX PRESTO-X Check Total: 403.97

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	10/11/2024	24-228	Pest Control	01 2620 431 000	68.37
20241105	10/11/2024	24-228	Pest Control	01 2620 431 001	67.12
20241105	10/11/2024	24-228	Pest Control	01 2620 431 003	67.12
20241105	10/11/2024	24-228	Pest Control	01 2620 431 005	67.12
20241105	10/11/2024	24-228	Pest Control	01 2620 431 008	67.12
20241105	10/11/2024	24-228	Pest Control	01 2620 431 009	67.12

Check Number: 48474 Check Type: Check Check Date: 11/06/2024 Vendor: QCSUPP QC SUPPLY, LLC Check Total: 36.44

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	11/05/2024	24-219	Maint Supplies	01 2610 610 001	8.78
20241105	11/05/2024	24-219	Maint Supplies	01 2610 610 001	10.32
20241105	11/05/2024	24-219	Maint Supplies	01 2610 610 001	17.34

Check Number: 48475 Check Type: Check Check Date: 11/06/2024 Vendor: RICHREPA RICHARD R. DEBOWER Check Total: 676.77

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
817043 & 817044	10/15/2024	24-239	Repaired paint Sprayer	01 2620 431 001	157.28
817043 & 817044	10/15/2024	24-239	Repaired Trailer Lights	01 2620 431 001	519.49

Check Number: 48476 Check Type: Check Check Date: 11/06/2024 Vendor: SCHDEPT SCHUYLER DEPT OF UTILITIES Check Total: 28,231.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241104	10/31/2024		UTILITY ENERGY SERVICES	01 2610 621 008	5,777.92
20241104-0001	10/25/2024		WATER, SEWER & GARBAGE	01 2610 410 000	810.19
20241104-0001	10/25/2024		WATER, SEWER & GARBAGE	01 2610 410 001	3,083.47
20241104-0001	10/25/2024		WATER, SEWER & GARBAGE	01 2610 410 001	26.78
20241104-0001	10/25/2024		WATER, SEWER & GARBAGE	01 2610 410 001	694.44

Checking Account: 1 MAIN CHECKING

20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 001	809.93	
20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 001	22.16	
20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 001	34.65	
20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 003	1,602.71	
20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 008	837.98	
20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 008	391.13	
20241104-0001	10/25/2024	WATER, SEWER & GARBAGE	01 2610 410 009	457.79	
20241104-0001	10/25/2024	UTILITY ENERGY SERVICES	01 2610 621 000	362.00	
20241104-0001	10/25/2024	UTILITY ENERGY SERVICES	01 2610 621 001	7,503.20	
20241104-0001	10/25/2024	UTILITY ENERGY SERVICES	01 2610 621 001	86.39	
20241104-0001	10/25/2024	UTILITY ENERGY SERVICES	01 2610 621 003	5,223.16	
20241104-0001	10/25/2024	UTILITY ENERGY SERVICES	01 2610 621 009	507.30	

Check Number: 48477 Check Type: Check Check Date: 11/06/2024 Vendor: SNYDHEAT SNYDER HEATING & REFRIGERATION Check Total: 6,989.37

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241105	10/15/2024	24-224	HVAC A.C Repair H.S.	01 2620 431 001	405.37
20241105	10/15/2024	24-224	Repaired Stadium Scoreboard H.S.	01 2620 431 001	1,316.00
20241105	10/15/2024	24-224	Replaced Mini Split - H.S.	01 2620 431 001	1,457.00
20241105	10/15/2024	24-224	Replaced Circuit Breaker M.S.	01 2620 431 008	65.00
20241105	10/15/2024	24-224	Repaired Fire Alarm Panel	01 2620 431 008	130.00
20241105	10/15/2024	24-224	Replaced Circuit Board For HVAC unit	01 2620 431 008	3,616.00

Check Number: 48478 Check Type: Check Check Date: 11/06/2024 Vendor: SYSCO SYSCO LINCOLN Check Total: 548.37

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
561886196	09/19/2024	FY24-25-0341	PRESCHOOL FOOD	01 3100 630 009	548.37

Check Number: 48479 Check Type: Check Check Date: 11/06/2024 Vendor: TRUCCENT TRUCK CENTER COMPANIES Check Total: 15.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
XA111045943:01	10/31/2024	24-212	Bolts Bus 71 C	01 2730 431 000	15.00

Check Number: 48480 Check Type: Check Check Date: 11/06/2024 Vendor: WASTCONN WASTE CONNECTIONS OF NE, INC. Check Total: 1,721.70

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7110411T054	10/31/2024		WATER, SEWER & GARBAGE	01 2610 410 000	255.62
7110411T054	10/31/2024		WATER, SEWER & GARBAGE	01 2610 410 001	599.00
7110411T054	10/31/2024		WATER, SEWER & GARBAGE	01 2610 410 003	367.96
7110411T054	10/31/2024		WATER, SEWER & GARBAGE	01 2610 410 005	123.60
7110411T054	10/31/2024		WATER, SEWER & GARBAGE	01 2610 410 008	316.62
7110411T054	10/31/2024		WATER, SEWER & GARBAGE	01 2610 410 009	58.90

Check Number: 48481 Check Type: Check Check Date: 11/06/2024 Vendor: ZULTYS ZULTYS, INC. Check Total: 6,055.59

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
469645	11/01/2024		TELEPHONE/INTERNET	01 2510 382 000	6,055.59

Check Number: 48482 Check Type: Check Check Date: 11/07/2024 Vendor: AMERCOMM AMERICOM COMMUNICATIONS Check Total: 295.00

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
66204	10/31/2024	24-241	Mag Lock -HS	01 2660 431 001	295.00

Check Number: 48483 Check Type: Check Check Date: 11/07/2024 Vendor: BOMGAARS BOMGAARS Check Total: 994.31

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241107	09/18/2024	24-205	Bld Grounds Supplies	01 2610 610 001	56.76
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	55.98
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	8.72
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	5.99
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	31.92
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	41.48
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	53.15
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	7.99
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	11.98
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	65.94
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	14.99
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	9.26
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	16.37
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	18.00
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 001	8.94
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 003	21.99
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 003	40.83
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 003	4.59
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 008	34.76
20241107-0001	10/31/2024	24-217	Maint Supplies	01 2610 610 008	22.37
20241107-0001	10/31/2024	24-217	Bus Supplies	01 2730 431 000	113.76
20241107-0001	10/31/2024	24-217	Bus Supplies	01 2730 431 000	35.88
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	3.99
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	16.99
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	5.69
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	10.76
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	13.27
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	85.54
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 001	154.97
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 008	5.99
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 008	3.58
20241107-0002	10/31/2024		SUPPLIES	01 2610 610 008	11.88

Check Number: 48484 Check Type: Check Check Date: 11/07/2024 Vendor: CHARINC CHARLESTON INC Check Total: 116.43

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
3291898	10/29/2024	24-236	Vent Cover For Office -H.S	01 2610 610 001	116.43

Check Number: 48485 Check Type: Check Check Date: 11/07/2024 Vendor: DIDIERSGRO DIDIER'S GROCERY INC Check Total: 570.51

Checking Account: 1 MAIN CHECKING

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241107	10/08/2024	FY24-25-0268	DAIRY	01 1100 610 008	9.58
20241107	10/08/2024	FY24-25-0268	DAIRY	01 1100 610 008	16.58
20241107	10/08/2024	FY24-25-0268	DELI COLD	01 1100 610 008	22.14
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	1.39
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	6.36
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	2.99
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	2.49
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	3.89
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	14.37
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	5.49
20241107	10/08/2024	FY24-25-0268	GROCERY	01 1100 610 008	2.99
20241107	10/08/2024	FY24-25-0268	NON FOOD	01 1100 610 008	6.27
20241107	10/08/2024	FY24-25-0268	NON FOOD	01 1100 610 008	10.78
20241107	10/08/2024	FY24-25-0268	PRODUCE	01 1100 610 008	1.59
20241107	10/08/2024	FY24-25-0268	PRODUCE	01 1100 610 008	6.03
20241107	10/08/2024	FY24-25-0268	PRODUCE	01 1100 610 008	3.96
20241107	10/08/2024	FY24-25-0268	PRODUCE	01 1100 610 008	5.55
20241107	10/08/2024	FY24-25-0268	PRODUCE	01 1100 610 008	0.99
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Nonfat Vanilla Yogurt	01 1100 610 008	1.78
20241107-0002	10/15/2024	FY24-25-0402	Highland 2% Milk	01 1100 610 008	2.19
20241107-0002	10/15/2024	FY24-25-0402	Simply Lemonade Single	01 1100 610 008	4.18
20241107-0002	10/15/2024	FY24-25-0402	Yoplait Vanilla Greek Yogurt	01 1100 610 008	3.72
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Frozen Mixed Berries	01 1100 610 008	9.98
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Frozen Pineapple Chunks	01 1100 610 008	8.58
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Frozen Whole Strawberries	01 1100 610 008	10.79
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Frozen Mango Chunks	01 1100 610 008	4.29
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Honey Bear	01 1100 610 008	4.49
20241107-0002	10/15/2024	FY24-25-0402	Best Choice Lite Coconut Milk	01 1100 610 008	1.89
20241107-0002	10/15/2024	FY24-25-0402	Dole Banana	01 1100 610 008	0.90
20241107-0002	10/15/2024	FY24-25-0402	Fancy Oranges	01 1100 610 008	1.19
20241107-0003	10/17/2024	FY24-25-0255	Groceries, supplies	01 1100 610 001	107.60
20241107-0004	10/22/2024		SUPPLIES	01 2510 610 000	59.40
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Grade A 18 P Egg	01 1100 610 008	4.49
20241107-0005	10/23/2024	FY24-25-0403	Imperial Margarine	01 1100 610 008	4.62
20241107-0005	10/23/2024	FY24-25-0403	Always Save Baking Soda	01 1100 610 008	1.09
20241107-0005	10/23/2024	FY24-25-0403	Always Save Granulated Sugar	01 1100 610 008	4.09
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Baking W/Flour	01 1100 610 008	3.99
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Brown Sugar	01 1100 610 008	3.49
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Chocolate Chips	01 1100 610 008	7.78
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Honey Grahams	01 1100 610 008	3.59

Checking Account: 1 MAIN CHECKING

20241107-0005	10/23/2024	FY24-25-0403	Best Choice Regular Flour	01 1100 610 008	7.29
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Vegetable Oil	01 1100 610 008	7.99
20241107-0005	10/23/2024	FY24-25-0403	Clabber Girl Baking Powder	01 1100 610 008	2.99
20241107-0005	10/23/2024	FY24-25-0403	Jetpuff Marshmallow Creme	01 1100 610 008	1.99
20241107-0005	10/23/2024	FY24-25-0403	M&M Milk Chocolate Sup	01 1100 610 008	6.19
20241107-0005	10/23/2024	FY24-25-0403	Nestle Baking Cocoa	01 1100 610 008	4.69
20241107-0005	10/23/2024	FY24-25-0403	Best Choice Mini Chocolate Chips	01 1100 610 008	3.89
20241107-0006	10/28/2024	FY24-25-0409	Didiers	01 1200 610 003	36.14
20241107-0007	10/27/2024	FY24-25-0412	Groceries for HS FCS labs	01 1100 610 001	121.78

Check Number: 48486 Check Type: Check Check Date: 11/07/2024 Vendor: ELLJON ELLICK JONES LAW OFFICE Check Total: 10.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
27259	11/06/2024	FY24-25-0414	LEGAL SERVICES	01 2330 317 000	10.75

Check Number: 48487 Check Type: Check Check Date: 11/07/2024 Vendor: ENGIAIR ENGINEERED AIR Check Total: 1,306.91

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
DS145017	10/25/2024	24-235A	Module for HVAC MS	01 2610 610 008	1,306.91

Check Number: 48488 Check Type: Check Check Date: 11/07/2024 Vendor: JBAUTO J & B AUTO PARTS Check Total: 240.70

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241107	10/31/2024	24-222 A	Cleaner for Scoreboard HS	01 2610 610 000	19.66
20241107	10/31/2024	24-222 A	Parts for Mower Bld Grounds HS	01 2650 626 000	71.34
20241107	10/31/2024	24-222 A	Bulbs for Trailer - HS	01 2650 626 000	17.81
20241107	10/31/2024	24-222 A	Bulbs for Trailer - HS	01 2650 626 000	9.50
20241107	10/31/2024	24-222 A	Bulbs for Trailer - HS	01 2650 626 000	7.78
20241107	10/31/2024	24-222 A	Hose Clamp for Bus -Bus Barn	01 2730 431 000	8.31
20241107	10/31/2024	24-222 A	STUDENT TRANS MAINTENANCE & REPAIR	01 2730 431 000	106.30

Check Number: 48489 Check Type: Check Check Date: 11/07/2024 Vendor: MARC MID-AMERICAN RESEARCH CHEMICALS Check Total: 695.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
0833065-IN	10/25/2024	24-233 A	Tuff Stuff/Cleaning Chemicals SES	01 2610 610 003	695.00

Check Number: 48490 Check Type: Check Check Date: 11/07/2024 Vendor: VISA PINNACLE BANK Check Total: 4,217.11

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
Acct x1332-11	11/02/2024		HALS TRAVEL	01 3535 580 000	486.96
Acct x1332-11	11/02/2024		HALS TRAVEL	01 3535 580 000	619.00
Acct x1332-11	11/02/2024		HALS DUES/FEES	01 3535 810 000	129.00
Acct x1854-11	11/02/2024		FUEL	01 2650 626 000	44.00
Acct x1854-11	11/02/2024		FUEL	01 2650 626 000	34.00
Acct x1862-11	11/02/2024		FUEL	01 2650 626 000	69.99
Acct x1862-11	11/02/2024		FUEL	01 2650 626 000	86.60
Acct x1896-11	11/02/2024		FUEL	01 2650 626 000	30.78
Acct x1896-11	11/02/2024		FUEL	01 2650 626 000	19.28

Checking Account: 1 MAIN CHECKING

Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	26.36
Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	23.84
Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	33.40
Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	11.88
Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	16.73
Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	19.20
Acct x1896-11	11/02/2024	FUEL	01 2650 626 000	38.01
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	23.01
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	26.00
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	20.15
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	26.00
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	32.00
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	25.00
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	23.01
Acct x1904-11	11/02/2024	FUEL	01 2650 626 000	26.00
Acct x1912-11	11/02/2024	FUEL	01 2650 626 000	27.90
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	14.75
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	8.53
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	26.86
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	13.35
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	33.28
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	11.87
Acct x1920-11	11/02/2024	FUEL	01 2650 626 000	25.65
Acct x1938-11	11/02/2024	FUEL	01 2650 626 000	42.08
Acct x1938-11	11/02/2024	FUEL	01 2650 626 000	20.35
Acct x1946-11	11/02/2024	FUEL	01 2650 626 000	41.52
Acct x1946-11	11/02/2024	FUEL	01 2650 626 000	30.01
Acct x1946-11	11/02/2024	FUEL	01 2650 626 000	28.50
Acct x1946-11	11/02/2024	FUEL	01 2650 626 000	23.40
Acct x1953-11	11/02/2024	FUEL	01 2650 626 000	56.03
Acct x1953-11	11/02/2024	FUEL	01 2650 626 000	33.25
Acct x1961-11	11/02/2024	FUEL	01 2650 626 000	41.29
Acct x1961-11	11/02/2024	FUEL	01 2650 626 000	41.42
Acct x1961-11	11/02/2024	FUEL	01 2650 626 000	44.00
Acct x1961-11	11/02/2024	FUEL	01 2650 626 000	50.66
Acct x1979-11	11/02/2024	FUEL	01 2650 626 000	44.39
Acct x1979-11	11/02/2024	FUEL	01 2650 626 000	72.00
Acct x2730-11	11/02/2024	EMPLOYEE TRAINING & DEVELOPMENT SIXPENCE	01 2210 330 003 9660	50.00
Acct x2730-11	11/02/2024	DIST TECH SUPPLIES	01 2230 610 000	11.76
Acct x4899-11	11/02/2024	SUPPLIES	01 1100 610 003	1,066.28

Checking Account: 1 MAIN CHECKING

Acct x4899-11	11/02/2024	PROF. DEVEL. TRAVEL	01 2213 580 001	139.23	
Acct x6575-11	11/02/2024	TRAVEL	01 2320 580 000	10.50	
Acct x6575-11	11/02/2024	TRAVEL	01 2320 580 000	167.99	
Acct x6575-11	11/02/2024	FUEL	01 2650 626 000	33.78	
Acct x6575-11	11/02/2024	FUEL	01 2650 626 000	15.08	
Acct x6575-11	11/02/2024	FUEL	01 2650 626 000	22.34	
Acct x8646-11	11/02/2024	SIX PENCE 1ST MINI GRANT TRAVEL	01 3541 580 009 0600	78.86	

Check Number: 48491 Check Type: Check Check Date: 11/07/2024 Vendor: REARLAWN REARDON LAWN & GARDEN Check Total: 31.95

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241107	10/04/2024	24-240	Mower Bearings - Bld Grounds HS	01 2650 626 000	31.95

Check Number: 48492 Check Type: Check Check Date: 11/07/2024 Vendor: REINMOTO REINECKE MOTOR CO. Check Total: 86.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
41465	10/31/2024	24-242	Wheel Alignment	01 2730 431 000	86.00

Check Number: 48493 Check Type: Check Check Date: 11/07/2024 Vendor: SCHUCOOP SCHUYLER COOP ASSOCIATION Check Total: 3,511.04

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20241107	10/31/2024	24-215 A	Bus Fuel 71 C	01 2710 626 000	64.28
20241107	10/31/2024	24-215 A	Bus Fuel 77	01 2710 626 000	130.56
20241107	10/31/2024	24-215 A	Bus Fuel 77 A	01 2710 626 000	103.79
20241107-0001	10/31/2024	24-214	Fuel For Bus-30	01 2710 626 000	41.51
20241107-0001	10/31/2024	24-214	Fuel For Bus-77B	01 2710 626 000	125.44
20241107-0001	10/31/2024	24-214	Fuel For Bus-71 A	01 2710 626 000	100.43
20241107-0001	10/31/2024	24-214	Fuel For Bus-71C	01 2710 626 000	62.57
20241107-0001	10/31/2024	24-214	Fuel For Bus-77A	01 2710 626 000	163.88
20241107-0001	10/31/2024	24-214	Fuel For Bus-30	01 2710 626 000	35.91
20241107-0001	10/31/2024	24-214	Fuel For Bus-77B	01 2710 626 000	112.09
20241107-0002	10/31/2024	24-215	Bus 71A	01 2710 626 000	23.97
20241107-0002	10/31/2024	24-215	Bus 77	01 2710 626 000	57.28
20241107-0002	10/31/2024	24-215	Bus 71C	01 2710 626 000	96.57
20241107-0002	10/31/2024	24-215	Bus 71A	01 2710 626 000	82.12
20241107-0002	10/31/2024	24-215	Bus 30	01 2710 626 000	44.00
20241107-0002	10/31/2024	24-215	Bus 30	01 2710 626 000	43.15
20241107-0002	10/31/2024	24-215	Bus 71 B	01 2710 626 000	107.99
20241107-0002	10/31/2024	24-215	Bus 77 A	01 2710 626 000	45.58
20241107-0002	10/31/2024	24-215	Bus 77	01 2710 626 000	154.93
20241107-0003	10/31/2024	24-208	Fuel-Bus-77A	01 2710 626 000	213.14
20241107-0003	10/31/2024	24-208	Fuel-Bus-30	01 2710 626 000	51.64
20241107-0003	10/31/2024	24-208	Fuel- Bus-71	01 2710 626 000	166.40
20241107-0003	10/31/2024	24-208	Fuel- Bus-71 B	01 2710 626 000	196.30
20241107-0003	10/31/2024	24-208	Fuel- Bus-71 C	01 2710 626 000	75.74
20241107-0003	10/31/2024	24-208	Fuel- Bus-71 A	01 2710 626 000	30.41

