

December 9, 2024 7:00 PM

Agenda

- I. Policy Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - V.A. Minutes of the Previous Month's Meetings
 - V.B. Treasurer's Report
 - V.C. Statement of Activity Fund Accounts
 - V.D. Recommendation for Bill Payment
- VI. Items From Patrons
- VII. Old Business
 - VII.A. Belterra Land Transfer to PLVS
 - VII.B. Early Retirement Incentive Policy- Participation Limit
 - VII.C. Agreement for Services- Jodi Kohl and K5 Event Planning and Services
 - VII.D. Contracted Food Services Update
- VIII. New Business
 - VIII.A. Discuss and Approve Policy Updates- Policy 2008- Meetings, and 3004.1- Fiscal Management for Purchasing and Procurement Using Federal Funds
 - VIII.B. Extension of Superintendent's Contract for 2025-2026
 - VIII.C. PHS 2025-2026 Course Guide Draft
- IX. Reports
 - IX.A. Release of NDE District Data, AQuESTT Classifications, and Summary of Continuous School Improvement Visit
 - IX.B. 2023-2024 Annual Report
 - IX.C. ESSER III Final Report
 - IX.D. 2023-2024 Annual Financial Audit Report
 - IX.E. District Projects Update
 - IX.F. Student and Staff Successes
 - IX.G. Recognition of Retiring Board Member
- X. Advance Planning
- XI. Adjourn

2008 Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public.

Publication Procedure if the Newspaper Will Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) published in a newspaper of general circulation within the district ~~that is finalized for printing prior to the time and date of the meeting, (2) posting on the newspaper's website, if available, and (3) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers.~~

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Publication Procedure if the Newspaper Will Not Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) posting on the newspaper's website, if available, and (2) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the school district's jurisdiction is to be finalized for printing prior to the time and date of the meeting.

Newspapers of general circulation in the district include the [redacted]. Such notice shall contain a statement that the agenda

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shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the school district will (1) post the notice on its website, if available, (2) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post the notice in a conspicuous public place in the school district's jurisdiction. The school district will keep a written record of the posting.

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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 of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. 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 no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session,

and the record shall state how each member voted, or if the member was absent or not voting.

- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

Adopted on: _____

Revised on: _____

Reviewed on: _____

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Newspapers of general circulation in the district include the Sarpy County Times or Omaha World Herald. Such notice shall contain a statement that

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Adopted on: 11-14-2022

Revised on: 7-15-2024

Reviewed on: _____

3004.1
Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between \$10,000 and \$250,000 (Simplified Acquisition Procedures)

Simplified acquisitions are purchases that, in the aggregate amount, are more than \$10,000 and less than \$250,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over \$250,000

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement. If sealed bids are not accepted for a purchase of over \$250,000, the district will retain an explanation for that decision.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
 - 1) The procurement transaction can only be fulfilled by a single source;
 - 2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
 - 3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or
 - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

5. Competitive Proposals.

- a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- 1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered;
 - 2) Proposals must be solicited from an adequate number of qualified sources; and
 - 3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used to procure A/E professional services. The method may not be used to purchase other services provided by A/E firms are a potential source to perform the proposed effort.
- c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$10,000.
2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the

capitalization level established by the District for financial statement purposes or \$10,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

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3. Computing Devices means machines that acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;

4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the

property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of \$10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity. The Superintendent or his/her designee will utilize sales procedures which ensure the highest possible return on the disposal of the equipment.

I. Equipment Retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

J. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

K. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

L. Reporting and Recording Federal Property Interest

The district will comply with federal interest reporting and submit annual reports, if required, regarding a real property interest due to a renovation, major remodeling, construction, or real property project funded by federal grant funds.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes. [The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information.](#)

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under

the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These

documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (2) Be incorporated into official records;
- (3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- (4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- (5) Comply with the established accounting policies and practices of the District and
- (6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

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VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d). The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R.

§§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
- c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

- a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
- b) Retention of procurement records shall be in accordance with applicable law and Board policy.

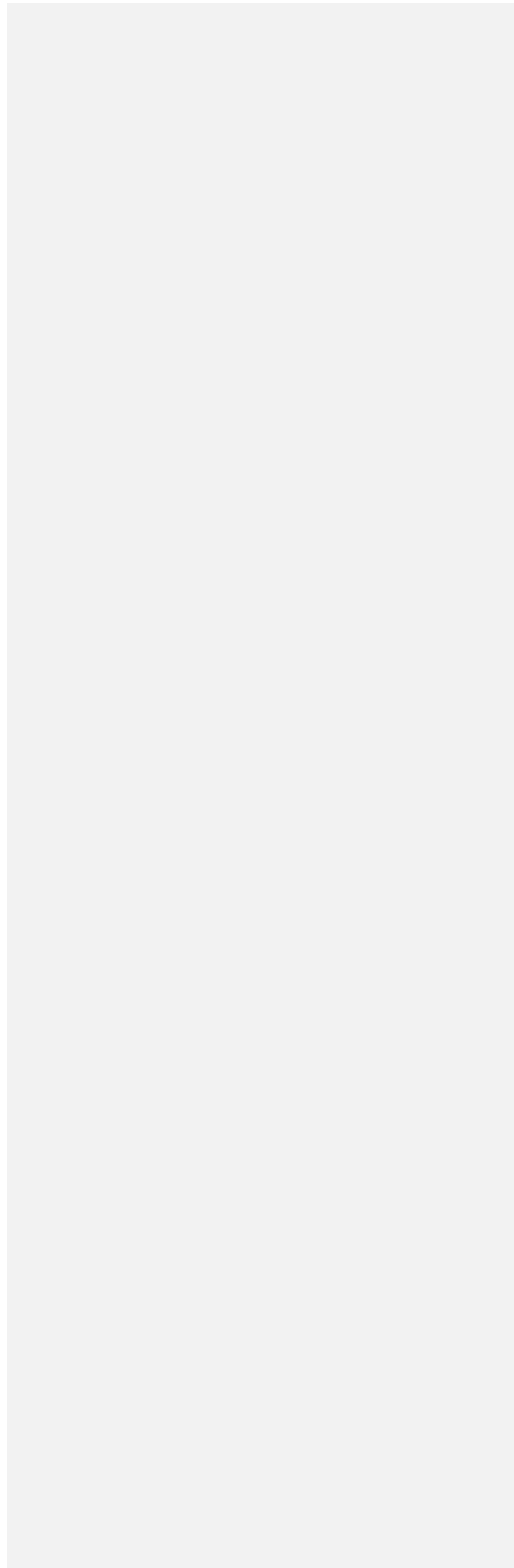
D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____

Revised on: _____

Reviewed on: _____



3004.1 Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between \$10,000 and \$250,000 (Simplified Acquisition Procedures)

Simplified acquisitions are purchases that, in the aggregate amount, are more than \$10,000 and less than \$250,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over \$250,000

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement. If sealed bids are not accepted for a purchase of over \$250,000, the district will retain an explanation for that decision.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications.

The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
 - 1) The procurement transaction can only be fulfilled by a single source;
 - 2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
 - 3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or
 - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

5. Competitive Proposals.

- a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements

apply:

- 1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered;
 - 2) Proposals must be solicited from an adequate number of qualified sources; and
 - 3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used to procure A/E professional services. The method may not be used to purchase other services provided by A/E firms are a potential source to perform the proposed effort.
- c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$10,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$10,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
3. Computing Devices means machines that acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of \$10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity. The Superintendent or his/her designee will utilize sales procedures which ensure the highest possible return on the disposal of the equipment.

I. Equipment Retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

J. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

K. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

L. Reporting and Recording Federal Property Interest

The district will comply with federal interest reporting and submit annual reports, if required, regarding a real property interest due to

a renovation, major remodeling, construction, or real property project funded by federal grant funds.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes. The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (2) Be incorporated into official records;
- (3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- (4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- (5) Comply with the established accounting policies and practices of the District and
- (6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d).