Checking Account: 1 MAIN CHECKING

20241107-0003	10/31/2024	24-208	Fuel- Bus-71 A	01 2710 626 000	86.86
20241107-0003	10/31/2024	24-208	Fuel- Bus-71 C	01 2710 626 000	84.13
20241107-0003	10/31/2024	24-208	Fuel- Bus-77	01 2710 626 000	65.72
20241107-0004	10/31/2024	24-196	Van 3	01 2650 626 000	32.92
20241107-0004	10/31/2024	24-196	PU SCHS	01 2650 626 000	82.24
20241107-0004	10/31/2024	24-196	Bus 77 A	01 2710 626 000	100.46
20241107-0004	10/31/2024	24-196	Bus Fuel 71A	01 2710 626 000	81.65
20241107-0004	10/31/2024	24-196	Bus Fuel 77	01 2710 626 000	99.04
20241107-0004	10/31/2024	24-196	Bus Fuel 77A	01 2710 626 000	72.28
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20241107-0005	10/31/2024	24-196	PU-SCHS	01 2650 626 000	74.95
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Check Number: 48494 Check Type: Check Check Date: 11/07/2024 Vendor: WILLOWL WILLOW LANE EDUCATION Check Total: 203.70

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
ARU0379408	11/06/2024	FY24-25-0251	15 non-fic from Willow Lane	01 2220 640 001	203.70

*Denotes Expensed Invoice Item

Checking Account ID: 1 Total without Voids: 254,119.65

Grade	Topic	Standard	Code	2017 Indicators	2024 Indicators
1	Light and Sound Waves	Gather, analyze, and communicate evidence of light and sound waves	NE.SC.1.2.1.b	Make observations to construct an evidence-based account that objects can be seen only when illuminated.	**Make observations to construct** an evidence-based explanation that objects can be seen only when illuminated.
1	Living Things	Gather, analyze, and communicate evidence to show the relationship between structure and function in living things	NE.SC.1.6.2.c	Read texts and use media to determine patterns in a behavior of parents and offspring that help offspring survive.	**Read grade appropriate texts and use media to determine** patterns in a behavior of parents and offspring that help offspring survive.
2	Matter	Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.	NE.SC.2.3.1.c	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	**Analyze data** from tests of two objects, **designed to solve the same problem,** to compare the strengths and weaknesses based on the properties.
3	Ecosystems	Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.	NE.SC.3.7.2	(strand change)	Gather, analyze, and communicate evidence of the interdependent relations in ecosystems.
5	Solar System	Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system	NE.SC.5.11.3.a	Support an argument that the gravitational force exerted by Earth on objects is directed down	**Support an argument** that the gravitational force exerted by Earth on objects is directed down toward Earth's center. Assessment does not include mathematical representation of gravitational force.
5	Solar System	Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system	NE.SC.5.11.3.c	Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, length of day and night, and the seasonal appearance of some stars in the night sky.	**Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, length of day and night, and the seasonal appearance of some stars in the night sky. Assessment does not include causes of seasons.

Grade	Topic	Standard	Code	2017 Indicators	2024 Indicators
6	Energy	Gather, analyze, and communicate evidence of energy.	NE.SC.6.4.1.c	relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	among the energy transferred, type of matter, mass, and change in average kinetic energy of particles as measured by the temperature of the sample. Assessment does not include calculating the total amount of thermal energy transferred.
6	Energy	Gather, analyze, and communicate evidence of energy.	NE.SC.6.4.1.d	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object	**Construct, use, and present arguments** to support the claim that when kinetic energy of an object changes, energy is transferred to or from the object. Assessment does not include calculations of energy.
6	Living Things	Gather, analyze, and communicate evidence of the relationship between structure and in living things	NE.SC.6.6.2.a	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	**Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many varied cells.
6	Living Things	Gather, analyze, and communicate evidence of the relationship between structure and in living things	NE.SC.6.6.2.b	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function	cell as a whole and ways parts of a cell contribute to the function. Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.
6	Living Things	Gather, analyze, and communicate evidence of the relationship between structure and in living things	NE.SC.6.6.2.d	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories	**Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or stored as memories. Assessment does not include mechanisms for the transmission of this information.
6	Earth	communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.	NE.SC.6.13.5.a	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	**Develop a model** to describe how the water cycle is driven by the sun's energy and the force of gravity.
7	Energy and Matter	Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.	NE.SC.7.3.1.b	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	**Gather and make sense of information** to describe how natural materials may undergo chemical reactions to create new synthetic materials and have an impact on society. Assessment is limited to qualitative information.
7	Ecosystems	Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.	NE.SC.7.7.3.b	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	**Develop and use a model** to describe how stable ecosystems maintain biodiversity and ecosystem services.
7	Earth	Gather, analyze, and communicate evidence to explain Earth's history.	NE.SC.7.14.6.c	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	**Analyze and interpret data** on geologic hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

8	Forces and Interactions	Gather, analyze, and communicate evidence of forces and interactions.	NE.SC.8.1.1.c	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	**Plan an investigation** to provide evidence of Newton's Laws that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time; does not include use of trigonometry.
8	Forces and Interactions	Gather, analyze, and communicate evidence of forces and interactions.	NE.SC.8.1.1.e	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects	**Construct and present arguments** using evidence to support the claim that gravitational interactions are attractive and depend on both the mass and distance of interacting objects. Assessment does not include Newton's Law of Gravitation or Kepler's Laws.
8	Forces and Interactions	Gather, analyze, and communicate evidence of forces and interactions.	NE.SC.8.1.1.f	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	**Conduct an investigation** and evaluate the experimental design to provide evidence that electrical and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact. Assessment is limited to electric and magnetic fields and limited to qualitative evidence for the existence of fields.
8	Waves and Electromagnetic radiation	Gather, analyze, and communicate evidence of waves and electromagnetic radiation	NE.SC.8.2.2.b	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials	mechanical waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.
8	Waves and Electromagnetic radiation	Gather, analyze, and communicate evidence of waves and electromagnetic radiation	NE.SC.8.2.2.c	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	**Gather and make sense of information** to support the claim that the structure of analog and digital signals allows for encoding and transmission of information.
8	Energy	Gather, analyze, and communicate evidence of energy.	NE.SC.8.4.3.a	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	**Construct and interpret graphical displays of data** to describe the relationships of kinetic energy to the mass and speed of an object.
8	Earth	Gather, analyze, and communicate evidence to explain Earth's history.	NE.SC.8.14.7.a	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	found within rock strata, including index fossils, for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Assessment does not include recalling the names of specific periods or epochs and events within them.

Grade	Topic	Standard	Code	2017 Indicators	2024 Indicators	
HS	Life Sciences	Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.	NE.SC.HS.7.2.d	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	**Evaluate the evidence** for how group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.	
HS	Biology	Gather, analyze, and communicate evidence of the relationship between structure and function in living things	NE.SC.HSP.6.1.a	Construct an explanation based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	**Construct an explanation** based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	
HS	Biology	Gather, analyze, and communicate evidence of the relationship between structure and function in living things	NE.SC.HSP.6.1.d	Use a model to illustrate the role of cell signaling and cell communication in producing and maintaining cellular functions within organisms.	**Use a model** to illustrate the role of cells in producing signals which maintain cellular functions within organisms	
HS	Biology	Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.	NE.SC.HSP.7.2.a	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	**Use mathematical and/or computational representations** to support explanations of factors that affect carrying capacity of ecosystems at different scales.	
HS	Biology	Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.	NE.SC.HSP.7.2.e	Create or revise a simulation to test a solution to mitigate the impacts of human activity on biodiversity.	**Create or revise a solution** to mitigate the impacts of human activity on biodiversity.	
HS	Biology	Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.	NE.SC.HSP.7.2.f	Evaluate evidence for the role of behavior on individual and species' chances to survive and reproduce.	**Evaluate evidence** for the role of behavior on individual and species' chances to survive and reproduce.	
HS	Biology	Gather, analyze, and communicate evidence of the inheritance and variation of traits.	NE.SC.HSP.9.4.A	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	**moved to SC.HSP.6.1.g**	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the integumentary system.	NE.SC.HSP.6.2.a	Communicate scientific information that explains the patterns of organization in the integumentary system.	**Plan and conduct an investigation** to identify patterns of organization in the integumentary system	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the integumentary system.	NE.SC.HSP.6.2.b	Ask questions to clarify the role of various proteins and integumentary system function.	Ask questions to clarify the role of various structures in integumentary system function.	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the integumentary system.	NE.SC.HSP.6.2.e	Construct a scientific explanation based on evidence for the role of cell division in integumentary system dysfunction.	**Engage in arguments from evidence** for the role of cell division in integumentary system dysfunction.	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the integumentary system.	NE.SC.HSP.6.2.f	Develop and use a model to explain the relationship between the integumentary system and other body systems.	**Deleted**	

HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the integumentary system.	NE.SC.HSP.6.2.g	Construct and revise an explanation based on evidence for the role of the integumentary system in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the skeletal system.	NE.SC.HSP.6.3.a	Communicate scientific information that explains the patterns of organization in the skeletal system.	**Plan and conduct an investigation** to identify patterns of organization in the skeletal system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the skeletal system.	NE.SC.HSP.6.3.c	Plan and conduct an investigation to gather evidence that feedback mechanisms in the skeletal system help maintain homeostasis.	**Obtain, evaluate, and communicate information** that feedback mechanisms in the skeletal system help maintain homeostasis.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the skeletal system.	NE.SC.HSP.6.3.e	Construct and present arguments using evidence to support claims about the causes of dysfunction in the skeletal system.	**Engage in arguments from evidence** to support claims about the causes of dysfunction in the skeletal system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the skeletal system.	NE.SC.HSP.6.3.f	Develop and use a model to explain the relationship between the skeletal system and other body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the muscular system.	NE.SC.HSP.6.4.a	Communicate scientific information that explains the patterns of organization in the muscular system.	**Plan and conduct an investigation** to identify patterns of organization in the muscular system	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the muscular system.	NE.SC.HSP.6.4.c	Construct an argument based on evidence that muscle contraction is the result of biochemical reactions	**Engage in arguments from evidence** that muscle contraction is the result of biochemical reactions.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the muscular system.	NE.SC.HSP.6.4.d	Plan and conduct an investigation to gather evidence that feedback mechanisms in the muscular system help maintain homeostasis.	**Obtain, evaluate, and communicate evidence** that feedback mechanisms in the muscular system help maintain homeostasis	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the muscular system.	NE.SC.HSP.6.4.e	Construct and present arguments using evidence to support claims about the causes of dysfunction in the muscular system.	Engage in arguments from evidence to support claims about the causes of dysfunction in the muscular system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the muscular system.	NE.SC.HSP.6.4.f	Develop and use a model to explain the relationship between the muscular system and other body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the muscular system.	NE.SC.HSP.6.4.g	Construct and revise an explanation based on evidence for the role of the muscular system in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the nervous system.	NE.SC.HSP.6.5.a	Communicate scientific information that explains the patterns of organization in the nervous system.	**Plan and conduct an investigation** to identify patterns of organization in the nervous system	

HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the nervous system.	NE.SC.HSP.6.5.c	Construct an argument based on evidence that production of a nerve impulse is the result of biochemical reactions.	**Engage in arguments from evidence** that production of a nerve impulse is the result of biochemical reactions.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the nervous system.	NE.SC.HSP.6.5.d	Plan and conduct an investigation to gather evidence that feedback mechanisms in the nervous system help maintain homeostasis.	Obtain, evaluate or communicate evidence that feedback mechanisms in the nervous system help maintain homeostasis	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the nervous system.	NE.SC.HSP.6.5.e	Construct and present arguments using evidence to support claims about the causes of dysfunction in the nervous system.	**Engage in arguments from evidence** to support claims about the causes of dysfunction in the nervous system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the nervous system.	NE.SC.HSP.6.5.f	Develop and use a model to explain the relationship between the nervous system and other body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the nervous system.	NE.SC.HSP.6.5.g	Construct and revise an explanation based on evidence for the role of the nervous system in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.	NE.SC.HSP.6.6.a	Communicate scientific information that explains the patterns of organization in the cardiovascular/respiratory systems.	**Plan and conduct an investigation** to identify patterns of organization in the cardiovascular/respiratory systems	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.	NE.SC.HSP.6.6.c	Plan and conduct an investigation to gather evidence that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.	**Obtain, evaluate and communicate evidence** that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.	NE.SC.HSP.6.6.d	Construct and present arguments using evidence to support claims about the causes of dysfunction in the cardiovascular/respiratory systems.	**Engage in arguments from evidence** to support claims about the causes of dysfunction in the cardiovascular/respiratory systems	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.	NE.SC.HSP.6.6.e	Develop and use a model to explain the relationship between the cardiovascular/respiratory systems and other body systems.	**Deleted**	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.	NE.SC.HSP.6.6.f	Construct and revise an explanation based on evidence for the role of the cardiovascular/respiratory systems in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the digestive system.	NE.SC.HSP.6.7.a	Communicate scientific information that explains the patterns of organization in the digestive system.	**Plan and conduct an investigation** to identify patterns of organization in the digestive system	

HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the digestive system.	NE.SC.HSP.6.7.c	Plan and conduct an investigation to gather evidence that feedback mechanisms in the digestive system help maintain homeostasis.	**Obtain, evaluate and communicate evidence** that feedback mechanisms in the digestive system help maintain homeostasis	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the digestive system.	NE.SC.HSP.6.7.d	Construct and present arguments using evidence to support claims about the causes of dysfunction in the digestive system.	**Engage in arguments from evidence** to support claims about the causes of dysfunction in the digestive system	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the digestive system.	NE.SC.HSP.6.7.e	Develop and use a model to explain the relationship between the digestive system and other body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the digestive system.	NE.SC.HSP.6.7.f	Construct and revise an explanation based on evidence for the role of the digestive system in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the urinary system.	NE.SC.HSP.6.8.a	Communicate scientific information that explains the patterns of organization in the urinary system.	**Plan and conduct an investigation** to identify patterns of organization in the urinary system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the urinary system.	NE.SC.HSP.6.8.c	Plan and conduct an investigation to gather evidence that feedback mechanisms in the urinary system help maintain homeostasis.	**Obtain, evaluate and communicate evidence** that feedback mechanisms in the urinary system help maintain homeostasis.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the urinary system.	NE.SC.HSP.6.8.d	Construct and present arguments using evidence to support claims about the causes of dysfunction in the urinary system.	**Engage in arguments from evidence** to support claims about the causes of dysfunction in the urinary system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the urinary system.	NE.SC.HSP.6.8.e	Develop and use a model to explain the relationship between the urinary system and other body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the urinary system.	NE.SC.HSP.6.8.f	Construct and revise an explanation based on evidence for the role of the urinary system in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the reproductive system.	NE.SC.HSP.6.9.a	Communicate scientific information that explains the patterns of organization in the reproductive system.	**Plan and conduct an investigation** to identify patterns of organization in the reproductive system.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the reproductive system.	NE.SC.HSP.6.9.c	Plan and conduct an investigation to gather evidence that feedback mechanisms in the reproductive system help maintain homeostasis.	that feedback mechanisms in the reproductive system help maintain homeostasis.	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the reproductive system.	NE.SC.HSP.6.9.d	Construct and present arguments using evidence to support claims about the causes of dysfunction in the reproductive system.	**Engage in arguments from evidence** to support claims about the causes of dysfunction in the reproductive system.	

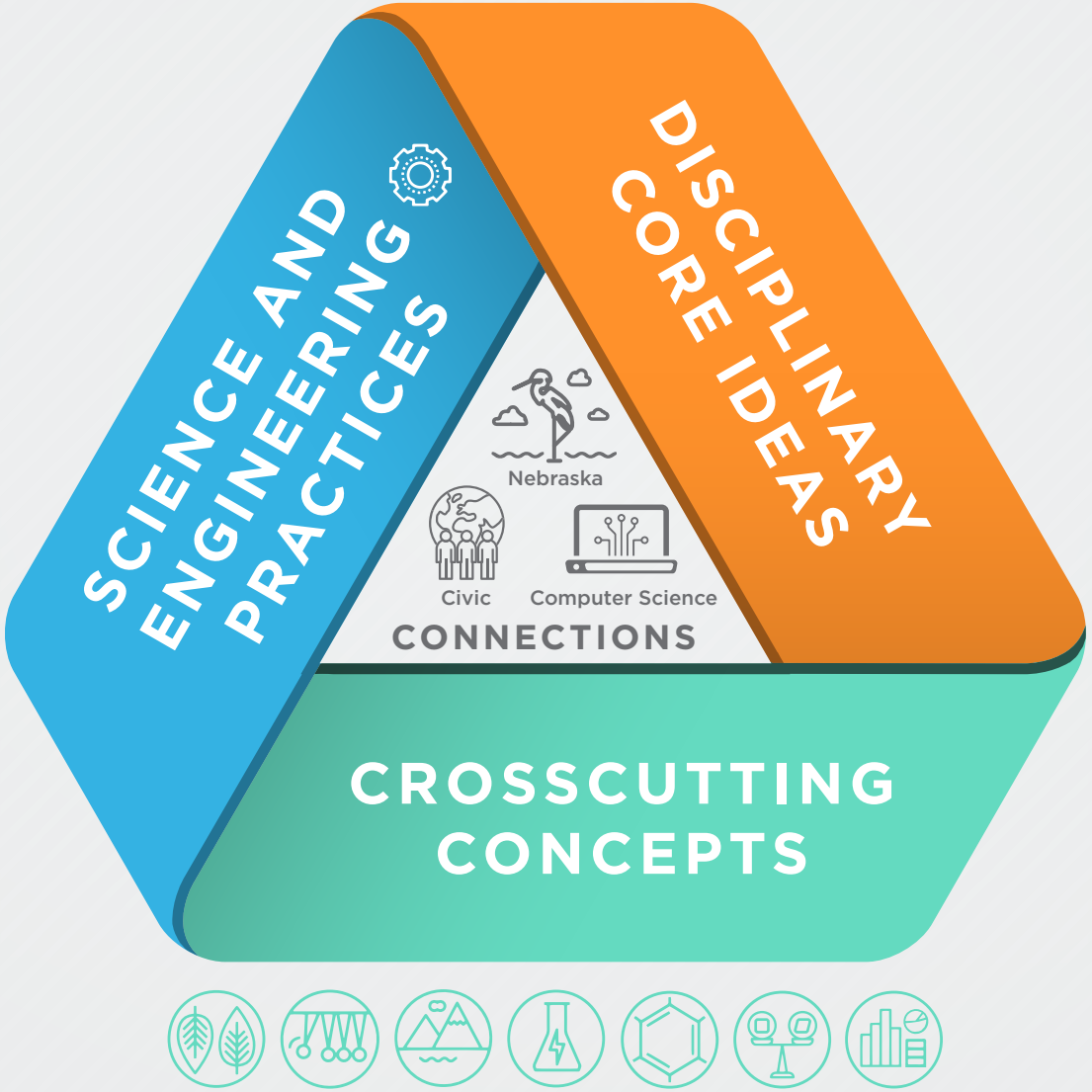
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the reproductive system.	NE.SC.HSP.6.9.e	Develop and use a model to explain the relationship between the reproductive system and other body systems.	**Deleted**	
HS	Anatomy and Physiology	evidence of the relationship between the structures and physiological processes of the reproductive system.	NE.SC.HSP.6.9.f	on evidence for the role of the reproductive system in the cycling of matter and flow of energy among body systems.	**Deleted**	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the connection between health science careers and engineering.	NE.SC.HSP.17.1.a	Obtain, evaluate, and communicate information related to health science careers.	**Obtain, evaluate, and communicate information** related to health science careers and the various roles they fulfill within the health care system	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the connection between health science careers and engineering.	NE.SC.HSP.17.1.b	Design a solution to a complex real-world problem affecting body systems that can be solved through engineering.	**Design a solution** to a complex, real-world problem affecting body systems that can be solved through engineering	
HS	Anatomy and Physiology	Gather, analyze, and communicate evidence of the connection between health science careers and engineering.	NE.SC.HSP.17.1.c	Evaluate a solution to a complex real-world human health problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.	**Evaluate a solution** to a complex, real-world human health problem based on prioritized criteria and constraints that account for interactions within and between systems.	
HS	Anatomy and Physiology (High School Plus)	Gather, analyze, and communicate evidence of the connections between body systems.	NE.SC.HSP.18.1.a	**New indicator**	**Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy within and between body systems.	
HS	Anatomy and Physiology (High School Plus)	Gather, analyze, and communicate evidence of the connections between body systems.	NE.SC.HSP.18.1.b	**New indicator**	**Develop and use models** to explain the interactions between body systems. Emphasis should also include interactions with the endocrine system.	