The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.
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Adopted on: 2-13-2023

Revised on: 6-12-2023

Revised on: 7-15-2024

Reviewed on: _____



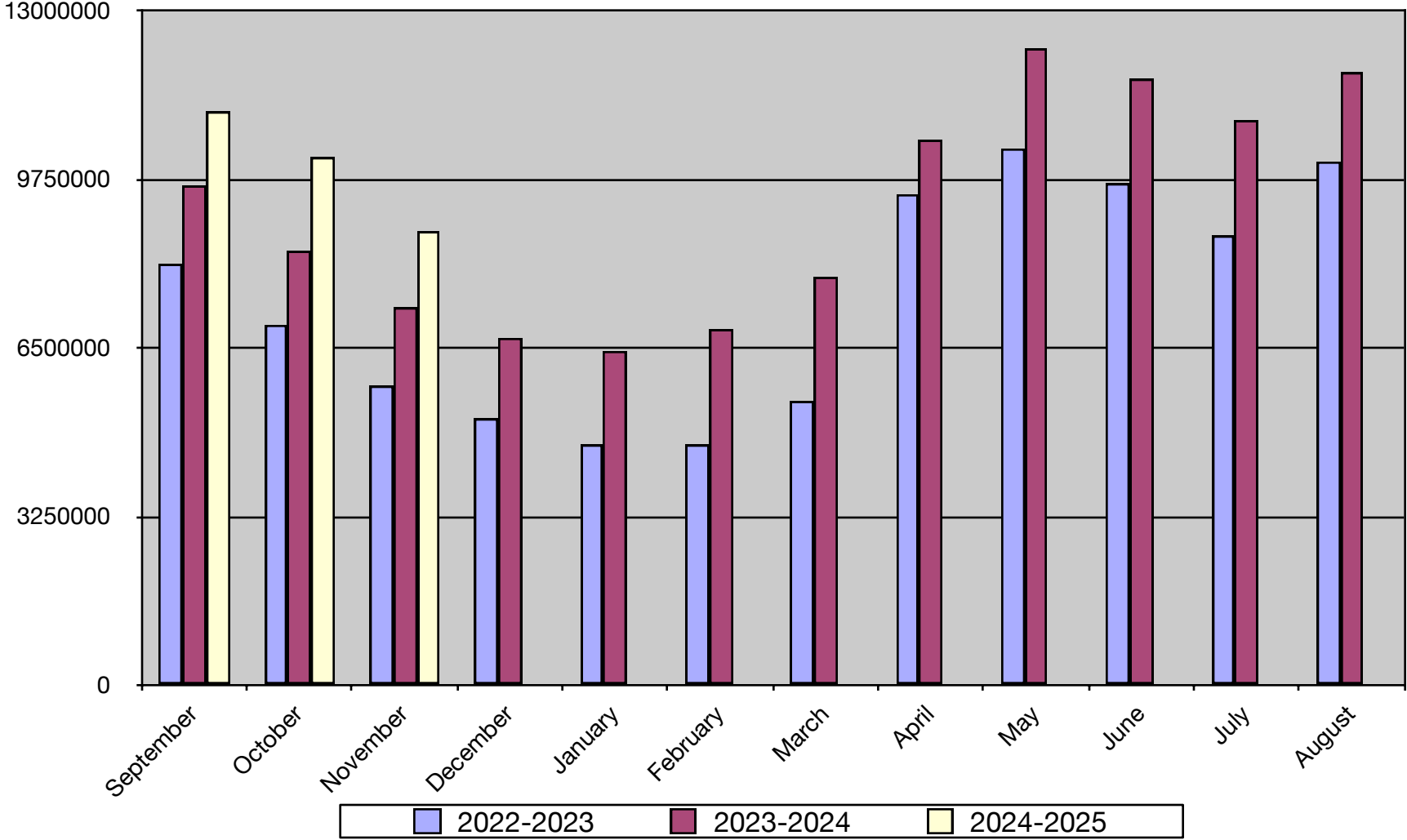
Finance Report December 2024

- Our balance for General Fund is \$8,738,700.27. Last year's balance at this time was \$10,182,321.35. General Fund receipts are down this month as State Aid was not received until 11/26 and does not show in our account until 12/2, therefore, our deposits will show significantly higher next month.
- The Building Fund is at \$2,781,844.84.
- The 2023-2024 Financial Statements Audit was returned by the state and we have final copies for the board members tonight.
- The School Lunch Fund lost around \$95,000 last year. We anticipated a loss due to the cost increases from the contract. We will discuss this more during the meeting
- Bond, Depreciation, Employee Benefit, and QCPUF are all in normal ranges for this time of year as you review the cash comparisons report.

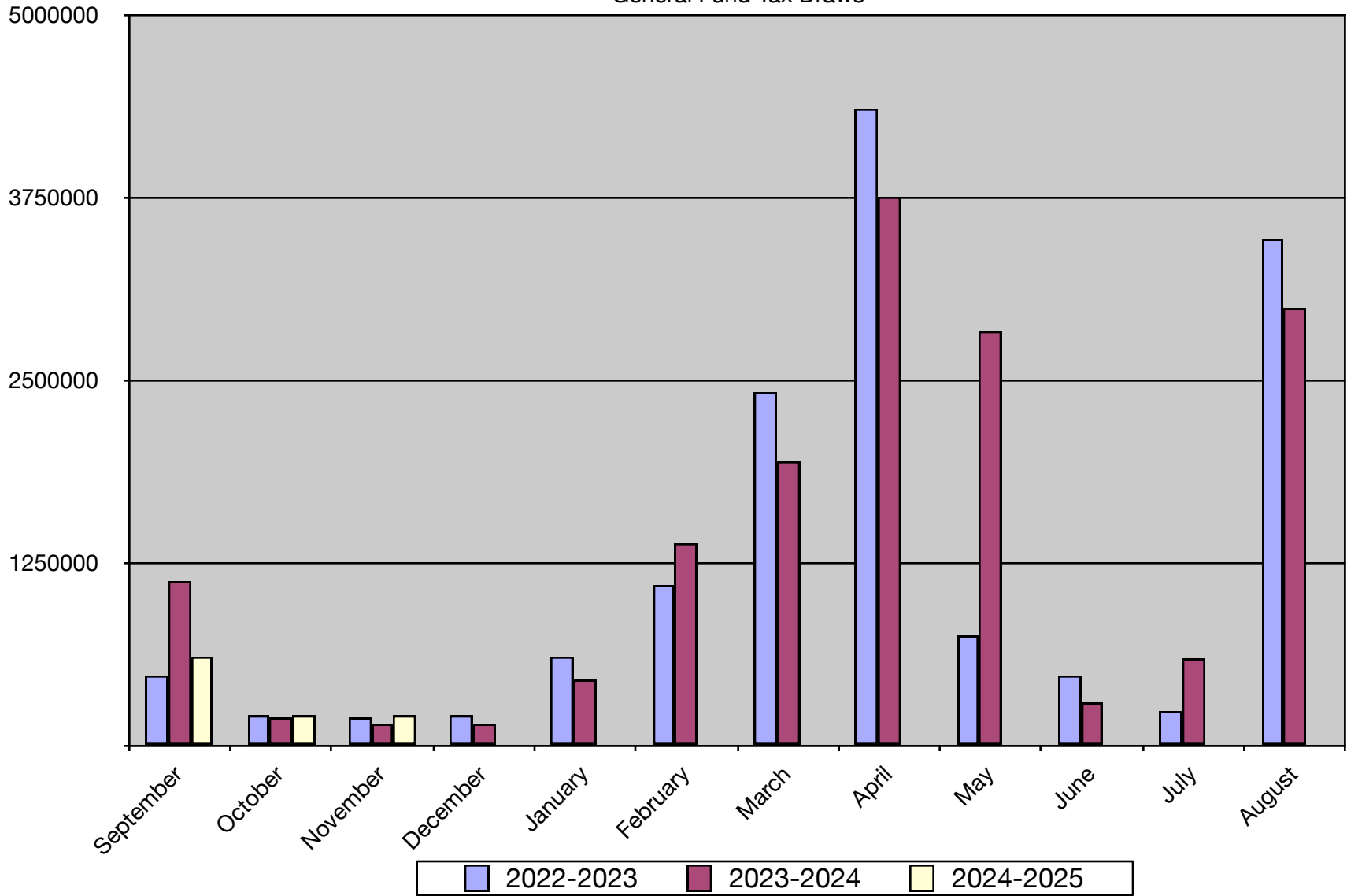
CASH COMPARISONS 24-25 Fiscal Year

			2021-2022	2022-2023	2023-2024
August	General Fund		\$ 9,561,653.96	\$10,098,982.99	\$11,805,068.43
	Emp. Benefit Fund		\$ 173,464.37	\$ 228,713.22	\$ 279,288.26
	Building Fund		\$ 4,160,381.16	\$ 1,278,481.05	\$ 5,079,040.74
	School Lunch		\$ 477,871.49	\$ 644,216.84	\$ 544,377.02
	Bond Fund		\$ 2,023,072.79	\$ 2,222,185.82	\$ 4,196,842.48
	Bond Fund #2		\$ 2,921,330.20	\$ 25,086.31	\$ 24,247.27
	Depreciation Fund		\$ 467,687.69	\$ 653,375.19	\$ 587,616.40
	QCPUF		\$ 352,991.95	\$ 374,939.59	\$ 415,891.50
	Total		\$20,138,453.61	\$15,525,981.01	\$22,932,372.10
			2022-2023	2023-2024	2024-2025
September	General Fund		\$ 8,112,143.31	\$ 9,609,982.78	\$11,041,660.03
	Emp. Benefit Fund		\$ 173,478.63	\$ 228,760.22	\$ 279,341.82
	Building Fund		\$ 4,163,219.66	\$ 1,030,099.90	\$ 5,229,495.47
	School Lunch		\$ 515,801.00	\$ 686,905.69	\$ 568,903.71
	Bond Fund		\$ 2,078,680.96	\$ 2,367,327.82	\$ 4,337,793.88
	Bond Fund #2		\$ 838,245.00	\$ 25,091.46	\$ 24,251.92
	Depreciation Fund		\$ 467,726.13	\$ 653,509.45	\$ 580,424.81
	QCPUF		\$ 361,935.94	\$ 398,912.55	\$ 428,472.47
	Total		\$16,711,230.63	\$15,000,589.87	\$22,490,344.11
October	General Fund		\$ 6,959,718.55	\$ 8,377,055.35	\$10,182,321.35
	Emp. Benefit Fund		\$ 173,485.70	\$ 228,808.79	\$ 279,389.27
	Building Fund		\$ 1,987,914.91	\$ 494,503.74	\$ 2,762,230.59
	School Lunch		\$ 561,632.90	\$ 676,907.07	\$ 593,331.26
	Bond Fund		\$ 2,088,900.60	\$ 2,379,828.34	\$ 4,366,815.90
	Bond Fund #2		\$ 407,593.92	\$ 24,196.67	\$ 24,256.05
	Depreciation Fund		\$ 467,765.85	\$ 353,379.75	\$ 580,523.40
	QCPUF		\$ 363,766.04	\$ 400,914.49	\$ 430,926.44
	Total		\$13,010,778.47	\$12,935,594.20	\$19,219,794.26
November	General Fund		\$ 5,771,287.98	\$ 7,283,733.01	\$ 8,738,700.27
	Emp. Benefit Fund		\$ 173,499.96	\$ 228,855.81	\$ 279,435.20
	Building Fund		\$ 2,006,192.34	\$ 2,148,167.39	\$ 2,781,844.84
	School Lunch		\$ 551,346.14	\$ 740,002.39	\$ 559,384.76
	Bond Fund		\$ 455,045.68	\$ 1,159,211.99	\$ 2,106,027.27
	Bond Fund #2		\$ 278,290.23	\$ 24,201.64	\$ 17,513.47
	Depreciation Fund		\$ 467,804.30	\$ 353,452.36	\$ 572,204.68
	QCPUF		\$ 26,707.48	\$ 63,199.69	\$ 95,435.35
	Total		\$ 9,730,174.11	\$12,000,824.28	\$15,150,545.84