Grade	Topic	Standard	Code	2017 Indicators	2024 Indicators	
HS	Physical Sciences	Gather, analyze, and communicate evidence of the interactions of waves.	NE.SC.HS.2.2.b	advantages of using digital transmission and storage of information.	**Evaluate claims** about the advantages of digital transmission and storage of information.	
HS	Physics (High School Plus Standard)	Gather, analyze, and communicate evidence of electricity and magnetism.	NE.SC.HSP.16.4.a	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	~~**Use mathematical representations** of~~ field forces to describe and predict forces at a distance between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**	

Grade	Topic	Standard	Code	2017 Indicators	2024 Indicators	
HS	Earth & Space Sciences	Gather, analyze, and communicate evidence to defend that the universe changes over time.	NE.SC.HS.11.1.a	Develop a model based on evidence to illustrate the stages of stars, like the sun, and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	how the stages of stars and the role of nuclear fusion in a star's core releases energy that reaches Earth in the form of radiation. Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.	
HS	Earth & Space Sciences	Gather, analyze, and communicate evidence to describe the interactions between society, environment, and economy.	NE.SC.HS.15.5.c	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	**Use a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. Assessment is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.	

NEBRASKA'S COLLEGE AND CAREER READY

STANDARDS FOR SCIENCE



NEBRASKA DEPARTMENT OF EDUCATION

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR SCIENCE 2024

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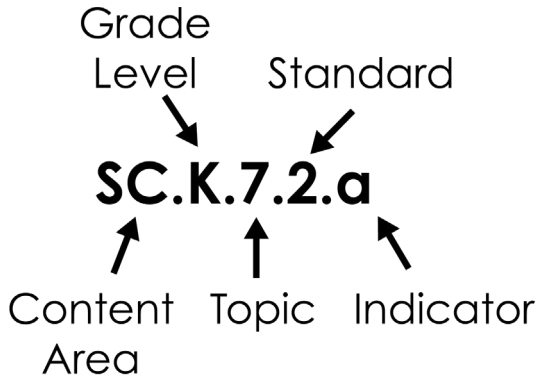
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CONTENT AREA STANDARDS STRUCTURE

The overall structure of Nebraska's College and Career Ready Standards for Science (CCR-Science) reflects the two-tier structure common across all Nebraska content area standards. The two levels within the structure include **standards** and **indicators**. The standards are broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. **Indicators** further describe what students must know and be able to do to meet the standard. These performance-based statements provide clear expectations related to student learning in each content area. Additionally, indicators provide guidance related to the assessment of student learning. This guidance is articulated by including ***assessment boundary*** statements.

The CCR-Science standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. Standards describe what students are expected to know and be able to do, while the local curriculum describes how teachers will help students master the standards. A wide variety of instructional resources may be used to meet the state content area standards. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers. The Nebraska Department of Education provides guidance related to high-quality instructional materials selection and implementation. Please visit the Nebraska Instructional Materials Collaborative.

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



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 science 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

ORGANIZATION AND STRUCTURE OF COLLEGE AND CAREER READY STANDARDS FOR SCIENCE (CCR-SCIENCE)

Nebraska's College and Career Ready Standards for Science (CCR-Science) are organized by grade level for grades K-8 and by grade span in high school. K-5 standards are organized to reflect the developmental nature of learning for elementary students and attend to the learning progressions that build foundational understandings of science. By the time students reach middle school (Grades 6-8), they build on this foundation in order to develop more sophisticated understandings of science concepts through high school. The topic progression for the CCR-Science standards is included in Appendix A: Topic Progression.

Within each grade level/span the standards are organized around topics, and each standard addresses one topic. Each CCR-Science standard begins with the common stem: "Gather, analyze, and communicate…" This stem highlights long-term learning goals associated with rigorous science standards and provides guidance for high quality classroom instruction. To facilitate high-quality instruction, students actively gather evidence from multiple sources related to the topics. Evidence is carefully analyzed in order to describe and explain natural phenomena, and then, students communicate their understanding of the content using a variety of tools and strategies. It is important to note that while topics are introduced in a spiraled model, they are connected, and deeper understanding at subsequent

grade levels and spans requires foundational understanding of multiple topics.

The indicators reflect the three dimensions of science learning outlined in A Framework for K-12 Science Education1. Each CCR-Science indicator includes a disciplinary core idea, a crosscutting concept (underline), and a **science and engineering practice** (**bold**).

Disciplinary Core Ideas (DCI)
The disciplinary core ideas are the focused, limited set of science ideas identified in the Framework as necessary for ALL students throughout their education and beyond their K-12 school years to achieve scientific literacy. The limited number of disciplinary core ideas allows more time for students and teachers to engage in the science and engineering practices as they deeply explore science ideas. To allow students to continually build on and revise their knowledge and abilities, the disciplinary core ideas are built on developmental learning progressions (Appendix A).

Crosscutting Concepts (CCC)
The crosscutting concepts are used to organize and make sense of disciplinary core ideas. They serve as tools that bridge disciplinary boundaries and deepen understanding of science content. With grade-appropriate proficiency, students are expected to use patterns (cause and effect, scale, proportion, and quantity), systems and system models (energy and matter, structure and function) and stability and change as they gather, analyze, and communicate scientific understanding.

These crosscutting concepts provide structure for synthesizing knowledge from various fields into a coherent and scientifically-based view of the world.

Science and Engineering Practices (SEP)
The **science and engineering practices** are used by students to demonstrate understanding of the disciplinary core ideas and crosscutting concepts. Engaging in the practices of science and engineering helps students understand the wide range of approaches used to investigate natural phenomena and develop solutions to challenges. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information as they gather, analyze, and communicate scientific information.

Each science indicator focuses on one crosscutting concept and one **science and engineering practice** as an example to guide assessment. Curriculum, instruction, and assessment should reflect authentic science practice and be phenomena-based. Furthermore, curriculum, instruction, and assessment should use crosscutting concepts and **science and engineering practices** that go beyond what is stated in the indicator to better reflect authentic science practice. Utilizing the range of SEPs and CCCs will support deeper learning and greater understanding of the DCIs.

The following table lists the disciplinary core ideas, crosscutting concepts, and **science and engineering practices**:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
• Asking Questions and Defining Problems • Developing and Using Models • Planning and Carrying Out Investigations • Analyzing and Interpreting Data • Using Mathematics and Computational Thinking • Constructing Explanations and Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information	LS1: From Molecules to Organisms: Structures and Processes LS2: Ecosystems: Interactions, Energy, and Dynamics LS3: Heredity: Inheritance and Variation of Traits LS4: Biological Evolution: Unity & Diversity PS1: Matter and Its Interactions PS2: Motion and Stability: Forces and Interactions PS3: Energy PS4: Waves and Their Applications in Technologies for Information Transfer ESS1: Earth's Place in the Universe ESS2: Earth's Systems ESS3: Earth and Human Activity ETS1: Engineering Design	Patterns Cause and Effect Scale, Proportion, and Quantity Systems and System Models Energy and Matter Structure and Function Stability and Change

[1] *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press, 2012.

Icon Titles & Descriptions

Nebraska Connections
Opportunities to teach science using topics directly relevant to our state (e.g. Ogallala Aquifer, agriculture, Nebraska-specific flora and fauna, Nebraska's rich geologic history, etc.) are listed throughout the CCR-Science standards as "Nebraska Connections." These connections allow educators to use local, regional, and state-specific contexts for teaching, learning, and assessment. Educators should use these as recommendations for investigation with students. Additionally, assessment developers have the opportunity to use the Nebraska contexts to develop Nebraska-specific examples or scenarios from which students would demonstrate their general understanding. This approach provides the opportunity for educators to draw upon Nebraska's natural environment and rich history and resources in engineering design and scientific research to support student learning.

Civic Science Connections
Within the CCR-Science standards, opportunities to create civic science connections have been identified. These connections are designed to highlight the importance of students engaging in the study of civic ideals, principles, and practices through participation in the act of "citizen science." Citizen science is the public involvement in inquiry and discovery of new scientific knowledge. This engagement helps students build science knowledge and skills while improving social behavior, increasing engagement, and strengthening community partnerships. Citizen science projects enlist K-12 students to collect or analyze data

for real-world research studies. Citizen science, in conjunction with the CCR-Science standards, helps bridge our K-12 students with stakeholders in the community, both locally and globally.



Computer Science Connections
Natural connections between science and computer science have been identified throughout the standards, especially in the middle level and in high school as students expand their ability to use computational thinking to develop complex models and simulations of natural and designed systems. Computers and other digital tools allow students to collect, record, organize, analyze, and communicate data as they engage in science learning.



Engineering, Technology, and Applications of Science Connections
Connections to engineering, technology, and applications of science are included at all grade levels and in all domains. They highlight the interdependence of science, engineering, and technology. Additionally, these connections drive the research and development cycle where discoveries in science lead to new technologies developed using the engineering design process. These connections call attention to the effects of scientific and technological advances on society and the environment.



Engineering Design
Performance indicators for the engineering design process are intentionally embedded in all grade levels. These indicators allow students to demonstrate their ability to define problems, develop possible solutions, and improve designs. ***These indicators should be reinforced whenever students are engaged in practicing engineering design during instruction.*** Having students engage in the engineering design process will prepare them to solve challenges both in and out of the classroom.

EDUCATOR SUPPORT & RESOURCES

Implementation
Effective science teaching, learning, and assessments should integrate disciplinary core ideas, crosscutting concepts, and **science and engineering practices**. Integration of the three dimensions will allow students to explain scientific phenomena, engage in sensemaking, design solutions to problems, and build a foundation upon which they can continue to learn and be able to apply science knowledge and skills within and outside the K-12 education arena. While each indicator incorporates the three dimensions, this alone does not drive student outcomes. Ultimately, student learning depends on how the standards are translated to instructional practices.

To support educators while they explore and implement content standards, the Nebraska Department of Education has developed the Content Area Standards Implementation Framework. The Framework is based on implementation science and includes stages from "Exploration" to "Deep Implementation," the types of work and activities associated with each stage, and roles of educators in ensuring successful implementation. The goal of the framework is to guide the alignment of standards, instruction, materials, and assessment to create a coherent system of learning.

Phenomenon-based Instruction
Three-dimensional instruction offers authentic learning experiences when students engage in describing and explaining the natural world. This involves focusing the conceptual learning on anchoring and investigative phenomena to better comprehend their observations. Students utilize evidence in the sensemaking process to build concepts in their minds. Phenomena are natural, observable events that we can explain or predict using our science knowledge (the singular form of phenomena is phenomenon).

Teachers are encouraged to adopt phenomenon-based instruction to fully engage students in three-dimensional science learning. This method can be summarized in three steps:

1. Introduce a new unit or concept with a phenomenon: Start by presenting a phenomenon that is relevant to students' lives. This engages them in asking questions about their observations and fosters a desire to learn more. Many teachers already use this approach by introducing new units or concepts with tangible examples such as pictures, videos, demonstrations, or laboratory experiences.
2. Engaging in science and engineering practices: Provide opportunities for students to gather and reason about information to explain the phenomenon. Sensemaking represents a shift in science instruction where teachers refrain from giving students direct answers. Instead, they should offer multiple opportunities for students to explore the phenomenon individually and in groups, while scaffolding their learning. This approach supports students in developing an understanding of scientific concepts and constructing their own explanations for the phenomenon.
3. Communicating understanding: Ensure students have multiple opportunities to articulate their thinking about why the phenomenon occurs. To deepen their understanding, check that student explanations progress from simple descriptions of what they observe to more complex explanations and predictions of what they think is happening with the phenomenon.

Throughout this process, teachers should not provide direct answers about the phenomenon. Instead, they should facilitate experiences that help students reach an appropriate understanding. Often, this involves engaging students in scientific arguments where they challenge each other's claims and explanations using their observations and collected evidence.

Teacher Guides

The Teacher Guides were created to provide guidance for developing effective instruction aligned to Nebraska's College and Career Ready Science Standards. They are intended to support teachers, administrators, science specialists, ESU's, instructional coaches, parents, and other stakeholders as they plan instruction and assessment at a local level.

The Teacher Guides are meant as a resource document which unwraps the indicators to support teacher's understanding of the standards. They are not meant to be used by students, and therefore they are not written in student-friendly language.

Nebraska Science Classroom Formative Task Repository

The Nebraska Science Classroom Formative Task Repository is a collection of K-12 formative tasks aligned to the indicator level of the standards. Tasks were developed by Nebraska educators and cover the breadth of the standards giving students an opportunity to provide evidence of what they can know and can do related to that standard.

Graduation Requirements

The high school life science, physical science, and Earth and space science standards are intended for **ALL** students to have learned by the end of 30 credit hours of high school science courses.

> **Rule 10**
> 003.05 Graduation Requirements. Each high school must require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent must be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

003.05A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.

Course examples that offer the scope and sequence to include all three domains are included in Appendix B: HS Integrated Science Course Model.

High School Plus Standards (HSP)

The High School Plus (HSP) standards represent advanced science topics designed to enhance the rigor of general science curricula or supplement additional advanced science courses. The standards were developed using postsecondary syllabi from entry level science courses for science majors (e.g. UNL LIFE 120, CHEM 109). Introducing the content to high school students will scaffold their learning providing a bridge between high school science coursework and postsecondary level coursework. If the indicator includes HSP, it is a plus standard which is supplemental.

KINDERGARTEN

The Kindergarten standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens if you change how hard you push or pull an object?
Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

What is the weather like today and how is it different from yesterday?
Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to, severe weather.

Where do animals live and why do they live there?
Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

SC.K.1 Forces and Interactions: Pushes and Pulls

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

SC.K.1.1.a **Plan and conduct an investigation to compare** the effects of different strengths or different directions of pushes and pulls on the motion of an object. Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

SC.K.1.1.b **Analyze data to determine if a design solution works** as intended to change the speed or direction of an object with a push or a pull. Assessment does not include friction as a mechanism for change in speed.

SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

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

SC.K.7.2.a **Use observations to describe** patterns of what plants and animals (including humans) need to survive.

SC.K.7.2.b **Construct an argument supported by evidence for how** plants and animals (including humans) can change the environment to meet their needs.

SC.K.7.2.c **Use a model to represent** the relationship between the needs of different plants or animals (including humans) and the places they live.

NE plants and animals

SC.K.7.2.d **Communicate solutions** that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.

NE conservation organizations and agricultural practices

SC.K.12 Weather and Climate

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



SC.K.12.3.a **Use and share observations** of local weather conditions to describe patterns over time. Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.



SC.K.12.3.b **Ask questions to obtain information** about the purpose of weather forecasting to prepare for, and respond to, severe weather.

emphasis on blizzards, tornadoes, drought, and floods



SC.K.12.3.c **Make observations to determine** the effect of sunlight on Earth's surface.



SC.K.12.3.d **Use tools and materials to design and build a structure** that will reduce the warming effect of sunlight on an area.



SC.K.12.3.e **Ask questions, make observations, and gather information** about a situation people want to change to **define a simple problem that can be solved** through the development of a new or improved object or tool.

GRADE 1

The grade 1 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens when materials vibrate?
Students are expected to develop understanding of the relationship between sound and vibrating materials.

What happens when there is no light?
Students are expected to develop understanding of the relationship between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.

What are some ways plants and animals meet their needs so they can survive and grow?
Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how the behaviors of parents and offspring help offspring survive.

How are parents and their children similar and different?
The understanding is developed that young plants and animals are like, but not exactly the same as, their parents.

What objects are in the sky and how do they seem to move?
Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

SC.1.2 Waves: Light and Sound
SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.

SC.1.2.1.a **Plan and conduct investigations** to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

SC.1.2.1.b **Make observations to construct** an evidence-based explanation that objects can be seen only when illuminated.

SC.1.2.1.c **Plan and conduct an investigation** to determine the effect of placing objects made with different materials in the path of a beam of light. Assessment does not include the speed of light.

SC.1.2.1.d **Use tools and materials to design and build** a device that uses light or sound to solve the problem of communicating over a distance. Assessment does not include technological details for how communication devices work.

SC.1.6 Structure, Function, and Information Processing
SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.

SC.1.6.2.a **Use materials to design a solution** to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

NE plants and animals

SC.1.6.2.b **Develop a simple sketch, drawing, or physical model** to illustrate how the shape of an object helps it function as needed to solve a given problem.

SC.1.6.2.c **Read grade appropriate texts and use media to determine** patterns in a behavior of parents and offspring that help offspring survive.

NE plants and animals

SC.1.6.2.d **Make observations to construct an evidence-based account** that young plants and animals are like, but not exactly like, their parents. Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

NE plants and animals

SC.1.11 Space Systems: Patterns and Cycles

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

SC.1.11.3.a **Use observations** of the sun, moon, and stars to describe patterns that can be predicted. Assessment of star patterns is limited to stars being seen at night and not during the day.

SC.1.11.3.b **Make observations** at different times of the year to relate the amount of daylight to the time of year. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

GRADE 2

The grade 2 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How are materials similar and different from one another and how do the properties of the materials relate to their use?
An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials.

What do plants need to grow?
Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.

How many types of living things live in a place?
Students are expected to compare the diversity of life in different habitats.

How does land change and what causes it to change?
Students are able to apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

What are the different kinds of land and bodies of water?
Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

SC.2.3 Structure and Properties of Matter
SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.2.3.1.a **Plan and conduct an investigation** to describe and classify different kinds of materials by their observable properties.

Soil properties

SC.2.3.1.b **Analyze data obtained from testing different materials** to determine which materials have the properties that are best suited for an intended purpose. Assessment of quantitative measurements is limited to length and weight.

SC.2.3.1.c **Analyze data** from tests of two objects, **designed to solve the same problem**, to compare the strengths and weaknesses based on the properties.

SC.2.3.1.d **Make observations to construct an evidence-based account** of how an object made of a small set of pieces can be disassembled and made into a new object.

SC.2.3.1.e **Construct an argument with evidence** that some changes caused by heating or cooling can be reversed and some cannot.

SC.2.7 Interdependent Relationships in Ecosystems
SC.2.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

SC.2.7.2.a **Plan and conduct an investigation** to determine if plants need sunlight and water to grow. Assessment is limited to testing one variable at a time.

SC.2.7.2.b **Develop a simple model** that mimics the function of an animal in dispersing seeds or pollinating plants.

SC.2.7.2.c **Make observations** of plants and animals **to compare** the diversity of life in different habitats. Assessment does not include specific animal and plant names in specific habitats.

NE habitats

SC.2.13 Earth's Systems: Processes That Shape the Earth

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

SC.2.13.3.a **Use information from several sources to provide evidence** that Earth events can occur quickly or slowly. Assessment does not include quantitative measurements of timescales.

Flooding and tornadoes quickly cause change; wind slowly formed the Sandhills

SC.2.13.3.b **Compare multiple solutions designed to** slow or prevent wind or water from changing the shape of the land.

Soil conservation

SC.2.13.3.c **Develop a model to represent** the shapes and kinds of land and bodies of water in an area. Assessment does not include quantitative scaling in models.

Human made dams, sandbagging, windbreaks, terracing

SC.2.13.3.d **Obtain information to identify** where water is found on Earth and that it can be solid or liquid.

NE water bodies

GRADE 3

The grade 3 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do equal and unequal forces on an object affect the object?
Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.

How can magnets be used?
Students are able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

How do organisms vary in their traits?
Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. Students develop an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?
Students are expected to develop an understanding of types of organisms that lived long ago, and also about the nature of their environments.

What happens to organisms when their environment changes?
Students are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

What is typical weather in different parts of the world and during different times of the year?
Students are able to organize and use data to describe typical weather conditions expected during a particular season.

How can the impact of weather-related hazards be reduced?
By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

SC.3.1 Forces and Interactions: Motion and Stability

SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.

SC.3.1.1.a **Plan and conduct an investigation** to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

SC.3.1.1.b **Make observations and/or measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion. Assessment does not include technical terms such as period and frequency.

SC.3.1.1.c **Ask questions** to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. Assessment is limited to forces produced by objects that can be manipulated by students. Electrical interactions are limited to static electricity.

SC.3.1.1.d **Define a simple design problem** that can be solved by applying scientific ideas about magnets.

SC.3.7 Interdependent Relationships in Ecosystems

SC.3.7.2 Gather, analyze, and communicate evidence of the interdependent relations in ecosystems.

SC.3.7.2.a **Construct an argument** that some animals form groups that help members survive.

NE animals

SC.3.7.2.b **SC.3.7.2.b Analyze and interpret data** from fossils to provide evidence of the organisms and environments in which they lived long ago. Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

NE fossils; NE geologic history

SC.3.7.2.c **Construct an argument with evidence** that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

NE habitats

SC.3.7.2.d **Make a claim about the merit of a solution to a problem** caused when the environment changes and the types of plants and animals that live there may change. Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

NE habitats

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

SC.3.9 Inheritance and Variation: Life Cycles and Traits

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

SC.3.9.3.a **Develop models** to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

NE plants and animals

SC.3.9.3.b **Analyze and interpret data** to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

NE plants and animals

SC.3.9.3.c **Use evidence to support the explanation** that traits can be influenced by the environment.

NE plants, animals, and habitats

SC.3.9.3.d **Use evidence to construct an explanation** for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

NE plants, animals, and habitats

SC.3.12 Weather and Climate

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

SC.3.12.4.a **Represent data** in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season. Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

NE weather and climate

SC.3.12.4.b **Obtain and combine information** to describe climates in different regions of the world.

SC.3.12.4.c **Make a claim about the merit of a design solution** that reduces the impacts of a weather-related hazard.

GRADE 4

The grade 4 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What are waves and what are some of the things they can do?
Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.

What is energy and how is it related to motion?
Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.

How is energy transferred?
Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object through collisions.

How can energy be used to solve a problem?
They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?
Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, students describe that an object can be seen when light reflected from its surface enters the eye.

How can water, ice, wind and vegetation change the land?
Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.

What patterns of Earth's features can be determined with the use of maps?
In order to describe patterns of Earth's features, students analyze and interpret data from maps.

SC.4.2 Waves: Waves and Information

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



SC.4.2.1.a **Develop a model** of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.



SC.4.2.1.b **Generate and compare multiple solutions** that use patterns to transfer information.

SC.4.4 Energy: Conservation and Transfer

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

SC.4.4.2.a Use evidence to **construct an explanation** relating the speed of an object to the energy of that object. Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

SC.4.4.2.b **Make observations** to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. Assessment does not include quantitative measurements of energy.

NE energy producers

SC.4.4.2.c **Ask questions** and predict outcomes about the changes in energy that occur when objects collide. Assessment does not include quantitative measurements of energy.

SC.4.4.2.d Apply scientific ideas to **design, test, and refine a device** that converts energy from one form to another. Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

SC.4.4.2.e **Plan and carry out fair tests in which variables are controlled** and failure points are considered to identify aspects of a model or prototype that can be improved.

SC.4.4.2.f **Obtain and combine information** to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

NE ethanol production

SC.4.6 Structure, Function, and Information Processing

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

SC.4.6.3.a **Develop a model** to describe that light reflecting from objects and entering the eyes allows objects to be seen. Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

SC.4.6.3.b **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Assessment is limited to macroscopic structures within plant and animal systems.

NE plants and animals

SC.4.6.3.c **Use a model** to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information. Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

NE plants and animals

SC.4.13 Earth's Systems: Processes That Shape the Earth

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

SC.4.13.4.a **Identify evidence** from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

NE fossils and geologic history

SC.4.13.4.b **Make observations and/or measurements** to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Assessment is limited to a single form of weathering or erosion.



SC.4.13.4.c **Analyze and interpret data** from maps to describe patterns of Earth's features.

SC.4.13.4.d **Generate and compare multiple solutions** to reduce the impacts of natural Earth processes on humans.
Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

GRADE 5

The grade 5 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

When matter changes, does its weight (mass) change?
Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.

Can new substances be created by combining other substances?
Students determine whether the mixing of two or more substances results in new substance.

How does matter cycle through ecosystems and where does the energy in food come from and what is it used for?
Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

How much water can be found in different places on Earth and how does water move through the Earth system?
Students describe and graph data to provide evidence about the distribution of water on Earth. Through the development of a model using an example students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. This model will also allow students to define a simple design problem that relates to the conservation of fresh water.

How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?
Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

SC.5.3 Structure and Properties of Matter
SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.

SC.5.3.1.a **Develop a model** to describe that matter is made of particles too small to be seen. Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

SC.5.3.1.b **Measure and graph quantities** to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Assessment does not include distinguishing mass and weight.

SC.5.3.1.c **Make observations and measurements** to identify materials based on their properties. Assessment does not include density or distinguishing mass and weight.

SC.5.3.1.d **Conduct an investigation** to determine whether the mixing of two or more substances results in new substances.

SC.5.8 Matter and Energy in Organisms and Ecosystems
SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.

SC.5.8.2.a **Use models** to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

SC.5.8.2.b **Support an argument** that plants get the materials they need for growth chiefly from air and water.

SC.5.8.2.c **Develop a model** to describe the movement of matter among plants, animals, decomposers, and the environment. Assessment does not include molecular explanations or the biochemical mechanisms of photosynthesis.

NE ecosystems

SC.5.11 Space Systems: Earth's Stars and Solar System

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

SC.5.11.3.a **Support an argument** that the gravitational force exerted by Earth on objects is directed down toward Earth's center. Assessment does not include mathematical representation of gravitational force.

SC.5.11.3.b **Support an argument** that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).

SC.5.11.3.c **Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, length of day and night, and the seasonal appearance of some stars in the night sky. Assessment does not include causes of seasons.

SC.5.13 Earth's Systems

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

SC.5.13.4.a **Develop a model** using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Assessment is limited to the interactions of two systems at a time.

NE systems

SC.5.13.4.b **Describe and graph** the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Assessment is limited to oceans, lakes, rivers, glaciers, groundwater, and polar ice caps but does not include the atmosphere.

NE bodies of water

SC.5.13.4.c **Obtain and combine information** about ways individual communities use science ideas to protect the Earth's resources and environment.

NE conservation organizations

SC.5.13.4.d **Define a simple design problem** that can be solved by applying scientific ideas about the conservation of fresh water on Earth.

NE conservation organizations

SC.5.13.4.e **Define a simple design problem** reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

GRADE 6

The grade 6 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can energy be transferred from one object or system to another?
Students are expected to know the difference between energy and temperature and begin to develop an understanding of the relationship between force and energy. Students are also expected to apply an understanding of design to the process of energy transfer.

How do the structures of organisms contribute to life's functions?
Students are expected to understand that all organisms are made of cells, that special structures are responsible for particular functions in organisms, and that for many organisms the body is a system of multiple interacting subsystems that form a hierarchy from cells to the body.

How do organisms grow, develop, and reproduce?
Students are expected to explain how select structures, functions, and behaviors of organisms change in predictable ways as they progress from birth to old age.

What factors interact and influence weather and climate?
Students are expected to construct and use models to develop an understanding of the factors that determine weather and climate. A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the oceans and atmosphere.

How does water move through Earth's systems?
Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems.

SC.6.4 Energy

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

SC.6.4.1.a Apply scientific principles to **design, construct, and test a device** that either minimizes or maximizes thermal energy transfer. Assessment does not include calculating the total amount of thermal energy transferred.

SC.6.4.1.b **Define the criteria and constraints of a design problem** with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.

SC.6.4.1.c **Plan an investigation** to determine the relationships among the energy transferred, type of matter, mass, and change in average kinetic energy of particles as measured by the temperature of the sample. Assessment does not include calculating the total amount of thermal energy transferred.

SC.6.4.1.d **Construct, use, and present arguments** to support the claim that when kinetic energy of an object changes, energy is transferred to or from the object. Assessment does not include calculations of energy.

SC.6.6 Structure and Function and Information Processing

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

SC.6.6.2.a **Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many varied cells.

SC.6.6.2.b **Develop and use a model** to describe the function of a cell as a whole and ways parts of a cell contribute to the function. Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

SC.6.6.2.c **Use argument supported by evidence** for how the body is a system of interacting subsystems composed of groups of cells. Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.

SC.6.6.2.d **Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or stored as memories. Assessment does not include mechanisms for the transmission of this information.

SC.6.9 Growth, Development, and Reproduction of Organisms

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

SC.6.9.3.a **Construct an argument** based on evidence for how plant and animal adaptations affect the probability of successful reproduction.

monarchs/milkweed; seed dispersal in prairie grasses

SC.6.9.3.b **Construct a scientific explanation** based on evidence for how environmental and genetic factors influence the growth of organisms. Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.

NE plants and animals

SC.6.9.3.c **Develop and use a model** to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

SC.6.12 Weather and Climate

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

SC.6.12.4.a **Collect data** to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

NE weather conditions

SC.6.12.4.b **Develop and use a model** to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Assessment does not include the dynamics of the Coriolis effect.

SC.6.12.4.c **Ask questions** to clarify evidence of the factors that have caused the change in global temperatures over thousands of years.

SC.6.12.4.d **Analyze and interpret data** on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect.

SC.6.13 Earth's Systems

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



SC.6.13.5.a **Develop a model** to describe how the water cycle is driven by the sun's energy and the force of gravity.

A quantitative understanding of the latent heat of vaporization and fusion is not assessed.



NE systems

GRADE 7

The grade 7 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How does thermal energy affect particles?
Students will be able to provide molecular level descriptions that explain states of matter and changes between states.

Why do different pure substances have different physical and chemical properties and how do those properties determine how substances are used?
Students are expected to understand what occurs at the atomic molecular scales.

What happens when new materials are formed?
Students are expected to provide molecular level descriptions to explain that chemical reactions involve regrouping of atoms to form new substances and that atoms rearrange during chemical reactions.

How do organisms obtain and use energy?
Students are expected to use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems.

How does matter and energy move through an ecosystem?
Students are expected to construct explanations for the cycling of matter in organisms and the interaction of organisms to obtain matter and energy from an ecosystem to survive and grow.

How do organisms interact with other organisms in the physical environment to obtain matter and energy?
Students are expected to understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with non-living factors.

How do people figure out that Earth and life on Earth have changed over time?
Students are expected to examine geoscience data in order to understand the processes and events in Earth's history.

How do the materials in and on Earth's crust change over time?
Students are expected to understand how Earth's geosystems operate by modeling the flow of energy and the cycling of matter within and among different systems.

How do human activities affect Earth's systems?
Students are expected to understand the ways that human activities impact Earth's other systems

SC.7.3 Structure and Properties of Matter
SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.7.3.1.a **Develop models** to describe the atomic composition of simple molecules. Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.

SC.7.3.1.b **Gather and make sense of information** to describe how natural materials may undergo chemical reactions to create new synthetic materials and have an impact on society. Assessment is limited to qualitative information.

SC.7.3.1.c **Develop a model** that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

SC.7.5 Chemical Reactions

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

SC.7.5.2.a **Analyze and interpret data** on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

SC.7.5.2.b **Develop and use a model** to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

SC.7.5.2.c **Undertake a design project** to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

SC.7.5.2.d **Analyze data from tests** to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

SC.7.7 Interdependent Relationships in Ecosystems

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

SC.7.7.3.a **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems.

NE ecosystems

SC.7.7.3.b **Develop and use a model** to describe how stable ecosystems maintain biodiversity and ecosystem services.

NE endangered species and reintroduction of species

SC.7.7.3.c **Evaluate competing design solutions** using a systematic process to determine how well they meet the criteria and constraints of the problem.

SC.7.7.3.d Apply scientific principles to **design a method for monitoring and increasing positive human impact** on the environment.

SC.7.8 Matter and Energy in Organisms and Ecosystems

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

SC.7.8.4.a **Construct a scientific explanation** based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. Assessment does not include the biochemical mechanisms of photosynthesis.

NE food webs

SC.7.8.4.b **Develop a model** to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. Assessment does not include details of the chemical reactions for photosynthesis or respiration.

SC.7.8.4.c **Analyze and interpret data** to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

NE plants and animals

SC.7.8.4.d **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Assessment does not include the use of chemical reactions to describe the processes.

NE ecosystems

SC.7.8.4.e **Construct an argument** supported by evidence that changes to physical or biological components of an ecosystem affect populations.

NE ecosystems

SC.7.13 Earth's Systems

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

SC.7.13.5.a **Develop a model** to describe the cycling of Earth's materials and the flow of energy that drives this process. Assessment does not include the identification and naming of minerals.

SC.7.13.5.b **Construct a scientific explanation** based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

NE resources

SC.7.13.5.c **Construct an argument** supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Food security and NE agriculture

SC.7.14 History of Earth

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

SC.7.14.6.a **Construct an explanation** based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

NE geographic features

SC.7.14.6.b **Analyze and interpret data** on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Paleomagnetic anomalies in oceanic and continental crust are not assessed.

SC.7.14.6.c **Analyze and interpret data** on geologic hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

GRADE 8

The grade 8 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one describe physical interactions between objects and within systems of objects?
Students will be expected to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel.

How does the energy of an object change related to its mass, speed, and position in a system?
Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.

What are the characteristic properties of waves and how can they be used?
Students are expected to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

What factors cause genes to change and how does that affect the structure and function of organisms?
Students are expected to understand the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding.

How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations?
Students are expected to analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation.

What is Earth's place in the Universe? What makes up our solar system and how can the motion of Earth explain seasons and eclipses?
Students are expected to examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons

SC.8.1 Forces and Interactions
SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions.

SC.8.1.1.a Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects.
Assessment is limited to vertical or horizontal interactions in one dimension.

SC.8.1.1.b **Develop a model** to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

SC.8.1.1.c **Plan an investigation** to provide evidence of Newton's Laws that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time; does not include use of trigonometry.

SC.8.1.1.d **Ask questions** about data to determine the factors that affect the strength of electrical and magnetic forces. Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

SC.8.1.1.e **Construct and present arguments** using evidence to support the claim that gravitational interactions are attractive and depend on both the mass and distance of interacting objects. Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

SC.8.1.1.f **Conduct an investigation** and evaluate the experimental design to provide evidence that electrical and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact. Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

SC.8.2 Waves and Electromagnetic Radiation

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

SC.8.2.2.a **Use mathematical representations** to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Assessment does not include electromagnetic waves and is limited to standard repeating waves.

SC.8.2.2.b **Develop and use a model** to describe that Light and mechanical waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.

SC.8.2.2.c **Gather and make sense of information** to support the claim that the structure of analog and digital signals allows for encoding and transmission of information.

SC.8.4 Energy

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

SC.8.4.3.a **Construct and interpret graphical displays of data** to describe the relationships of kinetic energy to the mass and speed of an object.

SC.8.4.3.b **Develop a model** to describe that when the arrangement of objects interacting at a distance changes, then different amounts of potential energy are stored in the system. Assessment is limited to two objects. Assessment is limited to electric, magnetic, and gravitational interactions.

SC.8.9 Heredity: Inheritance and Variation of Traits

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

SC.8.9.4.a **Develop and use a model** to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

SC.8.9.4.b **Gather and synthesize information** about technologies that have changed the way humans influence inheritance of desired traits in organisms.

NE agriculture practices

SC.8.10 Natural Selection and Adaptations

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

SC.8.10.5.a **Analyze and interpret data** for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. Assessment does not include the names of individual species or geological eras in the fossil record.

NE Geological History

SC.8.10.5.b **Apply scientific ideas to construct an explanation** for the anatomical similarities and differences among and between modern and fossil organisms to infer evolutionary relationships.

NE Geological History

SC.8.10.5.c **Construct an explanation** based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

SC.8.10.5.d **Use mathematical representations** to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. Assessment does not include Hardy Weinberg calculations.

NE plants and animals

SC.8.11 Space Systems

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

SC.8.11.6.a **Develop and use a model** of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

SC.8.11.6.b **Develop and use a model** to describe the role of gravity in the motions within the galaxy and the solar system. Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of planets as viewed from Earth.

SC.8.11.6.c **Analyze and interpret data** to determine scale properties of objects in the solar system. Assessment does not include recalling facts about properties of the planets and other solar system bodies.

SC.8.14 History of Earth

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

SC.8.14.7.a **Construct a scientific explanation** based on evidence found within rock strata, including index fossils, for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Assessment does not include recalling the names of specific periods or epochs and events within them.

NE Geological History

HS PHYSICAL SCIENCES

The physical science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one explain the structure and properties of matter?
Students are expected to develop understanding of the substructure of atoms and provide more mechanistic explanations of the properties of substances. Students are able to use the periodic table as a tool to explain and predict the properties of elements.

How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?"
Students will be able to explain important biological and geophysical phenomena. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems.

How can one explain and predict interactions between objects and within systems of objects?
Students are expected to build an understanding of forces and interactions, total momentum of a system of objects is conserved when there is no net force on the system, and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

How is energy transferred and conserved?
Students are expected to develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields.

How are waves used to transfer energy and send and store information?
Students are expected to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales.

SC.HS.1 Forces and Interactions
SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.

SC.HS.1.1.a **Analyze data** to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

SC.HS.1.1.b **Use mathematical representations** to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Assessment is limited to systems of two macroscopic bodies moving in one dimension.

NE roadside and highway safety

SC.HS.1.1.c **Apply science and engineering ideas to design, evaluate, and refine** a device that minimizes the force on a macroscopic object during a collision. Assessment is limited to qualitative evaluations and/or algebraic manipulations.

SC.HS.1.1.d **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Assessment is limited to systems with two objects.

SC.HS.1.1.e **Plan and conduct an investigation** to provide evidence that an electrical current can produce a magnetic field and that a changing magnetic field can produce an electrical current. Assessment is limited to designing and conducting investigations with provided materials and tools.

NE energy producers

SC.HS.2 Waves and Electromagnetic Radiation

SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.

SC.HS.2.2.a **Use mathematical representations** to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Assessment is limited to algebraic relationships and describing those relationships qualitatively.