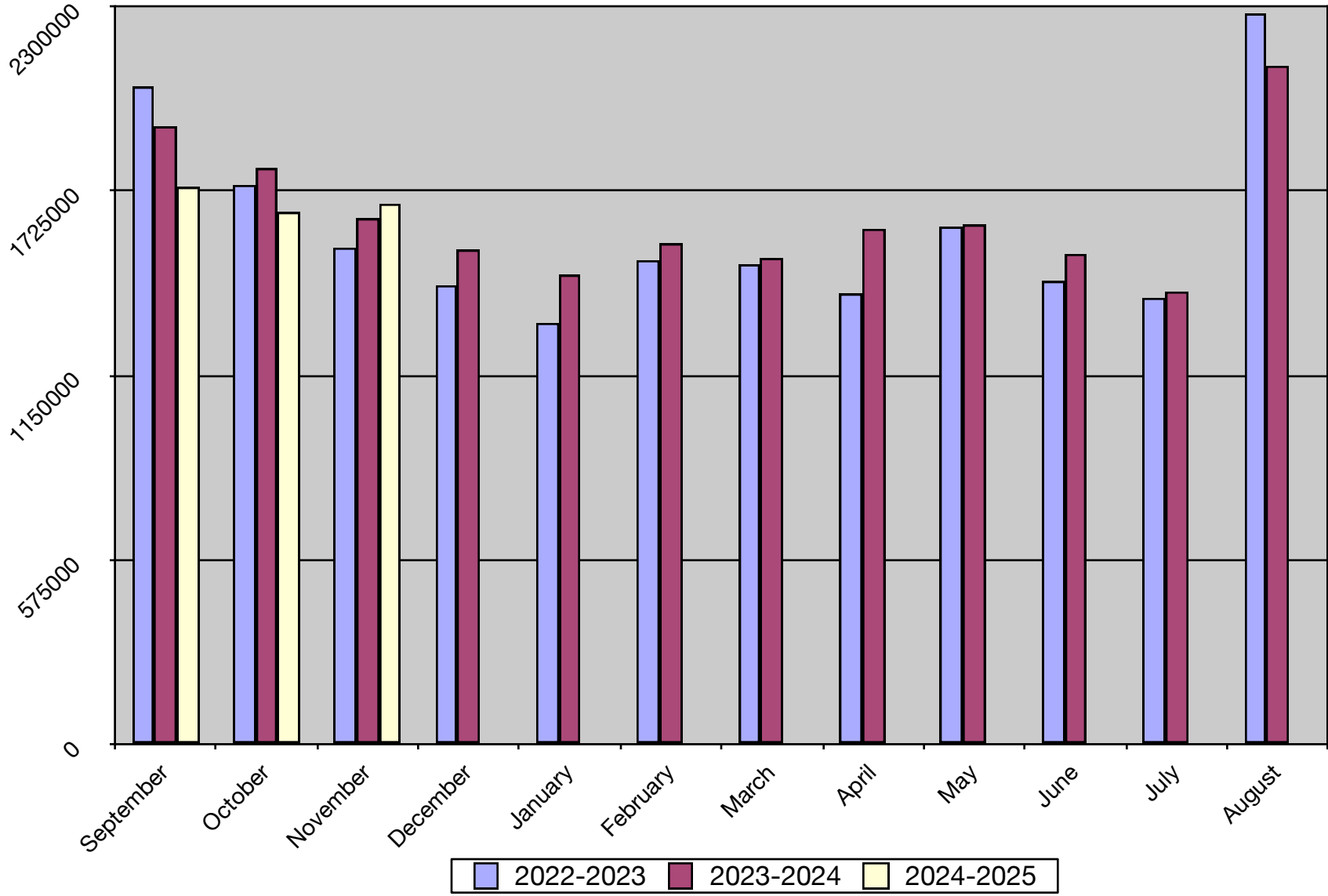
General Fund Balance



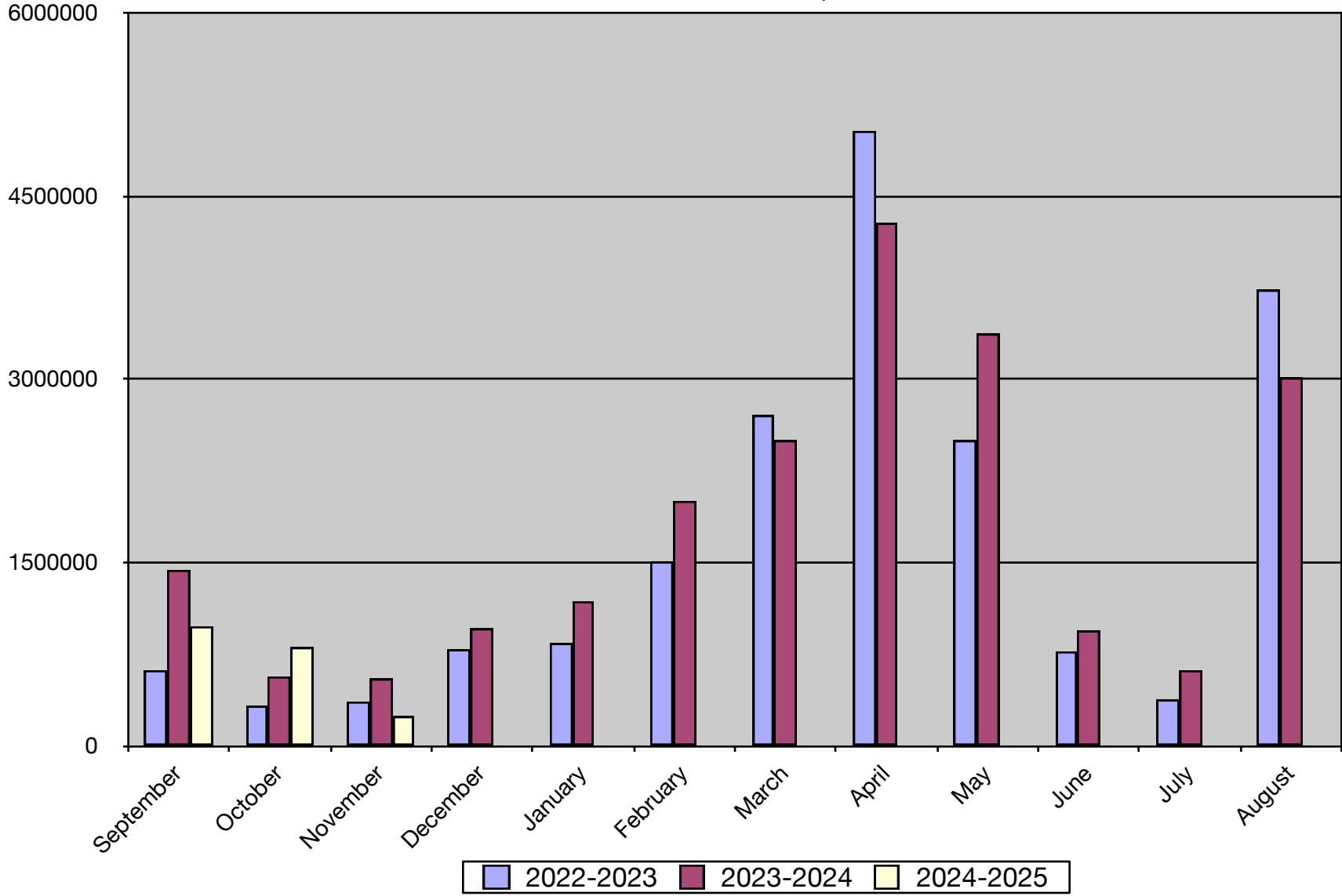
General Fund Tax Draws



General Fund Expenses



General Fund Receipts



Balance as of last day of the month			
Month	2022-2023	2023-2024	2024-2025
September	8,112,143	9,609,983	11,041,660
October	6,959,719	8,377,055	10,182,321
November	5,771,288	7,283,733	8,738,700
December	5,122,752	6,703,038	
January	4,640,817	6,422,609	
February	4,632,728	6,859,968	
March	5,458,640	7,849,882	
April	9,460,231	10,522,617	
May	10,350,138	12,274,658	
June	9,673,202	11,694,054	
July	8,658,416	10,895,780	
August	10,098,982	11,805,068	
Tax Draw			
Month	2022-2023	2023-2024	2024-2025
September	489,099	1,130,424	615,411
October	205,285	203,799	215,955
November	202,624	160,967	218,275
December	212,434	153,858	
January	611,027	454,526	
February	1,097,058	1,392,580	
March	2,417,453	1,954,292	
April	4,359,172	3,765,161	
May	756,882	2,838,925	
June	491,556	300,079	
July	237,416	605,879	
August	3,470,899	2,994,143	
TOTALS	14,550,905	15,954,632	1,049,641
Receipts			
Month	2022-2023	2023-2024	2024-2025
September	613,110	1,440,542	977,911
October	335,558	564,617	801,905
November	359,208	544,630	243,185
December	785,869	964,029	
January	837,485	1,184,635	
February	1,503,683	1,996,855	
March	2,701,404	2,506,693	
April	5,034,201	4,280,274	
May	2,502,770	3,375,268	
June	772,051	948,479	
July	377,658	616,823	
August	3,735,286	3,021,781	
TOTALS	19,558,283	21,444,624	2,023,001
Expenses			
Month	2022-2023	2023-2024	2024-2025
September	2,048,547	1,929,692	1,740,486
October	1,742,126	1,797,697	1,658,649
November	1,547,096	1,637,694	1,688,520
December	1,431,119	1,544,596	
January	1,316,215	1,465,294	
February	1,511,424	1,559,502	
March	1,499,563	1,516,330	
April	1,408,618	1,605,669	
May	1,613,431	1,623,356	
June	1,447,868	1,529,228	
July	1,394,212	1,415,233	
August	2,276,812	2,112,335	
TOTALS	19,237,032	19,736,626	5,087,655

Board of Education Regular Meeting
Springfield Platteview Community Schools
Monday, November 11, 2024 7:00 PM

The Policy Committee started at 6:00 p.m. Guenther, Osborn, and Roseland were present. The committee discussed implementing a 3 year policy review cycle. The committee meeting adjourned at 6:27 p.m.

The Finance Committee started at 6:30p.m. Smith, Fisher, and Guenther were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:42 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, November 11, 2024, at the SPCS Administration Building. Present: Kyle Fisher, Brenda Guenther, Adam Larson, Brian Osborn, Lisa Roseland, Lee Smith. Absent: none.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Roseland informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Guenther and a second by Fisher. Vote: Yeas - Fisher, Guenther, Osborn, Roseland, Smith. Abstain (With Conflict)- Larson. Nays- none.

There were no items from patrons on agenda items.

Superintendent Dr. Saunders and Director Heidi Zierott informed the Board of the upcoming external team that will be conducting a School Improvement Visit this week.

Dr. Saunders gave an update on the negotiations for the Belterra Land Transfer to Papillion Lavista Community Schools.

Dr. Saunders shared with the Board the potential to add a district social worker with funds from a Learning Community grant.

The Board of Education election results were announced. Michael Patera and Brett Kreifels will start as newly elected members in January. Brenda Guenther will also continue on the Board.

Building Principals provided updates on their attendance reports and their goals, communications, and celebrations to encourage student attendance.

Board member Guenther gave an update on the policy committee and the implementation of a 3-year policy review cycle.

Building principals provided an update on student and staff successes for the month. X.
Advance Planning

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to enter into executive session at 7:37 p.m. for the purpose to conduct a strategy session and receive legal advice regarding potential litigation passed with a motion by Osborn and a second by Larson. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays-none.

Motion to exit the Executive Session at 8:52p.m passed with a motion by Osborn and a second by Fisher. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none.

Action to adjourn the meeting at 8:52 p.m. passed with a motion by Smith and a second by Osborn. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none.

Board of Education Work Session
Springfield Platteview Community Schools
Monday, November 25, 2024 8:00 PM

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 8:00 p.m., Monday, November 25, 2024, at the SPCS Administration Building. Present: Kyle Fisher, Brenda Guenther, Adam Larson, Brian Osborn, Lisa Roseland, Lee Smith. Absent: none.

Notice of the meeting was given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Roseland informed the board and the public that the Act is located on the west wall of the board room.

Patron Matt Perry addressed the Board during public comment.

The Board discussed the Coordinator for Special Events contract for Jodi Kohl for 2025.

The Board discussed the job description for a possible new school social worker job utilizing Learning Community grant money.

The draft of the 2025-2026 school calendar draft was reviewed.

The status of the Contracted Food service program was discussed.

The addition of The Jobs for America's Graduates (JAG) program course description summaries were presented to the Board.

Board members that attended shared updates from the Nebraska Association of School Board State Education Conference.

A holiday luncheon for the staff was discussed for December.

Action to approve the 2025-2026 contract for Mark Robles as presented passed with a motion by Fisher and a second by Larson. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none.

Action to approve the APMA contract for the design of new tennis courts as presented passed with a motion by Fisher and a second by Smith. Vote: Yeas- Fisher, Guenther, Larson, Roseland, Smith. Abstain (With Conflict) - Osborn. Nays- none.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to enter into executive session at 8:55 p.m. for the purpose to conduct a strategy session and receive legal advice regarding potential litigation passed with a motion by Larson and a second by Guenther. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none. Action to exit Executive Session at 9:17 p.m. passed with a motion by Guenther and seconded by Osborn. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none.

Action to enter into executive session at 9:17 p.m. for the purpose to conduct superintendent

contract negotiations passed with a motion by Fisher and a second by Smith. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none. Action to exit Executive Session at 9:47 p.m. passed with a motion by Fisher and a second by Guenther. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none.

Action to adjourn the meeting at 9:47 p.m. passed with a motion by Osborn and a second by Larson. Vote: Yeas- Fisher, Guenther, Larson, Osborn, Roseland, Smith. Nays- none

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

Treasurer's Report

For the month ended November 30, 2024

<u>General Fund Now Account</u>			
Bank Balance: Beginning of Reporting Period			\$ 590,687.80
Deposits:			
Springfield State Bank - Interest	\$ 94.52		
Transfer from Depreciation Fund			
Transfers from Investment Account	\$ 1,688,519.91		
Transfers from Bond Fund	\$ -		
Transfer from QCPUF	\$ -		
Transfers from Lunch Fund Investment	\$ -		
Transfers from Building #2 (Bond #2)			
Transfers from Building Fund Investment	\$ -		\$ 1,688,614.43
			\$ 2,279,302.23
Disbursements			
			\$ 1,703,864.17
Bank Balance: End of Reporting Period			\$ 575,438.06
Outstanding Checks: End of Reporting Period			\$ 219,888.45
NOW Account Balance: End of Reporting Period			\$ 355,549.61
<u>General Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 9,828,342.28
Deposits:			
Horizon Bank - Interest	\$ 1,883.77		
Sarpy County Treasurer - Local Taxes	\$ 63,034.13		
Sarpy- MVT	\$ 155,241.15		
Sarpy-Homestead			
Sarpy-Interest on Taxes	\$ 2,185.85		
Local License Fees	\$ 300.00		
State Aid			
High Ability Grant	\$ 10,516.00		
County Fines	\$ 3,781.86		
Farm Land Rent	\$ 3,616.83		
Summer School/ Preschool payments	\$ 1,500.00		
Refunds/ Reimbursements/lpad Damage Fines	\$ 1,065.62		
lpad Fees	\$ 60.00		
			\$ 243,185.21
			\$ 10,071,527.49
Disbursements			
Transfers to General Fund NOW	\$ 1,688,519.91		
Returned checks/ fees/ overpayment	\$ -		
	\$ -		\$ 1,688,519.91
Investment Account Balance: End of Reporting Period			\$ 8,383,007.58
<u>General Fund Administrative Revolving Account</u>			
Available Balance: Beginning of Reporting Period			\$ 343.08

Deposits:			
Transfers From General Fund Investment Acc't	\$	-	
			\$ -
			\$ 343.08
Disbursements			
Bank Balance: End of Reporting Period			\$ 343.08
Outstanding Checks: End of Reporting Period			\$ 200.00
Admin. Revolving Account Balance: End of Reporting Period			\$ 143.08
General Fund Administrative Revolving Account			\$ 143.08
General Fund NOW Account			\$ 355,549.61
General Fund Investment Account			\$ 8,383,007.58
TOTAL GENERAL FUND BALANCE			\$ 8,738,700.27
<u>Employee Benefit Fund</u>			
Available Balance: Beginning of Reporting Period			\$ 279,396.93
Deposits:			
Horizon Bank - Interest			\$ 45.93
Transfers From General Fund Investment Acc't			
Bank Balance: End of Reporting Period			\$ 279,442.86
Certificate of Deposit			
Available Balance: End of Reporting Period			\$ 279,442.86
Disbursements			\$ -
Outstanding Checks: End of Reporting Period			\$ 7.66
TOTAL EMPLOYEE BENEFIT BALANCE			\$ 279,435.20
<u>Special Building Fund #1 Account</u>			
Available Balance: Beginning of Reporting Period			\$ 2,762,230.59
Deposits:			
Horizon Bank - Interest	\$	564.90	
Sarpy County Treasurer - Local Taxes	\$	20,401.87	
Sarpy-Homestead			
Sarpy-Interest on Taxes	\$	707.11	
			\$ 21,673.88
			\$ 2,783,904.47
Disbursements			\$ 2,059.63
Available Balance: End of Reporting Period			\$ 2,781,844.84
TOTAL SPECIAL BUILDING FUND BALANCE			\$ 2,781,844.84
<u>School Lunch Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 593,626.01
Deposits:			
Horizon Bank - Interest	\$	95.84	
Hot Lunches	\$	47,898.68	
State/Federal Aid	\$	31,807.60	

Donations-Helping Hands	\$ 375.00	\$ 80,177.12
		\$ 673,803.13
Disbursements		\$ 114,139.37
Bank Balance: End of Reporting Period		\$ 559,663.76
Outstanding Checks: End of Reporting Period		\$ 279.00
Available Balance: End of Reporting Period		\$ 559,384.76
TOTAL SCHOOL LUNCH FUND BALANCE		\$ 559,384.76
<u>Bond Fund #1 Investment Account</u>		
Available Balance: Beginning of Reporting Period		\$ 4,366,815.90
Deposits:		
Horizon Bank - Interest	\$ 710.27	
Sarpy County Treasurer - Local Taxes	\$ 18,786.72	
Sarpy County-Homestead	\$ -	
Sarpy- Interest on Taxes	\$ 649.38	\$ 20,146.37
		\$ 4,386,962.27
Disbursements		\$ 2,280,935.00
Outstanding Checks: End of Reporting Period		\$ -
Available Balance: End of Reporting Period		\$ 2,106,027.27
TOTAL BOND FUND BALANCE		\$ 2,106,027.27
<u>Building Fund #2 Investment Account (Series 2020 Bond)</u>		
Available Balance: Beginning of Reporting Period		\$ 24,256.05
Deposits:		
Horizon Bank - Interest	\$ 3.58	
		\$ 3.58
		\$ 24,259.63
Disbursements		\$ 6,746.16
Outstanding Checks: End of Reporting Period		\$ -
Available Balance: End of Reporting Period		\$ 17,513.47
TOTAL BLDG. FUND #2 BALANCE (2020)		\$ 17,513.47
<u>Depreciation Fund Account</u>		
Available Balance: Beginning of Reporting Period		\$ 580,523.40
Deposits:		
Horizon Bank - Interest	\$ 94.83	
Transfers From General Fund Investment Acc't		\$ 94.83
		\$ 580,618.23
Disbursements		\$ 8,413.55
Available Balance: End of Reporting Period		\$ 572,204.68
Outstanding Checks:		\$ -
TOTAL DEPRECIATION FUND BALANCE		\$ 572,204.68
<u>QCPUF Fund Account</u>		
Available Balance: Beginning of Reporting Period		\$ 430,926.44

Deposits:			
Sarpy County-Real Estate Taxes	\$	1,744.36	
Sarpy-Homestead			
Sarpy- Interest on Taxes	\$	60.74	
Horizon Bank - Interest	\$	48.81	\$ 1,853.91
			\$ 432,780.35
Disbursements			\$ 337,345.00
Outstanding Checks: End of Reporting Period			
Available Balance: End of Reporting Period			\$ 95,435.35
TOTAL QCPUF FUND BALANCE			\$ 95,435.35

402-786-2555
WAVERLY

402-879-4788
SUPERIOR

308-345-1744
McCOOK

402-253-2222
SPRINGFIELD

horizonbankne.com

SPRINGFIELD PLATTEVIEW COMM
ADMINISTRATIVE REVOLVING ACCT
765 MAIN ST
SPRINGFIELD NE 68059

YOUR ACCOUNT TYPE IS: COMP FREE BUSINESS

CHECKING SUMMARY	ACCOUNT 04-171-468	PIECES 0		
		WITHDRAWALS	DEPOSITS	BALANCE
PREV STATEMENT BALANCE (10/31/24)				343.08
INTEREST PAID				
STATEMENT BALANCE (11/30/24)				343.08

AVERAGE COLLECTED BALANCE FOR STATEMENT PERIOD ... 343.08

DAILY BALANCES	ACCOUNT 04-171-468			
10/31	343.08		11/30	343.08



Batch Description: NOV 2024 ADMIN REVOLVING
Checking Account: ADMINREV ADMINISTRATIVE REVOLVING

Processing Month: 11/2024

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	11/30/2024	343.08

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
5886	CITY OF SPRINGFIELD	09/07/2021	150.00
5910	NHSSCA	05/06/2022	200.00
		Total:	<u>350.00</u>

VOID - Rtn

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
343.08	(350.00)	(6.92)	(6.92)	0.00

Cleared Automatic Payment Total:
Cleared Checks Total:
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total:
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

402-786-2555
WAVERLY

402-879-4788
SUPERIOR

308-345-1744
McCOOK

402-253-2222
SPRINGFIELD

horizonbankne.com

SPRINGFIELD PLATTEVIEW COMM
STUDENT FEE ACCOUNT
765 MAIN ST
SPRINGFIELD NE 68059

PAGE 1

YOUR ACCOUNT TYPE IS: COMP FREE BUSINESS

CHECKING SUMMARY		ACCOUNT 04-151-129	PIECES 0		
		WITHDRAWALS	DEPOSITS		BALANCE
PREV STATEMENT BALANCE	(10/31/24)				92.25
INTEREST PAID					
STATEMENT BALANCE	(11/30/24)				92.25

AVERAGE COLLECTED BALANCE FOR STATEMENT PERIOD ...			92.25		

DAILY BALANCES		ACCOUNT 04-151-129			
10/31	92.25		11/30		92.25



Check Reconciliation Report

Batch Description: NOV 2024 STUDENT FEE

Processing Month: 11/2024

Checking Account: 12

Student Fees Account

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>	
	Statement Balance	11/30/2024	92.25	
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
92.25	0.00	92.25	92.25	0.00

Cleared Automatic Payment Total:

Cleared Checks Total:

Cleared Direct Deposit Total:

Cleared Void Total:

Cleared Cash Receipt Total:

Cleared Manual Journal Entries Total:

Cleared Sales Journal Total:



PO BOX 1507
Grand Island NE 68802-1507

Statement Ending 11/29/2024

SARPY COUNTY SCHOOL DIST 0046

Page 1 of 2


Account Number: XXXXXX7773

>000711 6150782 0001 93592 10Z 3

00460948
MSP 1320
SARPY COUNTY SCHOOL DIST 0046
14801 S 108TH ST
SPRINGFIELD NE 68059-4925

Managing Your Accounts

 Phone Number 800-5Points
800-576-4687

 Website www.5pointsbank.com



Summary of Accounts

Account Type	Account Number	Ending Balance
Business Checking	XXXXXX7773	\$21,642.42