SC.HS.2.2.b **Evaluate claims** about the advantages of digital transmission and storage of information.

SC.HS.2.2.c **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Assessment does not include using quantum theory.

SC.HS.2.2.d **Evaluate the validity and reliability of claims** in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Assessment is limited to qualitative descriptions.

SC.HS.2.2.e **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Assessments are limited to qualitative information. Assessments do not include band theory.

SC.HS.3 Structure and Properties of Matter

SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.HS.3.3.a **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.

NE Geology

SC.HS.3.3.b **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Assessment does not include Raoult's law calculations of vapor pressure.

SC.HS.3.3.c **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

NE Geologic history and nuclear power production

SC.HS.3.3.d **Communicate scientific and technical information** about why the molecular-level structure is important in the functioning of designed materials. Assessment is limited to provided molecular structures of specific designed materials.

NE manufacturers

SC.HS.4 Energy

SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.

SC.HS.4.4.a **Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

SC.HS.4.4.b **Develop and use models** to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).

SC.HS.4.4.c **Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy. Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

NE energy producers

SC.HS.4.4.d **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

SC.HS.4.4.e **Plan and conduct an investigation** to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). Assessment is limited to investigations based on materials and tools provided to students.

SC.HS.4.4.f **Develop and use a model** of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Assessment is limited to systems containing two objects.

SC.HS.5 Chemical Reactions

SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.

SC.HS.5.5.a **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. Assessment is limited to chemical reactions involving main group elements and combustion reactions.

NE energy and ethanol production

SC.HS.5.5.b **Develop a model** to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy. Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

NE energy and ethanol production

SC.HS.5.5.c **Apply scientific principles** and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.

NE energy and ethanol production

SC.HS.5.5.d **Refine the design** of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

NE energy and ethanol production

SC.HS.5.5.e **Design a solution** to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

SC.HS.5.5.f **Use mathematical representations** to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. Assessment does not include complex chemical reactions.

NE energy and ethanol production

HS LIFE SCIENCES

The life science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do the structures of organisms enable life's functions?
Students are expected to investigate explanations for the structure and function of cells as the basic units of life, the hierarchical systems of organisms, and the role of specialized cells for maintenance and growth. Students will demonstrate understanding of how systems of cells function together to support the life processes.

How are the characteristics from one generation related to the previous generation?
High school students demonstrate understanding of the relationship of DNA and chromosomes in the processes of cellular division that pass traits from one generation to the next. Students can determine why individuals of the same species vary in how they look, function, and behave. Ethical issues related to genetic modification of organisms and the nature of science can be described.

How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?
Students will be expected to develop understanding of organisms' interactions with each other and their physical environment, how organisms obtain resources, change the environment, and how these changes affect both organisms and ecosystems. Students will use mathematical concepts to construct explanations for the role of energy in the cycling of matter in organisms and ecosystems.

How do organisms interact with the living and non-living environment to obtain matter and energy?
Students will be expected to investigate the role of biodiversity in ecosystems and the role of animal behavior on survival of individuals and species. Students will develop increased understanding of interactions among organisms and how those interactions influence the dynamics of ecosystems.

How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?
Students will be expected to demonstrate understanding of the factors causing natural selection and the process of evolution of species over time. They demonstrate understanding of how multiple lines of evidence contribute to the strength of scientific theories of natural selection and evolution

SC.HS.6 Structure and Function

SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.

SC.HS.6.1.a **Construct an explanation** based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

NE agricultural practices

SC.HS.6.1.b **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Assessment does not include interactions and functions at the molecular or chemical reaction level.

SC.HS.6.1.c **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Assessment does not include the cellular processes involved in the feedback mechanism.

NE agricultural practices

SC.HS.6.1.d **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

SC.HS.7 Interdependent Relationships in Ecosystems

SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

SC.HS.7.2.a **Use mathematical and/or computational representations to support explanations** of factors that affect carrying capacity of ecosystems at different scales. Assessment does not include deriving mathematical equations to make comparisons.

SC.HS.7.2.b **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Assessment is limited to provided data.

SC.HS.7.2.c **Evaluate the claims, evidence, and reasoning** that the interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

NE river systems and ecosystems

SC.HS.7.2.d **Evaluate the evidence** for how group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.

SC.HS.7.2.e **Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity.

NE native species, conservation organizations, agriculture practices

SC.HS.7.2.f **Use a computer simulation** to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. Assessment is limited to testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

SC.HS.8 Matter and Energy in Organisms and Ecosystems

SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.

SC.HS.8.3.a **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. Assessment does not include specific biochemical steps.

SC.HS.8.3.b **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form the four basic macromolecules. Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

SC.HS.8.3.c **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net transfer of energy. Assessment should not include identification of the steps or specific processes involved in cellular respiration.

SC.HS.8.3.d **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

NE ethanol production

SC.HS.8.3.e **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

NE agricultural practices

SC.HS.8.3.f **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Assessment does not include the specific chemical steps of photosynthesis and respiration.

SC.HS.9 Heredity: Inheritance and Variation of Traits

SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

SC.HS.9.4.a **Develop and use a model** to explain the relationships between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.

NE agricultural practices

SC.HS.9.4.b **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.

NE plants and animals

SC.HS.9.4.c **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Assessment does not include Hardy-Weinberg calculations.

NE plants and animals

SC.HS.10 Biological Evolution

SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.

SC.HS.10.5.a **Communicate scientific** information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

NE fossil record

SC.HS.10.5.b **Construct an explanation** based on evidence that natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

NE plants and animals

SC.HS.10.5.c **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

NE plants and animals

SC.HS.10.5.d **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations.

SC.HS.10.5.e **Evaluate the evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

NE plants and animals

HS EARTH AND SPACE SCIENCES

The earth and space science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interests and current topics that may include but are not limited to:

What is the universe and what goes on in stars? What are the predictable patterns caused by Earth's movement in the solar system?
Students examine the processes governing the formation, evolution, and workings of the solar system and universe in order to understand how matter in the universe formed and how short-term changes in the behavior of the sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing data that support theories of the formation of the solar system and universe.

How do people reconstruct and date events in Earth's planetary history? Why do the continents move?
Students can construct explanations for the scales of time over which Earth processes operate. An important aspect of the earth and space sciences involves making inferences about events in Earth's history based on a data record that is increasingly incomplete the farther one goes back in time.

How do the properties and movements of water shape Earth's surface and affect its systems?
Students develop models and explanations for the ways that feedbacks between different Earth systems control the appearance of Earth's surface. Central to this in the tension between internal systems, which are largely responsible for creating and at Earth's surface and the sun-driven surface systems that tear down land through weathering and erosion. Students understand the role water plays in affecting weather and understand chemical cycles in Earth's systems.

What regulates weather and climate?
Students understand the system interactions that control weather and climate. Students can understand the analysis and interpretation of different kinds of geoscience data allow student to construct explanations for the many factors that drive climate change over a wide range of timescales.

How do humans depend on Earth's resources? How do people model and predict the effects of human activities?
Students understand the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities

SC.HS.11 Space Systems
SC.HS11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.



SC.HS.11.1.a **Use a model** based on evidence to illustrate how the stages of stars and the role of nuclear fusion in a star's core releases energy that reaches Earth in the form of radiation. Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.



SC.HS.11.1.b **Construct an explanation** of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.



SC.HS.11.1.c **Communicate scientific ideas** about the way stars, throughout their stellar stages, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.



SC.HS.11.1.d **Use mathematical or computational representations** to predict the motion of orbiting objects in the solar system. Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

SC.HS.12 Weather and Climate

SC.HS.12.2 Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.

SC.HS.12.2.a **Construct an explanation based on evidence** for how the sun's energy moves among Earth's systems.

SC.HS.12.2.b **Use a model** to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

SC.HS.12.2.c **Analyze geoscience data** and the results from global climate models to make an evidence-based forecast of the current rate and scale of global or regional climate changes.

NE data

SC.HS.12.2.d **Evaluate the validity and reliability** of past and present models of Earth conditions to make projections of future climate trends and their impacts.

SC.HS.13 Earth's Systems

SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another.



SC.HS.13.3.a **Analyze geoscience data** to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

NE geologic time scale and fossil record



SC.HS.13.3.b **Develop a model** based on evidence of Earth's interior to describe the cycling of matter.

SC.HS.13.3.c **Construct an argument based on evidence** to explain the multiple processes that cause Earth's plates to move.

SC.HS.13.3.d **Plan and conduct an investigation** of the properties of water and their effects on Earth materials, surface processes, and groundwater systems.

NE water systems

SC.HS.13.3.e **Develop a quantitative model** to describe the cycling of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past.

SC.HS.14 History of Earth

SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.

SC.HS.14.4.a **Evaluate evidence** of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the differences in age, structure, and composition of crustal and sedimentary rocks.

SC.HS.14.4.b **Apply scientific reasoning** and evidence from ancient Earth materials, meteorites, and other planetary surfaces to reconstruct Earth's formation and early history.

SC.HS.14.4.c **Develop a model** to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor features. Assessment does not include memorization of the details of the formation of specific geographic

features of Earth's surface.

NE water systems and surface processes

SC.HS.14.4.d **Construct an argument** based on evidence to validate coevolution of Earth's systems and life on Earth. Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

SC.HS.15 Sustainability

SC.HS.15.5 Gather, analyze, and communicate evidence to describe the interactions between society, environment, and economy.

SC.HS.15.5.a **Construct an explanation based on evidence** for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

NE historical events

SC.HS.15.5.b **Evaluate competing design solutions** for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

SC.HS.15.5.c **Use a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. Assessment is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

NE resource management

SC.HS.15.5.d **Evaluate or refine a technological solution** that increases positive impacts of human activities on natural systems.

SC.HS.15.5.e **Evaluate a solution to a complex real-world problem** based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

SC.HS.15.5.f **Use a computational representation** to illustrate the relationships among Earth systems and the degree to which those relationships are being modified due to human activity. Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

PLUS STANDARDS (OPTIONAL)

The High School Plus (HSP) standards represent advanced science topics designed to enhance the rigor of general science curricula or supplement additional advanced science courses. The standards were developed using postsecondary syllabi from entry level science courses for science majors (e.g. UNL LIFE 120, CHEM 109). Introducing the content to high school students will scaffold their learning providing a bridge between high school science coursework and postsecondary level coursework.

PHYSICS

SC.HSP.1 Forces, Interactions, and Motion

SC.HSP.1.1 Gather, analyze, and communicate evidence of forces, interactions, and motion.

SC.HSP.1.1.a **Generate and interpret mathematical and graphical representations** to describe the relationships between position, velocity, acceleration and time. Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to no acceleration and objects undergoing a constant acceleration, including projectile motion, free fall, and circular motion. Examples should also include both average and instantaneous velocities. Assessment is limited to one and two-dimensional motion and to objects moving at non-relativistic speeds.

SC.HSP.1.1.b **Use mathematical and pictorial models** as applied to Newton's second law of motion describing the relationship among the net force on a macroscopic object, its mass, and its acceleration. Examples include drawing and using free body diagrams to analyze the net force on the object and the resulting motion; vectors including decomposition and recomposition, addition and subtraction. Assessment is limited to two-dimensional motion.

SC.HSP.1.1.c **Use mathematical representations** of momentum to predict the outcome of a collision. Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle. **Assessment is limited to quantitative analysis of systems of two macroscopic bodies moving in one-dimension and qualitative analysis of multiple macroscopic bodies moving in two or three-dimensions.**

SC.HSP.1.1.d **Apply scientific and engineering ideas** to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it by applying the impulse-momentum theorem. Examples of a device could include a football helmet or an airbag. **Assessment is limited to qualitative evaluations and/or algebraic manipulations.**

SC.HSP.1.1.e **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

SC.HSP.2 Waves, Electromagnetic Radiation, and Optics

SC.HSP.2.2 Gather, analyze, and communicate evidence of the interactions of waves and optics.

SC.HSP.2.2.a **Use mathematical representations** to describe the relationships among the frequency, wavelength, and speed of waves traveling in various media. Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth. Examples also include descriptive changes in observed frequency based on relative motion of observer or source (Doppler effect). **Assessment is limited to algebraic relationships and describing those relationships qualitatively.**

SC.P.2.2.b **Develop and use models** to predict interactions of longitudinal and transverse waves in various media. Examples could include P, S and Surface seismic waves, water waves, and waves on a spring. Emphasis is on structure and function of waves.

SC.HSP.2.2.c **Develop and use models** to describe the behavior of light at the boundary of various media. Emphasis is on both geometric (ray diagrams) and algebraic models (mirror and thin lens equation, Snell's Law).

SC.HSP.2.2.d **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than

the other. Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, photoelectric effect and the idea that photons associated with different frequencies of light have different energies. **Assessment includes qualitative and quantitative models of light.**



SC.HSP.2.2.e **Use evidence to support explanations** for causes of emission and absorption spectra of electromagnetic radiation. Emphasis is on the idea that photons associated with different frequencies of light have different energies. This could include the displacement and broadening of spectral lines (redshift and blueshift). Examples could include different elements absorb or emit specific frequencies of light. Assessment is limited to qualitative descriptions.



SC.HSP.2.2.f **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Examples could include solar cells capturing light and converting it to electricity; medical imaging; communications technology; lasers. **Assessments are limited to qualitative information. Assessments do not include band theory.**

SC.HSP.4 Energy: Physics

SC.HSP.4.3 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HSP.4.3.a **Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Emphasis is on explaining the meaning of mathematical expressions used in the model including the Work-Energy theorem. **Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.**



SC.HSP.4.3.b **Plan and conduct an investigation** to rate the power and efficiency used in performing work on a system. Emphasis is on the quantitative determination of power in interactions. Examples could include use of pulleys and electric motors.



SC.HSP.4.3.c **Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy. Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, generators, heat engines and heat pumps. Examples of constraints could include use of renewable energy forms and efficiency. **Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.**



SC.HSP.4.3.d **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.



SC.HSP.4.3.e **Plan and conduct an investigation** to provide evidence for the transfer of thermal energy within a system based on the Laws of Thermodynamics. Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually, such as changes in entropy of a system. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water, changes from kinetic to thermal energy, and heat engines and heat pumps. **Assessment is limited to investigations based on materials and tools provided to students.**



SC.HSP.4.3.f **Develop and use a model** of two objects interacting through gravitational, electric, or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other. **Assessment is limited to systems containing two objects.**

SC.HSP.16 Electricity and Magnetism

SC.HSP.16.4 Gather, analyze, and communicate evidence of electricity and magnetism.



SC.HSP.16.4.a **Use mathematical representations** of field forces to describe and predict forces at a distance between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

SC.HSP.16.4.b **Use models** to visualize and describe gravitational, magnetic and electrical fields and predict resulting forces on nearby objects. Examples of fields include point charges, charged parallel plates/rings/spheres, and bar magnets. Also could include electromagnetic forces, such as the magnetic force acting on a moving charge. **Assessment is limited to descriptive analysis of the fields and the forces they produce.**

SC.HSP.16.4.c **Use mathematical representations** to provide evidence that describes and predicts relationships between power, current, voltage, and resistance. Emphasis is on insulators and conductors accounting for Ohm's Law, total resistance for combinations of resistors and P=IV.

SC.HSP.16.4.d **Evaluate competing design solutions** for construction and use of electrical consumer products accounting for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Examples could include efficiency of light bulbs (visible intensity vs. power) and thermal energy limits of wire.

SC.HSP.16.4.e **Obtain and communicate technical information** about how some technological devices use alternating current and others use direct current. Examples could include why public utilities use AC while many devices use DC and energy loss in transmission of electricity.

SC.HSP.16.4.f **Design a solution** to a problem using the fact that an electric current can produce a magnetic field and/or that a changing magnetic field can produce an electric current. Emphasis is on both quantitative and conceptual descriptions of electric and magnetic fields. Examples include designing a generator, motor or transformer. **Assessment is limited to systems with two objects.**

SC.HSP.16.4.g **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.

CHEMISTRY

SC.HSP.3 Structure and Properties of Matter

SC.HSP.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.

SC.HSP.3.1.a **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment does not include quantitative understanding of ionization energy beyond relative trends.

SC.HSP.3.1.b **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole. **Assessment does not include Raoult's law calculations of vapor pressure.**

SC.HSP.3.1.c **Develop and use models** to predict and explain forces that are in and between molecules. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole.

SC.HSP.3.3.d **Evaluate a solution** to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. Examples could include the effects of concentration of solutions on the freezing/boiling point (melting of ice on roadways), aspartame and caffeine in beverages, fluoride in drinking water.

SC.HSP.3.3.e **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. **Assessment is limited to alpha, beta, and gamma radioactive decays.**

SC.HSP.3.3.f **Develop and use models** to describe and predict mechanisms of the quantum mechanical model of the atom. Examples of representation include Aufbau Diagram, Hund's Rule, Pauli Exclusion, and orbital shapes, Hybridization of orbitals, and electron configuration. (This is an upper-level course indicator. It is not recommended for all students.)

SC.HSP.3.3.g **Evaluate the evidence** supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. Examples include using mathematical relationships to demonstrate the relationship between observed light spectrum, wavelength of light and emission spectrum. (This is an upper-level course indicator. It is not recommended for all students.)

SC.HSP.3.3.h **Use mathematical representations** to quantify matter through the analysis of patterns in chemical compounds at different scales. Emphasis is on the mole concept, empirical formula, molecular formula, percent composition, and law of constant composition. (This is an upper-level course indicator. It is not recommended for all students.)

SC.HSP.4 Energy: Chemistry

SC.HSP.4.2 Gather, analyze, and communicate evidence of the interactions of energy.

SC.HSP.4.2.a **Use statistical and mathematical techniques** to describe qualitative and quantitative thermodynamic relationships. Thermodynamic relationships may include: Enthalpy, Hess's Law, Heats of Formation. Examples of data displays or graphs could include energy diagrams to communicate bond energies of products or reactants. Lab investigations may include calorimetry. (This is an upper-level course indicator. It is not recommended for all students.)

SC.HSP.4.2.b **Plan and conduct an investigation** to gather evidence of how the Kinetic Molecular Theory and gas laws are related. Examples include Dalton's Law of particle pressures, Graham's Law of Diffusion and Effusion, and empirical gas laws. (This is an upper-level course indicator. It is not recommended for all students.)

SC.HSP.4.2.c **Analyze and interpret data** to explain changes in energy within a system and/or energy flows in and out of

a system. Emphasis is on the use of mathematical expressions to describe the change in energy within the system. Investigations could include electrochemistry (electrolysis). (This is an upper-level course indicator. It is not recommended for all students.)



SC.HSP.4.2.d **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include alternative energies, carbon footprint, and crude oil refining process.

SC.HSP.5 Chemical Reactions

SC.HSP.5.3 Gather, analyze, and communicate evidence of chemical reactions.



SC.HSP.5.3.a **Plan and conduct an investigation** to generate evidence that answers scientific questions related to changes in solution chemistry. Examples include titrations, solubility, and Le Chatelier's Principle (This is an upper-level course indicator. It is not recommended for all students.)



SC.HSP.5.3.b **Use a model** to identify electron transfer and balance a redox reaction. Emphasis would be on using half reaction method for balancing equations and understanding electron transfer. Examples include electrochemical cells and electroplating. (This is an upper-level course indicator. It is not recommended for all students.)



SC.HSP.5.3.c **Use mathematical and/or computational representations** to predict and explain relationships within chemical systems. Examples include stoichiometric calculations, gas stoichiometry, limiting reactant, empirical formula/molecular formula calculations, % comp % yield. (This is an upper-level course indicator. It is not recommended for all students.)



SC.HSP.5.3.d **Use mathematical representations** to analyze the proportion and quantity of particles in solution. Emphasis is on molarity and developing net ionic equations. (This is an upper-level course indicator. It is not recommended for all students.)



SC.HSP.5.3.e **Plan and conduct an investigation** to predict the outcome of a chemical reaction based on patterns of chemical properties. Examples of reaction types could include single replacement, double replacement, etc. Examples of patterns could include the use of solubility rules, activity series. (This is an upper-level course indicator. It is not recommended for all students.).



SC.HS.5.3.f **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

BIOLOGY

SC.HSP.6 Structure and Function

SC.HSP.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HSP.6.1.a **Construct an explanation** based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.



SC.HSP.6.1.b **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system. **Assessment does not include interactions and functions at the molecular level.**



SC.HSP.6.1.c **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.



SC.HSP.6.1.d **Use a model** to illustrate the role of cells in producing signals which maintain cellular function within organisms. Emphasis is on conceptual understanding of the types of cell signals, signal reception, signal transduction, and types of cellular responses.



SC.HSP.6.1.e **Construct an explanation** based on evidence that plants have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on plant structure, growth, and development, nutrient uptake and transport, plant reproduction, and plant responses to internal and external stimuli.



SC.HSP.6.1.f **Construct an explanation** based on evidence that animals have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on the basic principles of animal form and functions. Examples of basic principles could include animal nutrition, circulation, gas exchange, immunity, osmoregulation and excretion, hormonal and endocrine control, reproduction, development, neural control systems, and animal behavior.



SC.HSP.6.1.g **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

SC.HSP.7 Interdependent Relationships in Ecosystems

SC.HSP.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.HSP.7.2.a **Use mathematical and/or computational representations** to support explanations of factors that affect carrying capacity of ecosystems at different scales. Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets. **Assessment does not include deriving mathematical equations to make comparisons.**



SC.HSP.7.2.b **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data. Assessment is limited to provided data.



SC.HSP.7.2.c **Evaluate the claims, evidence, and reasoning** related to the principle that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.



SC.HSP.7.2.d **Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the

environment and biodiversity. Examples of human activities can include habitat development and restoration, supporting native pollinators, reducing consumption, rotating crops, using integrated pest management.

SC.HSP.7.2.e **Create or revise a solution** to mitigate the impacts of human activity on biodiversity. Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

SC.HSP.7.2.f **Evaluate evidence** for the role of behavior on individual and species' chances to survive and reproduce. Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of behaviors could include fixed action patterns, imprinting, kinesis, taxis, hibernation, estivation, habituation, spatial learning, associative learning, cognition, foraging behavior, agonistic behavior, altruism, social learning, flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

SC.HSP.8 Matter and Energy in Organisms and Ecosystems

SC.HSP.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.

SC.HSP.8.3.a **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.

SC.HSP.8.3.b **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form amino acids and/or other large carbon-based molecules. Emphasis is on using evidence from models and simulations to support explanations.

SC.HSP.8.3.c **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Emphasis is on the conceptual understanding of the steps or specific processes involved in cellular respiration.

SC.HSP.8.3.d **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Emphasis is on conceptual understanding of the role of metabolism in different environments.

SC.HSP.8.3.e **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem. **Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.**

SC.HSP.8.3.f **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Examples of models could include simulations and mathematical models.

SC.HSP.8.3.g **Use models** to illustrate how atomic structure and bonding impact the properties of water and their influence on biological systems. Emphasis is on atomic structure, types of chemical bonds, and properties of water and how those properties influence organisms and ecosystems.

SC.HSP.8.3.h **Construct an explanation** based on evidence for how ATP powers cellular work and for how enzymes affect the rate of and the amount of energy needed for metabolic reactions. Emphasis is on the structure of ATP and how ATP is used to power cellular work by coupling exergonic and endergonic reactions. Emphasis is on how enzymes speed up and/or lower the activation energy needed for metabolic reactions and how the regulation of enzyme activity helps control metabolism.

SC.HSP.9 Inheritance and Variation of Traits

SC.HSP.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

SC.HSP.9.4.a **Ask questions** to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

SC.HSP.9.4.b **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Emphasis is on using data to support arguments for the way variation occurs.

SC.HSP.9.4.c **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits (examples could include Hardy-Weinberg calculations and chi-square calculations.

SC.HSP.9.4.d **Evaluate evidence** supporting claims that gene regulation can explain the variation and distribution of expressed traits in a population. Emphasis is on the differences in gene expression of multi-cellular organisms, leading to different cell types within organisms and the distribution of traits in a population.

SC.HSP.9.4.e **Construct an explanation** based on evidence for the role of biotechnology in the research and understanding of biological systems. Emphasis is on the evolution of genomes, how biotechnology allows researchers to study the sequence, expression, and function of genes, and the practical applications of biotechnology.

SC.HSP.10 Biological Evolution

SC.HSP.10.5 Gather, analyze, and communicate evidence of biological evolution.

SC.HSP.10.5.a **Communicate scientific information** that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

SC.HSP.10.5.b **Construct an explanation** based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.

SC.HSP.10.5.c **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations. Examples of basic statistical and graphical analysis could include allele frequency calculations.

SC.HSP.10.5.d **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations. Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

SC.HSP.10.5.e **Evaluate evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

SC.HSP.10.5.f **Develop and use models** to illustrate patterns in the evolutionary history of biological diversity. Emphasis is on how the structure and function of bacteria, archaea, protists, fungi, plants, and animals are used in are related in the tree of life.

ANATOMY AND PHYSIOLOGY

SC.HSP.6 Structure and Function: Anatomy & Physiology

SC.HSP.6.2 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *integumentary system*.


SC.HSP.6.2.a **Plan and conduct and investigation** to identify patterns of organization in the integumentary system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.2.b **Ask questions** to clarify the role of various structures in integumentary system function.


SC.HSP.6.2.c **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the integumentary system.


SC.HSP.6.2.d **Plan and conduct an investigation to gather evidence** that feedback mechanisms in the integumentary system help maintain homeostasis.


SC.HSP.6.2.e **Engage in arguments from evidence** for the role of cell division in integumentary system dysfunction.

SC.HSP.6.3 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *skeletal system*.


SC.HSP.6.3.a **Plan and conduct an investigation** to identify patterns of organization in the skeletal system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.3.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the skeletal system.


SC.HSP.6.3.c **Obtain, evaluate, and communicate information** that feedback mechanisms in the skeletal system help maintain homeostasis.


SC.HSP.6.3.d **Develop and use a model** to explain the order of events necessary for bone formation.


SC.HSP.6.3.e **Engage in arguments from evidence** to support claims about the causes of dysfunction in the skeletal system. Evidence could include data obtained from case studies.

SC.HSP.6.4 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *muscular system*.


SC.HSP.6.4.a **Plan and conduct an investigation** to identify patterns of organization in the muscular system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.4.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the muscular system.


SC.HSP.6.4.c **Engage in arguments from evidence** that muscle contraction is the result of biochemical reactions.


SC.HSP.6.4.d **Obtain, evaluate, and communicate** that feedback mechanisms in the muscular system help maintain homeostasis.


SC.HSP.6.4.e **Engage in arguments from evidence** to support claims about the causes of dysfunction in the muscular system. Evidence could include data obtained from case studies.

SC.HSP.6.5 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *nervous system*.


SC.HSP.6.5.a **Plan and conduct an investigation** to identify patterns of organization in the nervous system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.5.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the nervous system.


SC.HSP.6.5.c **Engage in arguments from evidence** that production of a nerve impulse is the result of biochemical reactions.


SC.HSP.6.5.d **Obtain, evaluate, and communicate evidence** that feedback mechanisms in the nervous system help maintain homeostasis.


SC.HSP.6.5.e **Engage in arguments from evidence** to support claims about the causes of dysfunction in the nervous system. Evidence could include data obtained from case studies.

SC.HSP.6.6 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *cardiovascular/respiratory systems*.


SC.HSP.6.6.a **Plan and conduct an investigation** to identify patterns of organization in the cardiovascular/respiratory systems. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.6.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.


SC.HSP.6.6.c **Obtain, evaluate and communicate evidence** that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.


SC.HSP.6.6.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the cardiovascular/respiratory systems. Evidence could include data obtained from case studies.

SC.HSP.6.7 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *digestive system*.


SC.HSP.6.7.a **Plan and conduct an investigation** to identify patterns of organization in the digestive system. Information could be gathered from dissections, models, simulations, and scientific texts.


SC.HSP.6.7.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the digestive system.


SC.HSP.6.7.c **Obtain, evaluate and communicate evidence** that feedback mechanisms in the digestive system help maintain homeostasis.


SC.HSP.6.7.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the digestive system. Evidence could include data obtained from case studies.

SC.HSP.6.8 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *urinary system*.

SC.HSP.6.8.a **Plan and conduct an investigation** to identify patterns of organization in the urinary system. Information could be gathered from dissections, models, simulations, and scientific texts.

SC.HSP.6.8.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the urinary system.

SC.HSP.6.8.c **Obtain, evaluate and communicate evidence** that feedback mechanisms in the urinary system help maintain homeostasis.

SC.HSP.6.8.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the urinary system. Evidence could include data obtained from case studies.

SC.HSP.6.9 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *reproductive system*.

SC.HSP.6.9.a **Plan and conduct an investigation** to identify patterns of organization in the reproductive system. Information could be gathered from dissections, models, simulations, and scientific texts.

SC.HSP.6.9.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the reproductive system. Include spermatogenesis, oogenesis, and menstruation.

SC.HSP.6.9.c **Obtain, evaluate and communicate evidence** that feedback mechanisms in the reproductive system help maintain homeostasis.

SC.HSP.6.9.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the reproductive system. Evidence could include data obtained from case studies.

SC.HSP.17 Engineering in Health Sciences

SC.HSP.17.1 Gather, analyze, and communicate evidence of the connection between health science careers and engineering.

SC.HSP.17.1.a **Obtain, evaluate, and communicate information** related to health science careers and the various roles they fulfill within the health care system. Examples include researcher, bio-medical engineer, medical professional, technician, manufacturer and distributor, administrator, and data storage and security professional.

SC.HSP.17.1.b **Design a solution** to a complex, real-world problem affecting body systems that can be solved through engineering. Solutions could include prosthetics, mobility enhancement, engineered body parts, treatment processes, and disease control.

SC.HSP.17.1.c **Evaluate a solution** to a complex, real-world human health problem based on prioritized criteria constraints that account for interactions within and between systems. Solutions could include the effects on the human body or solutions for environmental public health issues.

SC.HSP.18 Body Systems

SC.HSP.18.1 Gather, analyze, and communicate evidence of the connections between body systems.

SC.HSP.18.1.a **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy within and between body systems.

SC.HSP.18.1.b **Develop and use models** to explain the interactions between body systems. Emphasis should also include interactions with the endocrine system.

APPENDIX A: TOPIC PROGRESSION

TOPIC/GRADE	K	1	2	3	4	5	6	7	8	HS
1. Forces & Interactions	SC.K.1			SC.3.1					SC.8.1	SC.HS.1
2. Waves & Electro-magnetic Radiation		SC.1.2			SC.4.2				SC.8.2	SC.HS.2
3. Structure & Properties of Matter			SC.2.3			SC.5.3		SC.7.3		SC.HS.3
4. Energy					SC.4.4		SC.6.4		SC.8.4	SC.HS.4
5. Chemical Reactions								SC.7.5		SC.HS.5
6. Structure & Function		SC.1.6			SC.4.6					SC.HS.6
7. Inter-dependent Relationships in Ecosystems	SC.K.7		SC.2.7	SC.3.7			SC.6.7	SC.7.7		SC.HS.7
8. Matter & Energy in Organisms & Ecosystems						SC.5.8		SC.7.8		SC.HS.8
9. Heredity: Inheritance & Variation of Traits				SC.3.9			SC.6.9		SC.8.9	SC.HS.9
10. Biological Evolution									SC.8.10	SC.HS.10
11. Space Systems		SC.1.11				SC.5.11			SC.8.11	SC.HS.11
12. Weather & Climate	SC.K.12			SC.3.12			SC.6.12			SC.HS.12
13. Earth's Systems			SC.2.13		SC.4.13	SC.5.13	SC.6.13	SC.7.13		SC.HS.13
14. History of Earth								SC.7.14	SC.8.14	SC.HS.14
15. Sustainability										SC.HS.15

APPENDIX B: HS INTEGRATED SCIENCE COURSE MODEL

This appendix provides two examples of possible high school science course sequences. The first example outlines the NE Integrated Food, Energy, and Water Model, a series of interdisciplinary classes that blend Nebraska-specific contexts with global science issues. This example of standard bundles was developed in collaboration with University of Nebraska-Lincoln faculty. The second example presents course mapping of Disciplinary Core Ideas (DCIs) into a coherent sequence as outlined in A Framework for K-12 Science Education.

Course 1: Science Foundations seeks to lay a foundation for understanding the complexities of the biological and physical domains by deeply understanding the driving principles that allow matter to exist and function as it does in the universe. The topics in this course will be explored through the lens of the Nebraska Career Education Model.

Unit 1: Newtonian Forces	**Unit 2:** Gravity/ Electro-magnetism	**Unit 3:** Energy	**Unit 4:** Waves & Electromagnetic Radiation	**Unit 5:** Earth's Interior	**Unit 6:** Structure and Properties of Matter	**Unit 7:** Molecular Level Design	**Unit 8:** Space Exploration
HS.1.1.a **HS.1.1.b** **HS.1.1.c**	**HS.1.1.d** **HS.1.1.e** **HS.4.4.f**	**HS.4.4.a** **HS.4.4.b** **HS.4.4.c** **HS.15.4.b**	**HS.2.2.a** **HS.2.2.b** **HS.2.2.c** **HS.2.2.d** **HS.2.2.e**	**HS.13.3.b** **HS.13.3.c**	**HS.3.3.a** **HS.3.3.c**	**HS.3.3.b** **HS.3.3.d**	**HS.11.5.a** **HS.11.5.b** **HS.11.5.c** **HS.11.5.d**

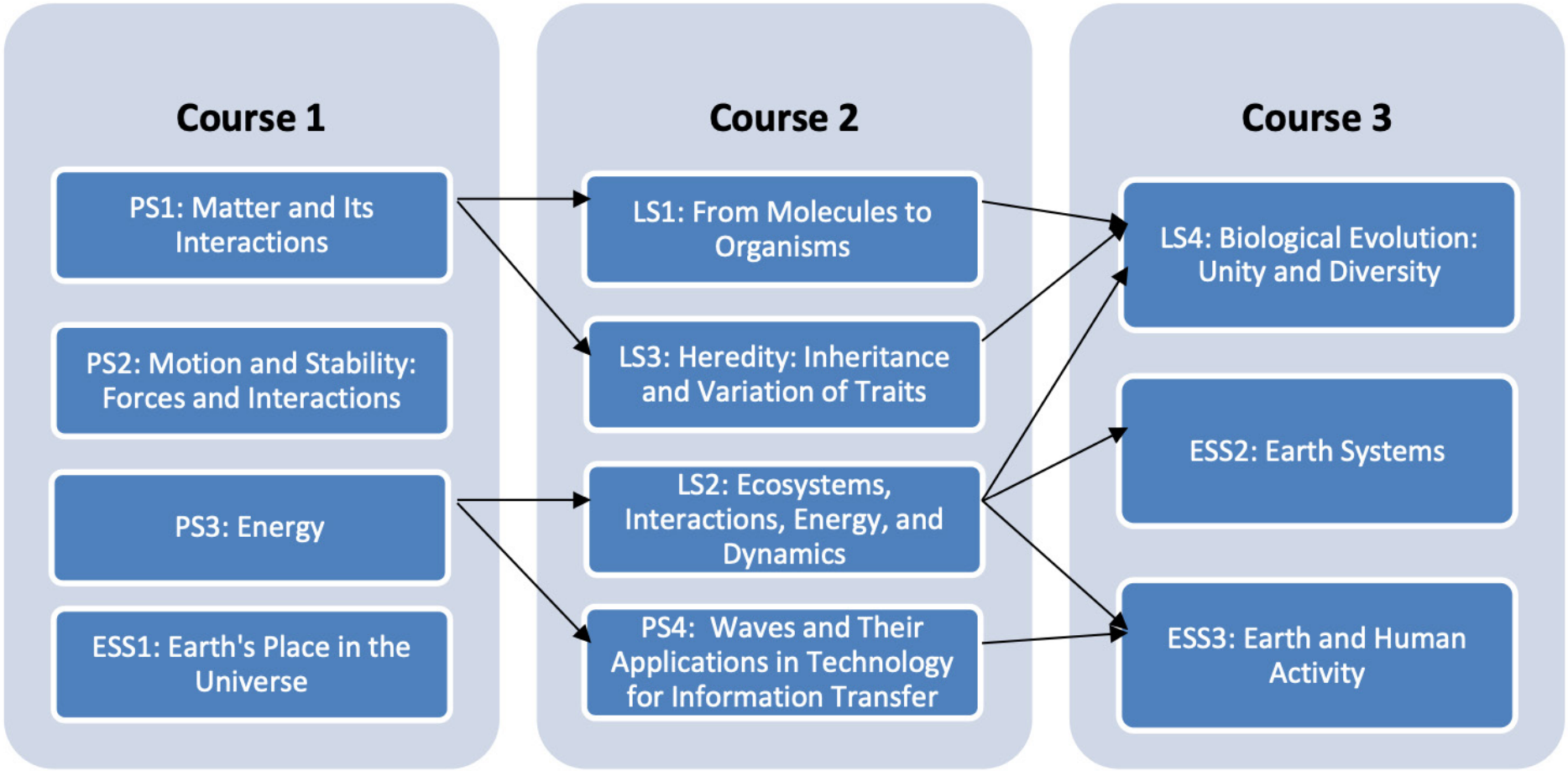
Course 2: Water in Society begins by expanding upon what was learned in Course 1 by taking a deeper look into matter and energy through the lens of water. It includes general chemistry concepts as they relate to water and life processes & systems. The course then focuses on how organisms and global systems maintain stability, transfer energy, and cycle matter. The final focus is on the sustainability of water.

Unit 1: Introduction to Water	**Unit 2:** Chemistry Between Life & Water	**Unit 3:** Small Systems Equilibrium	**Unit 4:** Systems: Energy in Balance	**Unit 5:** Movement of Matter in Global Systems	**Unit 6:** Sustainability of Water
SC.HS.13.3.d **SC.HS.5.5.a**	**SC.HS.8.3.a** **SC.HS.5.5.f** **SC.HS.8.3.b** **SC.HS.8.3.c** **SC.HS.5.5.b**	**SC.HS.8.3.e** **SC.HS.5.5.c** **SC.HS.5.5.d**	**SC.HS.6.1.c** **SC.HS.13.3.a** **SC.HS.4.4.e** **SC.HS.14.2.c** **SC.HS.12.1.b**	**SC.HS.13.3.e** **SC.HS.8.3.f**	**SC.HS.15.4.a** **SC.HS.12.1.c** **SC.HS.15.4.d**

Course 3: Land, Food, and People expands upon what was learned in both Course 1 and 2 taking a deeper dive into the coevolution of Earth systems and organisms. It is designed to introduce students to information, ideas, and concepts about the interactions of people, land and the demands for food. Students will investigate the history of the Earth, biological adaptation, heredity, and interdependent relationships in ecosystems. At the end of the course, students will be able to analyze, synthesize and communicate information about the dynamic relationships of land, food, and people from ethical, civic and stewardship perspectives and explain the impacts of human decisions on renewable and non-renewable resources.