Business Checking - XXXXXX7773

Account Summary

Date	Description	Amount
11/01/2024	Beginning Balance	\$21,642.42
	0 Credit(s) This Period	\$0.00
	0 Debit(s) This Period	\$0.00
11/29/2024	Ending Balance	\$21,642.42





PO BOX 1507
Grand Island NE 68802-1507

Statement Ending 11/29/2024

SPRINGFIELD PLATTEVIEW COMM

Page 1 of 2



Account Number: XXXXXX2131

>002124 6150782 0001 93592 102 3

00460952
MSP 1320

SPRINGFIELD PLATTEVIEW COMM
SCHOOLS LEASING CORPORATION
14801 S 108TH ST
SPRINGFIELD NE 68059-4925

Managing Your Accounts

 Phone Number 800-5Points
800-576-4687
 Website www.5pointsbank.com



Summary of Accounts

Account Type	Account Number	Ending Balance
Business Checking Int Bearing	XXXXXX2131	\$3,069,672.77

Business Checking Int Bearing - XXXXXX2131

Account Summary

Date	Description	Amount
11/01/2024	Beginning Balance	\$3,065,653.82
	1 Credit(s) This Period	\$4,018.95
	0 Debit(s) This Period	\$0.00
11/29/2024	Ending Balance	\$3,069,672.77

Interest Summary

Description	Amount
Interest Earned From 11/01/2024 Through 11/29/2024	
Annual Percentage Yield Earned	1.66%
Interest Days	29
Interest Earned	\$4,018.95
Interest Paid This Period	\$4,018.95
Interest Paid Year-to-Date	\$46,241.31
Average Ledger Balance	\$3,065,653.82
Average Available Balance	\$3,065,653.82

Other Credits

Date	Description	Amount
11/29/2024	INTEREST AT 1.6500 %	\$4,018.95
		1 item(s) totaling \$4,018.95

Daily Balances

Date	Amount
11/29/2024	\$3,069,672.77



Account Group: PHS

PHS ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1340	PHS BAND	4,411.35	247.32	3,603.52	(97.43)	0.00	(552.00)	7,312.98
05 704 1350	PHS CHOIR	3,900.71	270.00	150.00	0.00	0.00	552.00	4,332.71
05 704 1360	PHS CONSTRUCTION TECH	751.54	0.00	0.00	0.00	0.00	0.00	751.54
05 704 1370	PHS FAMILY CONSUMER SCIENCE	2,183.15	71.04	71.04	0.00	0.00	0.00	2,183.15
05 704 1380	PHS INDUSTRY TECH	644.99	59.97	0.00	0.00	0.00	0.00	585.02
05 704 1385	PHS SCIENCE	2,912.69	0.00	0.00	0.00	0.00	0.00	2,912.69
05 704 1387	PHS WEIGHT ROOM	257.00	0.00	0.00	0.00	0.00	0.00	257.00
05 704 1390	PHS YEARBOOK	20,823.44	0.00	1,325.00	0.00	0.00	0.00	22,148.44
05 704 1405	PHS ART CLUB	1,215.93	0.00	0.00	0.00	0.00	0.00	1,215.93
05 704 1410	PHS DIVERSITY CLUB	1.01	0.00	0.00	0.00	0.00	0.00	1.01
05 704 1412	PHS ESPORTS	2,559.46	0.00	0.00	0.00	0.00	0.00	2,559.46
05 704 1415	PHS FBLA	(146.89)	120.00	1,523.00	0.00	0.00	0.00	1,256.11
05 704 1420	PHS FCCLA	951.92	0.00	0.00	0.00	0.00	0.00	951.92
05 704 1425	PHS FUTURE PROBLEM SOLVERS	45.00	0.00	0.00	0.00	0.00	0.00	45.00
05 704 1427	PHS GREEN CLUB	54.06	0.00	0.00	0.00	0.00	0.00	54.06
05 704 1430	PHS LETTER CLUB	891.90	0.00	0.00	0.00	0.00	0.00	891.90
05 704 1435	PHS LITERARY CLUB	59.43	0.00	0.00	0.00	0.00	0.00	59.43
05 704 1440	PHS NATIONAL HONOR SOCIETY	6,891.36	215.23	0.00	0.00	0.00	0.00	6,676.13
05 704 1445	PHS QUIZ BOWL	2,415.37	0.00	0.00	0.00	0.00	0.00	2,415.37
05 704 1450	PHS SKILLS USA	5,315.84	1,000.00	0.00	0.00	0.00	0.00	4,315.84
05 704 1455	PHS SPANISH CLUB	242.86	0.00	0.00	0.00	0.00	0.00	242.86
05 704 1460	PHS SPIRIT CLUB	305.36	23.22	49.16	0.00	0.00	0.00	331.30
05 704 1465	PHS STUDENT COUNCIL	1,213.37	75.00	0.00	0.00	0.00	0.00	1,138.37
05 704 1470	PHS TECH CLUB	51.14	0.00	0.00	0.00	0.00	0.00	51.14
05 704 1475	PHS THESPIANS	964.39	1,760.00	960.00	0.00	0.00	0.00	164.39
05 704 1505	PHS COMPUTER SCIENCE DUAL CREDIT	1,108.45	0.00	0.00	0.00	0.00	0.00	1,108.45
05 704 1507	PHS ELA DUAL CREDIT	3,459.45	260.00	0.00	0.00	0.00	0.00	3,199.45
05 704 1510	PHS GOVERNMENT DUAL CREDIT	1,266.00	0.00	0.00	0.00	0.00	0.00	1,266.00
05 704 1515	PHS MATH DUAL CREDIT	5,725.00	0.00	0.00	0.00	0.00	0.00	5,725.00
05 704 1520	PHS SPANISH DUAL CREDIT	1,024.12	0.00	0.00	0.00	0.00	0.00	1,024.12
05 704 1600	PHS BASEBALL	1,350.39	0.00	0.00	0.00	0.00	0.00	1,350.39
05 704 1605	PHS BOYS BASKETBALL	3,746.40	0.00	0.00	0.00	0.00	0.00	3,746.40
05 704 1610	PHS BOYS GOLF	589.09	0.00	0.00	0.00	0.00	0.00	589.09
05 704 1615	PHS BOYS SOCCER	748.54	0.00	3,000.00	0.00	0.00	0.00	3,748.54
05 704 1620	PHS CROSS COUNTRY	1,836.83	65.33	0.00	0.00	0.00	0.00	1,771.50
05 704 1625	PHS FOOTBALL	6,746.51	1,039.73	0.00	0.00	820.00	0.00	4,886.78
05 704 1630	PHS GIRLS BASKETBALL	2,869.33	0.00	617.41	0.00	0.00	0.00	3,486.74
05 704 1635	PHS GIRLS GOLF	964.20	379.76	0.00	0.00	0.00	0.00	584.44
05 704 1640	PHS GIRLS SOCCER	4,492.72	0.00	3,000.00	0.00	0.00	0.00	7,492.72

Account Group: PHS

PHS ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1645	PHS SOFTBALL	2,488.04	335.67	1,062.00	0.00	0.00	0.00	3,214.37
05 704 1647	PHS TENNIS FUNDRAISING	3,785.65	0.00	0.00	0.00	0.00	0.00	3,785.65
05 704 1650	PHS TRACK	4,419.66	295.63	0.00	0.00	0.00	0.00	4,124.03
05 704 1655	PHS UNIFIED/FOOTBALL	423.45	0.00	0.00	0.00	0.00	0.00	423.45
05 704 1656	PHS UNIFIED/SOCCER	1,800.00	0.00	0.00	0.00	0.00	0.00	1,800.00
05 704 1660	PHS VOLLEYBALL	5,763.75	0.00	0.00	0.00	0.00	0.00	5,763.75
05 704 1665	PHS BWRESTLING	11,101.74	0.00	0.00	0.00	0.00	0.00	11,101.74
05 704 1670	PHS GWRESTLING	385.98	0.00	0.00	0.00	0.00	0.00	385.98
05 704 1710	PHS CLASS FINES	426.61	0.00	0.00	0.00	0.00	0.00	426.61
05 704 1715	PHS COLLEGE ACCESS GRANT	179.21	0.00	0.00	0.00	0.00	0.00	179.21
05 704 1720	PHS CONCESSIONS	19,890.43	2,205.74	1,706.28	0.00	0.00	0.00	19,390.97
05 704 1725	PHS D.C. TOUR	1,285.06	0.00	0.00	0.00	0.00	0.00	1,285.06
05 704 1730	PHS FACULTY COURTESY FUND	1,104.88	0.00	0.00	0.00	0.00	0.00	1,104.88
05 704 1735	PHS FINE ARTS	13,565.04	0.00	0.00	0.00	0.00	0.00	13,565.04
05 704 1740	PHS GUIDANCE	911.63	414.18	0.00	0.00	0.00	0.00	497.45
05 704 1745	PHS LIBRARY	165.23	0.00	0.00	0.00	0.00	0.00	165.23
05 704 1750	PHS PRINCIPAL	242.85	515.96	274.67	0.00	0.00	0.00	1.56
05 704 1767	PHS STAFF WELLNESS	75.25	0.00	0.00	0.00	0.00	0.00	75.25
05 704 1770	PHS TROJAN STORE	17,674.19	2,123.11	689.80	0.00	0.00	0.00	16,240.88
Account Group Total: PHS ACTIVITY		266,822.84	25,869.72	23,470.70	(97.43)	918.45	0.00	263,602.80