Unit 1: Earth's History	**Unit 2:** Biological Evolution	**Unit 3:** Heredity: Inheritance & Variation	**Unit 4:** Structure & Function	**Unit 5:** Interdependent Relationships in Organisms	**Unit 6:** Sustainability
SC.HS.14.2.a **SC.HS.14.2.b** **HS.12.1.a** **HS.12.1.d** **SC.HS.14.2.d**	**SC.HS.10.5.a** **SC.HS.10.5.b** **SC.HS.10.5.c** **SC.HS.10.5.d** **SC.HS.10.5.e** **SC.HS.7.2.e**	**HS.9.4.a** **HS.9.4.b** **HS.9.4.c**	**HS.6.1.a** **HS.6.1.b** **HS.6.1.d**	**HS.7.2.a** **HS.7.2.b** **HS.7.2.c** **HS.8.3.d**	**HS.7.2.d** **HS.15.4.c** **HS.15.4.f** **HS.7.2.f**

NGSS Conceptual Progressions Model



2024 Financial Literacy Status Report

LB452, signed by the Governor on May 26, 2021 and went into effect August 28, 2021. Nebraska Statue, 79-3004, known as the Financial Literacy Act, outlines the requirements for instruction in financial literacy. The law stipulates the following:

- A high school graduation requirement is required for all public schools in financial literacy. The class of 2024 must complete a course in personal finance of financial literacy.
- Each public school shall include financial literacy in their K-8 instructional programs as Appropriate.
- By December 31, 2024 and each December thereafter, each school district must provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district-determined measures of financial literacy progress from the previous year.

K-8 Financial Literacy - In Kindergarten through 5th grade, Financial Literacy is taught within the Social Studies and Mathematics curriculum. In math, students learn about money values (pennies, nickels, dimes, quarters, etc.) and learn about counting money starting in first grade.

Kindergarten

- SS K.2.1 Differentiate between wants and needs in decision-making.
    - SS K.2.1.a Classify wants and needs and explain subsequent choices.
- SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.
    - SS K.2.2.a Explain the purposes of money.

1st Grade

- SS 1.2.1 Explain how scarcity necessitates making choices.
    - SS 1.2.1.a Identify gains and losses when choices are made. *For example: tradeoff, opportunity cost*
- SS 1.2.2 Compare spending and saving opportunities.
    - SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.
- SS 1.2.3 Explain that resources are used to produce goods and services.
    - SS 1.2.3.a Categorize human and natural resources used to create goods and services. *For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)*

2nd Grade

- SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
    - SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses. *For example: tradeoff, opportunity cost, delayed gratification, savings*
- SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.
    - SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange. *For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)*
- SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.
    - SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community. *For example: meet wants and needs*

    - SS 2.2.3.b. Describe how people in their communities earn income/wages through work. *For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer*

3rd Grade

- SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.
    - SS 3.2.1.a Identify goods and services funded through state or local taxes. *For example: snow removal, waste management, law enforcement*
- SS 3.2.2 Evaluate choices and consequences for spending and saving.
    - SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.
- SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.
    - SS 3.2.3.a Indicate various markets where buyers and sellers meet. *For example: grocery store, buy things online, mall, fast food places*
- SS 3.2.4 Describe how the local community trades with other communities.
    - SS 3.2.4.a Identify local goods and services that could be traded with people everywhere. *For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish*

4th Grade

- SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.
    - SS 4.2.1.a Predict how consumers would react if the price of a good or service changed. *For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and you buy more of it.*
    - SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed. *For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.*
- SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.
    - SS 4.2.2.a Identify financial institutions in the community and their purposes. *For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things.*
- SS 4.2.3 Investigate how resources are used to make other goods and produce services.
    - SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States. *For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers*
- SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.
    - SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces. *For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)*
    - SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. *For example: irrigation, agriculture and farm*

equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

5th Grade

- SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.
    - SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living. *For example: On the job training, education can all lead to higher wages.*
- SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.
    - SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy. *For example: apprentice, journeyman, early inventors and entrepreneurs*
- SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.
    - SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption. *For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.*
    - SS 5.2.6.b Explain how trade impacts relationships between countries. *For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers*

6th Grade

- SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.
    - SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations. *For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert*
    - SS 6.2.1.b Examine how social and governmental decisions impact economic well-being. *For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.*
- SS 6.2.3 Explain the interdependence of producers and consumers.
    - SS 6.2.3.a Identify producers and consumers for Ancient civilizations. *For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.*
    - SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs. *For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.*

7th Grade

- SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.
    - SS 7.2.4.a Compare and contrast characteristics of different socioeconomic groups in economic systems. *For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.*

    - SS 7.2.4.b Identify the relationships between diverse socio- economic groups and their economic systems in the modern world. *For example: Compare tax structures in various countries and how the people are impacted.*
- SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.
    - SS 7.2.5.a Define the government's role in various economic systems. *For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba*
    - SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. *For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.*
    - SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. *For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.*
- SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.
    - SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy. *For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.*

8th Grade - In 8th Grade, students take Personal Finance 8 in addition to the social studies standards.

- Personal Finance Course Description: Students will be introduced to finance vocabulary and will use terms to complete simulations where they will apply strategies to monitor income and expenses, plan for spending and save for future goals. The learning goal is to help students become financially responsible, conscientious members of society.
- SS 8.2.4 Justify and debate economic decisions made by North American societies.
    - SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States. For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.
    - SS 8.2.4.b Explain how tax revenues are collected and distributed. For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.
    - SS 8.2.4.c Describe the progression of money and its role in early United States history. *For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.*

Personal Finance has been a graduation requirement for Schuyler Central High School since before the law was enacted. The standards covered in this course meet the graduation requirements.

BUS-201 Personal Finance Course Description
The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and decision-making skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments. Career Cluster: Finance, Business, Management, and Administration

Student Progress

School Year	Percent of Students Passing
2022 - 2023	86%
2023 - 2024	91%

INTERLOCAL COOPERATION AGREEMENT

AND MEMORANDUM OF UNDERSTANDING BETWEEN

THE CITY OF SCHUYLER, NEBRASKA AND

SCHUYLER COMMUNITY SCHOOL DISTRICT

This Interlocal Cooperation agreement and Memorandum of Understanding ("MOU") is made and entered as of the date fully executed below, by and between the **City of Schuyler, Nebraska, a Municipal Corporation**("SPD") and the Colfax County Schools District 10-0123, also known as Schuyler Community Schools ("School District").

WHEREAS, the School District and the SPD share the goal of promoting school safety and a positive school climate;

WHEREAS, all parties acknowledge that crime prevention is most effective when the School District, SPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, the School District and the SPD agree it is important to create a school environment in which conflicts are deescalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, the School District staff should generally not involve the SPD's School Resource Officer(s) ("SRO"), in enforcement of the School District's discipline policies;

WHEREAS, the School District and SPD recognize that student contact with SPD's SROs and the School District staff builds positive relationships leading to better student outcomes; and

WHEREAS, the School District and the SPD agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored for fair and equitable treatment for all School District students.

NOW, THEREFORE, the School District and the SPD agree as follows:

Section 1. Purpose - Employment of the School Resource Officer

1. SPD agrees to employ and provide one full-time police officer to be assigned to the School District during the school year as an SRO pursuant to the terms of this MOU. It is clearly understood, acknowledged, and agreed to by the parties that the SRO is an employee of SPD, subject to the administration, supervision, and control of SPD.
2. SPD will furnish training, uniforms, equipment, and schedule of deployment required under Nebraska law or that is needed for the operation of this MOU. The School District shall coordinate with SPD to also provide the SRO with applicable training, supplies, and equipment needed for the operation of this MOU.
3. The SRO shall be subject to all personnel policies and practices of SPD, except as such policies or practices may be modified by the terms and conditions of this MOU.
4. SPD, in its sole discretion, shall have the power and authority to hire, replace and rotate, discharge, and discipline the SRO.
5. As an employee of SPD, the SRO will be subject to the chain of command of SPD.
6. If the School District Superintendent is dissatisfied with the SRO who has been assigned to the school, then the School District Superintendent may request that SPD assign a different law enforcement officer as the SRO for the school unless the nature of the concerns warrant immediate replacement, such a request should normally occur after the Superintendent has met with SPD to discuss concerns and allow a reasonable amount of time for SPD to remediate the issues. If mutually agreed by SPD and School District, SPD shall assign a new SRO to the school. SPD reserves the right to remove/reassign any SRO along with notification given to the Superintendent and the school board.

Section 2. Term

This MOU shall begin on August 12, 2024 and end December August 11, 2025. This MOU may be renewed for additional one-year periods upon mutual written agreement of the Parties.

Section 3. Contact Persons

The principal(s) at each participating school building shall be the School District's on-site contact person for any SRO assigned to that school building. In addition, the SRO Program liaison for the School District shall be the Superintendent, and for SPD shall be the Chief of Police.

Section 4. School Discipline and Law Enforcement Program Goals

The parties seek to:

1. Create a common understanding that (a) school administrators and teachers are ultimately responsible for school discipline and culture; (b) SROs should not be involved in the enforcement of school rules; and (c) a clear delineation of the roles and responsibilities of SROs as to student discipline is essential, and should include a regular review by all stakeholders;
2. Minimize student discipline issues so they do not become school-based to the juvenile justice system;
3. Promote effectiveness and accountability;
4. Provide training as available and appropriate to SROS and School District staff on effective strategies to work with students that align with program goals;
5. Employ accepted industry standards so that all students are treated impartially and without bias by SPD's SROS and the policies of SPD, and also by the School District staff in alignment with rules and procedures applicable to the School District's equity policies;
6. Utilize accepted industry standards for training and oversight with the goal of reducing any existing disproportionality

Section 5. Roles and Responsibilities regarding School Discipline

1. Disciplining students is the responsibility and authority of the School District. Law enforcement is the responsibility of SPD. The School District and SPD shall follow the principles in this MOU regarding the division between school discipline and law enforcement.
2. SPD can provide assistance when: (a) required by law under NEB. REV. STAT. §§ 79- 262 and 79-293 or other state or City/County/Security Agency law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; (e) it is required as part of emergency management response; or (f) it is required or allowed by this MOU.

3. The SRO and school administrators will coordinate to differentiate between school disciplinary issues (school administrator responsibility) and criminal issues (SRO responsibility) and respond appropriately, de-escalating school-based incidents whenever possible.
4. The SRO should not act as a school disciplinarian. The School District staff should not involve the SRO in disputes that are related to issues of school discipline. However, the SRO may serve as a complement to school staff, provide education, or act in the role of a mentor, counselor, or trusted adult as herein provided. The SRO will be involved in school discipline when it pertains to certain criminal matters and preventing a disruption that would, if ignored, place students, school personnel, and others at risk of harm, so the SRO will resolve the problem to preserve the safe school climate. In all other cases, disciplining students for policy violations is a school responsibility.
5. The SRO shall confer with school administrators for student offenses that constitute a minor violation of the law. After consultation, a determination will be made as to whether such matters will be best handled by school administration or the SRO.
6. The SRO shall confer with school administrators on issues that do not involve a real and immediate threat to persons or to the public safety, such as public order offenses, including disorderly conduct, disturbance/disruption of schools or public assembly, trespass, loitering, and fighting that does not involve physical injury or a weapon. After consultation, a determination will be made as to whether such. matters will be best handled by school administration or the SRO.
7. The SRO should not interview students or collect evidence for solely School District disciplinary purposes.
8. The SPD policy that addresses when a parent or guardian will be notified or present, if a student is subjected to questioning or interrogation by a School Resource Officer or other employee of SPD is PR-O 2307. The School District's policy that addresses when a parent or guardian will be notified or present if a student is subjected to questioning or interrogation by a school official or by an SRO in conjunction with a school official is Policy 5022. The School District will make this information available to all parents or guardians in a language that such parent or guardian understands.
9. The SPD policy that addresses under what circumstances a student will be advised of constitutional rights prior to being questioned or interrogated by an SRO or other employee of SPD is PR-O 2307. The School District policy or regulation addressing students being advised of constitutional rights prior to being question or interrogated by a school official or by a SRO in conjunction with a school official is Policy 3055 School Resource Officers.
10. The School District policy required by NEB. REV. STAT. § 79-262 that addresses

the type or category of student conduct or actions that will be referred to law enforcement for prosecution and the type of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement is Policy 5035 Student Discipline.

11. SPD shall keep records on each student referral by an SRO for prosecution in response to an incident occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis of related data and delineate: (a) The reason for such referral; and (b) Federally identified demographic characteristics of such student.
12. School Resource Officers of SPD will maintain confidentiality of all matters regarding the School District, staff, and student information as required by law or applicable policy.

Section 6. Duties of the School Resource Officer

1. The purpose of the SRO is to provide for and maintain a safe, healthy, and productive learning environment, emphasizing the use of restorative approaches to address negative behavior, while acting as a positive role model for students by working in a cooperative, proactive, problem-solving manner between SPD and the School District.
2. The SRO must build relationships, enhance community-policing activities, identify safety concerns within the schools, develop problem solving strategies with school administrators and staff, and collaboratively develop a comprehensive school safety plan with school administrators and staff.
3. The SRO shall attend and participate in applicable school meetings and to communicate and coordinate with the school principals, superintendent, and other appropriate school personnel concerning the needs of the school and its students.
4. In coordination with school administrators, the SRO may provide presentations to the school in safety, crime prevention, bullying, sexting, digital citizenship, etc., and may also provide additional services to the school if requested.
5. SPD and the SRO will work closely with School District officials to improve the social and behavioral skills of students in order to maximize their ability to achieve academically and become successful, contributing citizens. Issues to be addressed may include substance abuse, violence reduction, social skills, problem-solving skills, and other areas of School District and community concern.
6. SPD and School District understand that the SRO may use measures to secure school property as followed through established protocols of SPD's Police Department and the School District in the event of an emergency situation that requires the activation of emergency response procedures (i.e., critical incident protocols such as "lock down" and "secure").

7. The SRO will be a visible, active law enforcement figure dealing with the school's law enforcement matters at school and at school activities and events.
8. The SRO shall initiate positive interaction with students in the classroom and general areas of the school campus to promote the profession of police officers and be a positive role model, while increasing the visibility and accessibility of police to the school community.
9. The SRO will share information with the school's administrators about persons and conditions pertaining to school campus safety concerns to the extent allowed by law and SPD's Police Department policies.
10. The SRO may assist with resolving law enforcement issues that affect the students, the school, the School District, or the broader community. However, matters that are not of a significant or urgent nature or do not directly relate to the students, the school, the School District, or to issues concerning child abuse or neglect, but only concern the broader community, should first be coordinated between school administration and law enforcement before being conducted at the school in order to minimize the effect on student education and the school environment. Outside law enforcement agencies shall first coordinate with school administration.
11. The SRO shall notify school administration upon removing a student from the school campus.
12. The SRO shall notify a parent as soon as possible when minor students are issued a criminal citation or arrested.
13. If a student arrest is warranted, the SRO shall use the least disruptive and the least obtrusive manner reasonably available to conduct the arrest of the student. The SRO should be accompanied by a school principal or other School District administrator, if available, when arresting a student unless exigent circumstances require otherwise for the safety of the student, the SRO,and/or others.
14. The SRO shall not use physical force or restraints on a student, including handcuffs, Tasers, mace, or other physical or chemical restraints unless a student's actions pose a threat or they are subject to arrest.
15. The SRO shall question students in a manner and a time when it has the least impact on the student's education so long as the delay in questioning does not interfere with the effectiveness of an investigation, the disappearance or unavailability of a criminal suspect or evidence, or risk public safety or significant damage to property.
16. The SRO shall become familiar with School District's student conduct and discipline policies.
17. SPD and School District may coordinate and jointly fund other beneficial training opportunities for the SRO and school administrators.

Section 7. Duties of School Administrators

1. School administrators shall provide the SPD with appropriate school administrator
   names and contact information to facilitate communication.
2. School administrators shall provide an office/storage or workspace for the SRO's materials and personal effects.
3. School administrators shall provide a classroom, equipment, and supplies for classes or other training as discussed in this MOU provided by the SRO, if any.
4. School administrators will arrange meetings with the SRO as needed by the school administration.
5. School Administrators and the SRO will coordinate to differentiate between school disciplinary issues (school administrator responsibility) and criminal issues (SRO responsibility) and respond appropriately, deescalating school-based incidents whenever possible.
6. School administrators shall confer with the SRO for student offenses that constitute a minor violation of the law. After consultation, a determination will be made as to whether such matters will be best handled by school administration or the SRO.
7. School administrators shall confer with the SRO on issues that do not involve a real and immediate threat to persons or to the public safety, such as public order offenses, including disorderly conduct, disturbance/disruption of schools or public assembly, trespass, loitering, and fighting that does not involve physical injury or a weapon. After consultation, a determination will be made as to whether such matters will be best handled by school administration or the SRO.
8. School administrators will make an effort to handle routine student conduct and disciplinary matters without involving the SRO in a law enforcement capacity, unless it is absolutely necessary or required by law.
9. School administrators will facilitate SRO-initiated investigations and actions.
10. School administrators will provide ongoing feedback to the SPD for SRO evaluation purposes.
11. School administrators should notify the SRO responding to a school-based infraction if any student involved has a disability with an accompanying Individualized Education Program ("IEP"), Section 504 Plan, or Health

Care Plan, and who therefore may require special treatment or accommodations to the extent such notice is permitted by law.

12. The School District acknowledges that the SRO is required by SPD policies and procedures to attend mandatory training and/or meetings.
13. If applicable and deemed necessary, school administrators will provide opportunities for the SRO and school administration to meet with parents and community members during the school year.
14. SPD and School District may coordinate and jointly fund and provide other beneficial training opportunities for the SRO and school administrators.

Section 8. Student Rights

SRO Search and Seizure

1. The SRO may conduct or participate in a search of a student's person, school locker, personal belongings, electronic devices, or vehicle only where there is "probable cause" to believe that the search will turn up evidence that the student has committed or is committing a criminal offense.
2. It is recommended that in addition to having probable cause, the SRO should follow state and federal law and the SPD policies and procedures when conducting searches of persons and property which may require a search warrant.
3. Except in the event of exigent circumstances, the SRO shall inform school administrators prior to conducting a "probable cause" search where practicable.
4. The SRO shall not ask school administrators to search a student's person, school locker, personal belongings, electronic devices, or vehicle in an effort to circumvent the student's legal rights and protections.
5.

School Administrators Search and Seizure

1. A school administrator may conduct a search of a student's person, personal belongings, electronic devices, or vehicle in accordance with the "reasonable suspicion" legal standards.
2. Absent a real and immediate threat to any person or to the public safety, a school administrator shall not ask the SRO to be present or participate in a search when no probable cause has been established.
3. Strip searches of students by school administrators are prohibited.

Student Questioning

1. SRO. The SRO may question a student as provided in School District policy 3055 - School Resource Officers and/or 5022 Investigations, Arrests, and Other Student Contact by Law Enforcement and Health and Human Services.
2. School Administrators - Student Interviews and Questioning:. School administrators are free to communicate, interview, and question students for any academic and non-academic matters, including, but not limited to, issues relating to school and student safety, policy compliance and violations, student discipline, etc.