Account Group: PCJHSACT

PC JR HIGH ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 5440	PC NATIONAL HONOR SOCIETY	709.02	0.00	0.00	0.00	0.00	0.00	709.02
05 704 5465	PC STUDENT COUNCIL	303.71	0.00	0.00	0.00	0.00	0.00	303.71
05 704 5727	PC DESTINATION IMAGINATION	2,041.47	0.00	0.00	0.00	0.00	0.00	2,041.47
05 704 5745	PC LIBRARY	114.99	0.00	0.00	0.00	0.00	0.00	114.99
05 704 5750	PC PRINCIPAL	6,856.08	0.00	3.00	0.00	0.00	0.00	6,859.08
05 704 5755	PC PARENT ADVISORY COUNCIL	162.94	220.26	2,202.40	0.00	0.00	0.00	2,145.08
Account Group Total: PC JR HIGH ACTIVITY		10,188.21	220.26	2,205.40	0.00	0.00	0.00	12,173.35

Ravyn Johnson
12-5-24

Account Group: WMELEMACT WM ELEMENTARY ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 4465	WM ELEM STUDENT COUNCIL	232.41	0.00	90.00	0.00	0.00	0.00	322.41
05 704 4727	WM ELEM DESTINATION IMAGINATION	1,514.94	0.00	0.00	0.00	0.00	0.00	1,514.94
05 704 4745	WM ELEM LIBRARY	2,264.80	0.00	1,643.48	0.00	0.00	0.00	3,908.28
05 704 4750	WM ELEM PRINCIPAL	2,762.84	0.00	4,442.00	0.00	0.00	0.00	7,204.84
Account Group Total: WM ELEMENTARY ACTIVITY		6,774.99	0.00	6,175.48	0.00	0.00	0.00	12,950.47

Melissa Dasty
12/6/2024

Account Group: SPELEMACT

SP ELEMENTARY ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 2465	SP ELEM STUDENT COUNCIL	503.41	34.61	0.00	0.00	0.00	0.00	468.80
05 704 2727	SP ELEM DESTINATION IMAGINATION	4,849.93	0.00	0.00	0.00	0.00	0.00	4,849.93
05 704 2745	SP ELEM LIBRARY	2,532.13	0.00	1,130.43	0.00	0.00	0.00	3,662.56
05 704 2750	SP ELEM PRINCIPAL	2,539.59	74.76	3.00	0.00	0.00	0.00	2,467.83
05 704 2760	SP ELEM POP	154.31	0.00	0.00	0.00	0.00	0.00	154.31
05 704 2775	SP ELEM WALK-A-THON	4,923.67	741.99	0.00	0.00	0.00	0.00	4,181.68
Account Group Total: SP ELEMENTARY ACTIVITY		15,503.04	851.36	1,133.43	0.00	0.00	0.00	15,785.11

SPRINGFIELD PLATTEVIEW COMM
PLATTEVIEW EARLY EDUCATION CENTER
765 MAIN ST
SPRINGFIELD NE 68059

YOUR ACCOUNT TYPE IS: COMP FREE BUSINESS

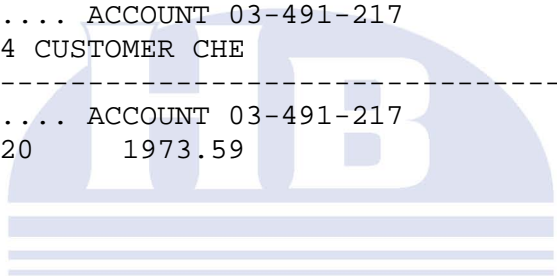
CHECKING SUMMARY	ACCOUNT 03-491-217	PIECES	2	
		WITHDRAWALS	DEPOSITS	BALANCE
PREV STATEMENT BALANCE	(10/31/24)			2,325.93
1 DEPOSITS / CREDITS			35.00	
INTEREST PAID				
1 CHECKS / DEBITS		387.34		
STATEMENT BALANCE	(11/30/24)			1,973.59

AVERAGE COLLECTED BALANCE FOR STATEMENT PERIOD ...			2,196.74	

DEPOSITS / CREDITS	ACCOUNT 03-491-217			
11/20/24	CUSTOMER DEPOSIT		35.00	

CHECKS / DEBITS	ACCOUNT 03-491-217			
11/20	738	387.34	CUSTOMER CHE	

DAILY BALANCES	ACCOUNT 03-491-217			
10/31	2325.93	11/20	1973.59	11/30 1973.59



- CHECKING ACCOUNT DEPOSIT SLIP -

HORIZON BANK Member FDIC
www.horizonbankne.com

ACCT No. 3491217
DATE 11/20/24
ACCT NAME PEEC

CURRENCY	35.00	8	
COIN		9	
CHECKS		10	
1		11	
2		12	
3		13	
4		14	
5		TOTAL BACK SIDE	
6		TOTAL	35.00
7		LESS CASH BACK *	

SIGN FOR CASH BACK *

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

THIS DEPOSIT MADE IN ACCORDANCE WITH CONTRACT ON SIGNATURE CARD AND RULES OF THIS BANK

TOTAL DEPOSIT \$ 35.00

⑆⑆04905784⑆ 3491217⑆ 120

11/20/2024 35.00

PLATTEVIEW EARLY EDUCATION CENTER
ACTIVITY FUND
402-592-1300
14801 S 108TH STREET
SPRINGFIELD, NE 68059

0738
Nov. 11 2024 76-136871049

Pay to the Order of U.S. Bank \$ 387.34
Three hundred eighty seven ³⁴/₁₀₀ DOLLARS

SPRINGFIELD
300 Main Street
Springfield, NE 68059
Ph: (402) 252-2722

FOR Prek fall night food Emily Stimpfand

⑆⑆04913682⑆349 1 217⑆ 0738

738 11/20/2024 387.34

Springfield Platteview Community Schools
Board Bills for Approval December 9, 2024

Vendor Name	Invoice Description	Amount
GENERAL FUND		
360 COMMUNITY SERVICES	SPECIAL SERVICES	16,677.36
AIRGAS USA, LLC	SUPPLIES-PHS	381.72
AMAZON CAPITAL SERVICES	SUPPLIES	2,271.35
AMERICAN RED CROSS	CPR FEES	121.60
B & D PITSTOP	GAS	1,656.46
Baugh, Nichole	MILEAGE/REIMB	212.64
BLACK HILLS ENERGY	UTILITIES	480.74
BOS, MICHAEL	MILEAGE	158.92
CAPITAL BUSINESS SYSTEMS, INC. - PRINTER	COPIER LEASE	2,295.44
CAPITAL BUSINESS SYSTEMS, INC. - SERVICE	SUPPLIES	804.27
CENTURYLINK	TELEPHONE	363.67
CHUCK JOHNSON SERVICES	WATER OPERATOR	450.00
CITY OF SPRINGFIELD	WATER	2,356.85
COLWELL, AMY	SIP-MILEAGE	142.04
COLUMN SOFTWARE PBC	NOTICES/MINUTES	203.43
CONSTRUCTION CONTAINERS & EXCAVATING,	CONTAINER	320.25
COX BUSINESS	TELEPHONE	682.08
CROUSE, NICK	FUEL FOR DISTRICT VEHICLE	51.22
DELTAMATH SOLUTIONS INC	SOFTWARE	1,260.00
DIETZE MUSIC HOUSE	REPAIRS-PHS BAND	216.00
DIGITAL DOT SYSTEMS, INC.	TECH REPAIRS-STAFF	1,020.00
DILL, SHELEE	MILEAGE	206.93
EDUCATIONAL SERVICE UNIT NO. 3	FEES	38,491.73
EGAN SUPPLY COMPANY	CUSTODIAL SUPPLIES	1,379.09
EXPRESSIONS FOR YOUR IMAGE LLC	NAME TAGS STAFF/NAME PLATES BOE	179.00
FATHER FLANAGAN'S BOYS' HOME-	SPECIAL SERVICES	13,800.00
FIBER PLATFORM LLC	EWAN	7,873.65
FISHER, KYLE	MILEAGE/EXPENSE	78.96
FLINN SCIENTIFIC	SCIENCE-PHS	308.70
GASSMAN, TARA	SIP-VISIT	166.16
GLOVER, TED	SHAPE CONFERENCE PARKING/LUNCH	89.53
GRAINGER	MAINTENANCE SUPPLIES	1,040.37
GREAT PLAINS PIANO COMPANY	PIANO TUNING	140.00
GROW SARPY	2025 ANNUAL INVESTMENT-ASSOCIATE	400.00
HEARTLAND FOUNDATION	SPECIAL SERVICES	4,194.00
HEUSMAN, ADDIE	SIP-MILEAGE	77.72
HILLYARD / DES MOINES	CUSTODIAL SUPPLIES	67.79
HISEK, HANNON	MILEAGE/TRAVEL EXP SHAPE CONF	97.30