Access to Education Records

1. School administrators shall allow the SRO to inspect and copy any public records, including student "directory information, maintained by the school to the extent allowed by state and federal law and School District policy.
2. If some information in a student's educational record is needed in an emergency to protect the health or safety of the student or others, school administrators shall disclose to the SRO the information that is needed to respond to the emergency situation based on: (i) the seriousness of the threat to the health or safety of an individual; (ii) the need of the information to meet the emergency situation; and (iii) the extent to which time is of the essence.
3. If the SRO needs confidential student educational record information, but no emergency situation exists, the information may be disclosed only as allowed by applicable state and federal law.
4. Notwithstanding any provision to the contrary within this Agreement, the Parties shall fully comply with the requirements of NEB. REV. STAT. § 79-2,104 or any other state or federal law or regulation, including Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g), and its implementing regulations (34 C.F.R. Part 99), regarding the confidentiality of student information and records. All SPD requests for student records made to the School District shall be in compliance with this provision. SPD represents, warrants, and agrees that it will: (1) hold the student records in strict confidence and will not use or disclose student records except as (a) permitted or required by this Agreement, (b) required by law, or (c) otherwise authorized by the School District in writing. At the request of the School District, SPD agrees to provide the School District with a written report of the student records and information disclosed to third parties if allowed by state statute regarding juvenile records and sealed case files. A breach of these

confidentiality requirements shall constitute grounds for the immediate termination of this MOU.

Section 9. Training

1. Within six months of being assigned as SROS to the School District, each SRO shall have completed a minimum of twenty hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings. Assignments as an SRO that do not meet the definition of "school resource officer" found at NEB. REV. STAT. § 79-2702 are not subject **to** the requirements of this MOU, but the use of such assignments should not be used to circumvent the training requirements set forth in this paragraph..
2. Within six months of an SRO being assigned to a school building, a minimum of one administrator in each elementary and secondary school building will have completed a minimum of twenty hours of training, excluding previous college coursework, focused on school-based law enforcement, including, but not limited to course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

Section 10. Program Review

1. The SPD student and parent complaint process or policy to express a concern or file a complaint about an SRO and the practice of the SRO with the SPD is (this needs to align with our policy on Complaint Procedure). The School District's student and parent complaint policy to express a concern or file a complaint about an SRO and the practice of the SRO with the SPD is Policy PR-M 1214.
2. The School District, in collaboration with the SPD, shall conduct an annual review of the program and shall: (a) make modifications as necessary to accomplish stated program goals; and (b) create a report of the review to be provided to both parties and, to the extent permitted by law, made available online. The parties will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant

data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the first full school year following the formation of this MOU.

Section 11. Community Partnerships

The School District and SPD shall continue to collaborate with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Section 12. Payment

The costs for SRO is attached as exhibit A. SPD shall invoice the School District for SRO services rendered under this MOU semi-annually as indicated in Exhibit A. The School District shall make payment for SRO services within thirty (30) days of its receipt of an invoice from SPD. This intent and goal of this shared payment plan is to split the cost of the SRO between the School District and the SPD with the goal and understanding that time will be split between both entities. .

Section 13. Body-Worn Cameras (BWCs)

All parties agree that any use of BWCS by SROS must be subject to and in compliance with federal, state, and local laws and regulations regarding their use and operation. SPD shall use its best efforts to notify the School District at least two weeks before its officers assigned to the School District are to begin use of BWCs, and it will provide written information and training to the building principals and superintendent of the schools in which the officers may enter. Training shall include the objectives and procedures for the use of BWCs in public and in schools. Every SRO equipped with a BWC shall be trained in the operation of the equipment prior to its use. To maximize the effectiveness of the BWC and the integrity of the video documentation, SROS shall adhere to the objectives and procedures outlined in this MOU and SPD's general operations orders or similar policies or procedures when they utilize BWCs. SPD may, if not otherwise prohibited by law, provide to the School District copies of any such filming of students, parents, employees, or others upon school property, upon request for such copies by the School District, as a law enforcement record. In the event that SPD receives advice that providing a copy of such video is prohibited, SPD agrees to utilize its best efforts to facilitate the availability of its officer(s) that made the video to testify, upon request by the

School District, in any school disciplinary hearing concerning his/her/their knowledge of the facts and circumstances of the videoed incident. Any such film or video taken by, and kept in the possession of SPD may be considered law enforcement records under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. sec. 1232g and 34 C.F.R. Sec. 99.8. Any copy of such film or video, if permitted by law to be provided to the School District, may become an educational record of the District. SPD's officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of School District policy and state and federal law.

Section 14. Nondiscrimination

The Parties shall not discriminate against any employee or applicant who is to be employed for performance of this MOU with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.

Section 15. Employment Eligibility Verification

The Parties shall use a federal immigration verification system to determine the work eligibility status of employees hired on or after October 1, 2009 and who are physically performing services within the State of Nebraska. If a party employs or contracts with any subcontractor in connection with this MOU, the contracting party shall include a provision in the contract requiring the subcontractor to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.

Section 16. Termination

Either party may terminate this MOU for any or no reason and at any time by giving the other party at least one-hundred eighty (180) days prior written notice of the same. Any joint funds or property in possession of the Parties as a result of this MOU shall be divided and distributed to the party that contributed it or funded its purchases.

Section 17. Appropriation of Funds

The Parties' obligations under this MOU are expressly subject to the appropriation of funds by the School District's Board of Education and SPD's governing authority. Further, in the event that funds are not appropriated in whole or in part sufficient for performance of the obligations under this MOU, the parties may terminate this MOU.

Section 18. Default

A party shall be in default under this MOU if it breaches, defaults on or otherwise fails to perform or satisfy any agreement, obligation, term, covenant, condition or provision set forth herein or arising hereunder, and such breach, default or failure to perform continues for a period of thirty (30) days after the party receives written notice of such breach or failure to perform from the other party; or, if such breach cannot reasonably be cured within such 30- day period, and the breaching party fails to commence to cure such breach within such thirty (30) days after notice from the non-breaching party or fails to proceed diligently to cure such breach within a reasonable time thereafter. Upon default by a party, the remaining parties may pursue any remedy provided by law.

Section 19. Liability Insurance

Each party shall obtain and pay for its own liability insurance coverage for their participation in this MOU. The minimum coverage under such insurance shall be $1,000,000 for one accident and $5,000,000 in the aggregate.

Section 20. Notice

Each Party giving any Notice ("Notice") under this MOU must give written Notice by personal delivery, registered or certified mail (in each case, return receipt requested and postage prepaid), or electronic mail to the School District's superintendent at the e-mail address on file with the Nebraska Department of Education and to SPD at 120 W. 20th St. Schuyler, NE. Notice is effective only if the party giving the Notice has complied with this section.

Section 21. Indemnification

To the extent permitted by applicable law, but without waiving any rights under any applicable state governmental immunity act or constitutional provision, each party agrees to indemnify, defend, and hold harmless the other party from and against any loss, cost, or damage of any kind (including reasonable outside attorneys' fees) to the extent arising out of its breach of this Agreement, and/or its negligence or willful misconduct.

Section 22. No Third-Party Beneficiaries

This MOU does not and is not intended to confer any rights or remedies upon any person other than the Parties.

Section 23. Independent Contractor

The Parties to this agreement shall at all times be acting in the capacity of independent contractors and not as an officer, employee or agent of one another. Neither party nor its respective agents, employees, subcontractors, or assignees shall represent to others. that it has the authority to bind the other party unless specifically authorized in writing to do so SPD shall at all times be responsible for all aspects of the employment, control, and direction of SROS assigned under this MOU. Nothing within this MOU is intended to create an agency or employment relationship between the School District and any officer assigned by SPD to participate in the SRO Program. All compensation, wages, salaries, benefits and other emoluments of employment payable to the SROS shall be the sole responsibility of SPD. No right to School District retirement, leave benefits, or any other benefits of School District employees shall exist as a result of the performance of any duties or responsibilities under this MOU. The School District shall not be responsible for social security, withholding taxes, contributions to unemployment compensation funds, or insurance for SPD's officers, employees, agents, subcontractors, or assignees.

Section 24. Amendments and Modifications

The Parties may amend or modify this MOU only by a signed, written unanimous agreement that identifies itself as an amendment or modification to this MOU. No other alterations in the terms of this agreement shall be valid or binding.

Section 25. Severability

If any provision of this MOU is determined to be unenforceable, the remaining provisions of this MOU remain in full force, if the essential terms and conditions of this MOU for each

party remain enforceable.

Section 26. Counterparts

The Parties may execute this MOU in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the Parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this MOU in the presence of the other Parties to this MOU. This MOU is effective upon delivery of one executed counterpart from each party to the other party. In proving this MOU, a party must produce or account only for the executed counterpart of the party to be charged.

Section 27. Assignment

The Parties shall not assign or otherwise dispose of this MOU or any duty, right, or responsibility contemplated in this MOU to any other person or entity without the previous written consent of the other Parties.

Section 28. Publication and Posting

Within three months of the adoption of this MOU, the School District's Superintendent shall provide a copy of it to the Nebraska Department of Education and post it on the School District's website. If any change is made to this MOU, the School District's Superintendent shall provide an updated copy of the MOU to the Nebraska Department of Education and post a copy on the School District's website no later than January 1st of the following year.

Section 29. No Separate Legal Entity. This Agreement does not establish a separate legal or joint entity.

Section 30. Administration. The School District's Superintendent and SPD's Police Chief ("Administrators") shall be responsible for jointly administering the cooperative undertaking described in this Agreement. The Administrators may take any action authorized, either explicitly or implicitly, by the Interlocal Cooperation Act, including any action that may be necessary to perform the duties and functions as provided in this Agreement.

Section 31. Manner of Acquiring, Holding, and Disposing of Real and Personal Property. The Parties do not anticipate a need to acquire, hold, or dispose of real or

personal property to accomplish the purposes of this Agreement. The Parties' respective governing boards shall determine the manner of acquiring, holding, or disposing of real or personal property in the event that such a need arises.

Section 32. Financing and Budgeting. Each party will budget separately to pay the costs and expenses that it will reasonably and necessarily incur to fulfill its obligations under this agreement.

Section 33. Taxes. This Agreement does not grant the school districts any authority to levy, collect, or account for any tax authorized under sections 13-318 through 13-326 or 13-2813 through 13-2816.

Section 34. Reservation of Rights. Each party reserves the right to enforce its own rights, obligations, or benefits of this Agreement.

Section 35. Entire MOU

The MOU is the complete and exclusive expression of the Parties' agreement on the matters contained in this MOU. All prior and contemporaneous negotiations and agreements between the Parties on the matters contained in this MOU are expressly merged into and superseded by this MOU.

*Estimated Cost of SRO Position in Total = $90,000

*This would be split 50/50 between the city and district.

Minutes from November 4, 2024 Foundation Meeting

Members present: Sheri Balak, Joyce Baumert, Victor Lopez, Nina Lanuza, Amanda Jedlicka and Dr. Schroder

Members absent: Brian Vavricek

Others present: Brian Bywater and Shelley Friesz

Sheri called the meeting to order.

Members recited the Pledge of Allegiance.

Secretary Report/Minutes from October 2024 were reviewed. Motion by Dr. Schroder and seconded by Nina to approve the October 2024 minutes. Vote 5-0. Motion passed.

Treasurer's Report was reviewed. Motion by Joyce and seconded by Amanda to approve the Treasurer's Report. Vote 6-0. Motion passed.

Joyce reported that she had renewed a CD.

Joyce reported that a $150 donation was made from the Class of 1963.

Discussion regarding moving the money for the Advertising/Electronic Signs from Foundation General Checking account to the Schuyler Community Schools Activity Fund.

Motion by Dr. Schroder and seconded by Amanda to remove the Advertising/Electronic $6,938.24 from the Foundation General Checking account to the Schuyler Community Schools Activity Account. Vote 6-0. Motion passed.

Committee Reports

Labor Day: No Report.

Scholarship:

Sheri received an email inquiring about establishing a scholarship.

Education

Joyce and Brian presented Staci Shonka with the 1st Quarter Outstanding Teacher certificate and Mindy Perrin with the 1st Quarter Outstanding Support Staff certificate in their buildings last week.

PR/Communications:

Dr. Schroder said that he was going to start a monthly newsletter in January and if the foundation would like to add to that newsletter to let him know.

Distinguished Alumni Honors: No report.

Fundraising: No report.

School Facilities:

Dr. Schroder reported the progress of the painting project in the Schuyler High School West Gym.

Community Reports:

Brian Bywater, representing the Schuyler Community Development gave a detailed report on projects done throughout the year.

Strategic Planning:

Dr. Schroder reported that the Strategic Plan should be ready for School Board approval in January.

He proposed that Schuyler Community Schools, the Foundation and the community develop similar mission and vision statements.

Finance: No report.

Sheri adjourned the meeting.

Next meeting is December 2, 2024 at noon at the Schuyler Community Schools District Building.

Student Council Board Report

November 2024

Student Council

- Participated in Trunk or Treat
- Oct 24

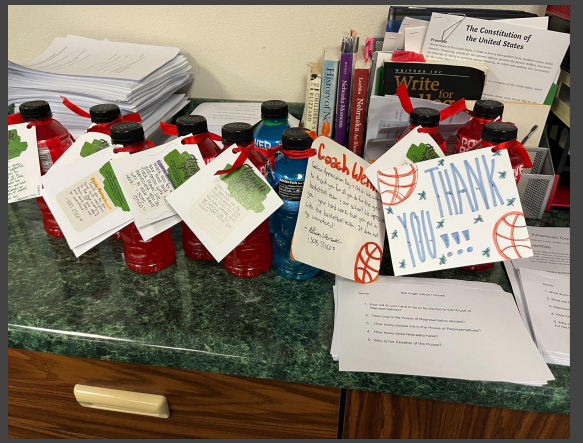




Student Council

- Showed appreciation to our Custodial Staff on October 2nd by giving them thank yous and homemade cookies!
- Celebrated our High School Coaching Staff on October 7th (October 6th is National Coaches Day) by giving handwritten thank you notes and a powerade
- Hispanic Heritage Month - Door Decorating Competition









NHS

- Members will be helping at The Center in town to serve our community members their Thanksgiving Dinner on Nov. 27.
- We will have our first blood drive of the school year on Dec. 9 at Schuyler Central High School Auditorium.
    - If you are interested in donating blood please let Mrs. Staci Shonka or Ms. Elizabeth Lickie know
    - Information is on our school website and social media.

FCCLA

- Schuyler FCCLA had our first chapter meeting on Wednesday, Sept. 4th.
- The chapter is excited about hosting District competitive events here in January!
- We took ten members to Fall Leadership Workshop at UNL on Sept. 25th
- We are taking six members to District Leadership Conference on Oct. 11th





Cross Country

- Girls cross country qualified as a team for state for the first time since 1999.
- The girls competed well at state with everyone setting personal bests and the team finishing 12th out of 32 teams in the state.
- Boys were in an incredibly tough district and, unfortunately, did not qualify any athletes.





Volleyball

-We picked up an awesome win against Ralston on Parent's night.

-The girls have been working incredibly hard and have shown so much growth and dedication over this season. We are pushing to peak and play our best volleyball in the weeks to come as we move toward conference and sub district tournaments.

-I am grateful for all the support we had at our home games this season from parents, district staff, and the community. It makes a huge difference to have a home gym full of people and we greatly appreciate all the support.

Football

Picked up a win against Omaha Brownell Talbot on September 20th.

Ladies Golf

-Two ladies medaled at the Beemer JV Invite

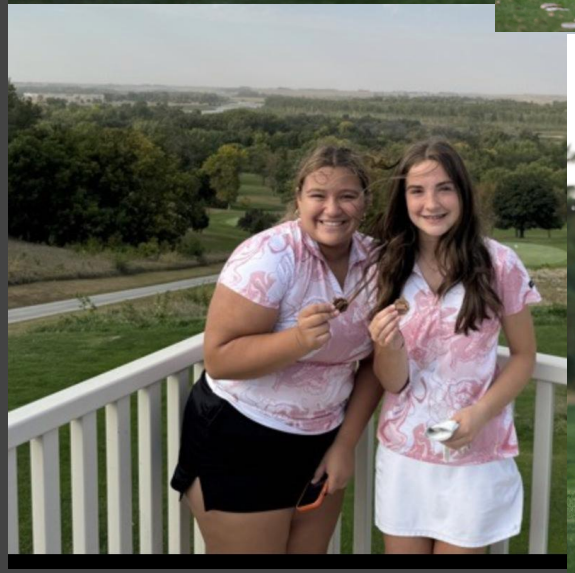
-As a team, 18 hole averages have dropped by 23 strokes over the course of the season!

-Three varsity team members set their personal bests at districts!!!

-All girls will be back next season! (No seniors this year)









Speech

- We have a solid start to piece selection for our speech team this year!
- Each of our events have between 4-5 participants signed up.
- Coaches have selected 4 students as a Speech Leadership team to help guide new members in practices and at meets when coaches are unavailable. These 4 students are also finding ways to promote and support team members
  - Honoring achievements in both performances and practice
  - Discussing ways to improve student body support at meets
- The 2025 Speech Season has been selected
- Schuyler Central High School will host Districts on Saturday, March 22



One-Act

- The 4th Annual SCHS Festival went well! We are so thankful to see staff, students, and community members join to watch our show!
- We had 10 students selected for their outstanding performances from our show.
- Throughout the day, judges, students, and coaches from other schools complimented us on how helpful our students were and how amazing our theatre is.
- SCHS competes next at York's Festival on Nov. 9th.



FFA





- State Fair Results
  - Allison Vavricek-
    - Grand Champion
  - Addison Vavricek
    - Reserve Champion Market Goat
    - Grand Champion Lightweight Market Goat
- Greenhand Day
  - 23 students got the opportunity to attend CDE Bootcamp at CCC in columbus
    - Students got to experience different FFA contests



Classrooms

- Mrs. McKenney's Broadcasting and Media Production class created the starter graphics for the scoreboard and are practicing how to fly a drone for commercial photos and videos.
- HS FCS classes have made chocolate chunk cookies, enchiladas from scratch, and omelettes

- Digital Media made some awesome posters highlighting those students that rocked the MAPs tests.



County Government Day

17 Students from the Junior American Government class attended County Government Day Oct 28 at the Colfax County Courthouse. Students were able to tour the building and here from Elected officials and enjoyed lunch at the Eagles.







SCS Band and Choirs

Our marching band season just finished. We saw improvements each time we performed and at our last football game, Mr. Phillips, a former SCHS band teacher, came and gave us some great advice on how to improve as not only a marching band but also during our concert band season.

COMING UP:

- All-State Orchestra- November 20-22nd
- Veterans Day Program- November 11th
- UNO BOCH FESTIVAL Auditions- Nov. 20th
- Christmas Concert- December 16th @ 7pm



Omar Barrios made it into the ALL-STATE Orchestra as at trumpet 1. This is equivalent to going to state in any sport and he received the top trumpet spot in all of the ensembles

Our 7/8th grade choir went to a choir festival in Tilden, NE and performed a concert with 200 other Middle School students!

Tilden Choir Festival



SCHS Kitchen

The kitchen is trying new items to get the children to come in and eat breakfast. Like ice coffee, fruit smoothies, different yogurt parfaits, and, different bread flavors: banana, pumpkin, and chocolate. We will be making a strawberry shortcake that is made with a ring donut. We try to have 4 to 6 different options each morning.

Lunch: We have several grab and go options. The newest is the cottage cheese dip and Cheesy Dill dip which is similar to ham roll-up. Those are added to the Ham, Turkey, or sunbutter options. We also have a yogurt grab and go. We have made Chicken Pozole Verde from scratch. We tried a new pizza that the kids were saying in the lunch line that it looked like Pizza Hut's pizza. We also on certain days add a second hot meal for the students to choose from. Like hamburgers, breaded chicken sandwich, steak sandwich, mini corndogs/fries.

Most everyday we offer a flavored water out on the counter for everyone's access.

We are always looking for feed back or new ideas.

Science and Math Club Quiz Bowl

First competition for Quiz Bowl was held November 1 at Central City. We won 2 rounds and made it semifinals. More competition to come.

Mr Sayer (Coach)