HOBY REGISTRATION	YOUTH LEADERSHIP CONF FEES	300.00
HOLIDAY INN-KEARNEY	STATE AD CONFERENCE NIELSEN/SISKE	479.80
J.F. AHERN CO.	SPRINKLER INSPECTION-PC/PHS	270.00
JANE LEHAN	MILEAGE TO PARENT FOR NOV2024	400.39
JOHNSON, DARIN	MILEAGE	132.66
K5 EVENT PLANNING & FUNDRAISING, LLC	PUBLIC RELATIONS	1,537.50
KEEP NE BEAUTIFUL	PHS SCIENCE CHEMICAL CLEAN OUT	214.95
KIDS SUCCEED THERAPY, LLC	SERVICES	4,941.00
KREG TOOL COMPANY	SUPPLIES-BOS	1,857.36
KSB SCHOOL LAW, PC LLO	LEGAL SERVICES	678.00
LANGFELDT OVERHEAD DOOR	PHS SCENE SHOP DOOR	124.20
LAYHER, PATTI	MILEAGE	26.80
LEAH, STEDNITZ	MILEAGE	11.66
LEARNING WITHOUT TEARS	SOFTWARE	125.00
LOCKBOX	TECH RECYCLE	68.50
MACKIN EDUCATIONAL RESOURCES	PC BOOKS & PERIODICALS	269.23
MAHONEY, JEREMY	MILEAGE	85.36
MANN, DOUG	GAS/VEHICLE SUPPLIES	156.71
MARK'S	ROLLERZ SHOWER CURTAIN	55.33
MCI	TELEPHONE	27.14
McMahon, Kellsey	MILEAGE/TRAVEL EXP	88.96
METAL DOORS & HARDWARE CO.	KEYS	135.00
METROPOLITAN UTILITIES DIST	UTILITY SERVICES	1,234.00
MIDWEST ALARM SERVICES	SERVICES	1,521.84
NCSA	DUES-HASTY	694.00
NE ASSOC OF SCHOOL BOARDS	CONFERENCE FEES	877.00
NE PUBLIC HEALTH ENVIROMENTAL	WATER TESTING	205.00
OMAHA PUBLIC POWER DISTRICT	UTILITY SERVICES	24,050.00
OMAHA WORLD HERALD	BOARD MTG AD/PC SUBSCRIPTION	462.19
ONE SOURCE	BACKGROUND CHECKS	344.10
OPAA! FOOD MGT. OF NE, LLC.	PREK SNACKS	967.50
ORKIN	PEST CONTROL	512.97
PAPILLION SANITATION	TRASH SERVICE	1,286.30
Peterson, Lisa	SUPPLY REIMBURSEMENT	106.62
PHS ACTIVITY ACCOUNT	FUEL REIMB	25.00
PHYSICIANS MUTUAL	NICHOLE BAUGH SPORTS CARD	38.00
PIERCE, JULIE	SIP-MILEAGE	201.00
PITSCO EDUCATION, LLC	SUPPLIES-PHS	69.99
POLONCIC, MELISSA	SIP-MILEAGE	77.72
PRIME SECURED	PRTG SET UP/FIREWALL UPDATES	1,007.50
QUADIENT LEASING USA, INC.	LEASE FEE	215.85
QUILL CORP	MAINTENANCE SUPPLIES	197.08
RALSTON SHOW CHOIR	PLATTEVIEW SHOW CHOIR-KROLL	250.00

RANSOM, JESSICA	MILEAGE TO PARENT FOR NOV2024	101.84
ROSSER LAWN CARE, INC.	MOWING/TRIMMING-SE	340.00
ROYAL, JARRED	SIP-MILEAGE	83.08
SARPY COUNTY	SRO JAN-MARCH 2025	14,508.50
SERETTA, TIM	MILEAGE	140.50
SGT. PEPPER'S CAFE ITALIAN	SCHOOL IMPROVEMENT PLAN VISIT	345.49
SHERWIN WILLIAMS CO., THE	SHOP PAINT-BOS	112.26
SOCIAL THINKING	SE SPED SUPPLIES-LOOS	181.46
SPEECH SQUAD LLC	SPEACH THERAPY	5,467.50
SPRINGFIELD ACE HARDWARE	MAINTENANCE SUPPLIES	319.42
STANDING BEAR PERFORMING ARTS	SUMMIT REGISTRATION PLATTEVIEW	300.00
STEPS TO LITERACY	SUPPLIES-CURRICULUM	9,045.00
STUDENT TRANSPORTATION OF AMERICA	TRANSPORTATION	72,910.15
TAESE/USU	FEES	255.00
U.S. BANK	DEC2024 STATEMENT	1,731.01
ULEMAN ENTERPRISES INC.	WINTERIZE SPRINKLER SYSTEM	782.00
UNIVERSITY OF NEBRASKA AT OMAHA	YEAR 1 TAP CASSIDY GILLESPIE	2,000.00
VERIZON WIRELESS	CELL PHONES	214.79
VERNIER SOFTWARE & TECHNOLOGY	SUPPLIES-PHS SCIENCE	8,414.48
WILSON, LESLIE	MILEAGE	261.84
WYSS, JEFF	MILEAGE TO PARENT FOR NOV2024	298.41
		264,858.91
NUTRITION FUND		
EFUNDS	ESERVICES PROCESSING FEE	34.95
OPAA! FOOD MGT. OF NE, LLC.	OCT 2024 FOOD SERVICE CONTRACT	81,165.33
		81,200.28
BUILDING FUND		
GOOD LIFE PLUMPING	PHS TEACHER LOUNGE REMODEL	6,000.00
		6,000.00
BUILDING FUND #2		
AMAZON CAPITAL SERVICES	ADMIN BUILDING SUPPLIES	95.89
		95.89

REORGANIZATION PLAN AND ORDER

REORGANIZATION PLAN
TO TRANSFER AND ATTACH PROPERTY BY A CHANGE OF BOUNDARIES
UNDER AND PURSUANT TO THE LEARNING COMMUNITY REORGANIZATION ACT
(Sections 79-4,117 to 79-4,129)

TO: The Coordinating Council for the Learning Community of Douglas and Sarpy Counties, the State Committee for the Reorganization of School Districts, the County Clerks of Douglas and Sarpy Counties Nebraska, and All Others Who Are, or May Be, Concerned.

A. This Reorganization Plan (the "Plan") is being initiated under and pursuant to the Learning Community Reorganization Act found at Neb. Rev. Stat §§ 79-4,117 to 79-4,129 (the "Act") and other Nebraska laws, by Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools, hereinafter referred to as "SP," an accredited Class III School District, under the laws and statutes of the State of Nebraska, and Sarpy County School District 77-0027, a/k/a Pillion La Vista Community Schools, hereinafter referred to as "PL", also an accredited Class III School District, under the laws and statutes of the State of Nebraska, (collectively, both school districts are herein sometimes referred to as the "School Districts"). The School Districts are members of and present the Plan to the Learning Community Coordinating Council (the "Council") for the Learning Community of Douglas and Sarpy Counties (the "LC") for approval and submission on to the State Committee for the Reorganization of School Districts (the "State Committee") for review and action under the Act. Both School Districts have conditionally approved the Plan and hereby request approval from the Council and State Committee according to the Act for submission back to the School Districts for their final approval and implementation by the Sarpy and/or Douglas County Clerk(s). This Plan involves the transfer and attachment to an established district of part of the territory of one or more districts under Neb. Rev. Stat § 79-4,120 and a change in boundaries of the School Districts solely within the LC and no territory is being transferred out of the LC. SP and PL are not part of an affiliation of school districts or an affiliated school system as provided by Nebraska law.

B. The undersigned School Districts by this Plan, petition, agree, state and represent that it is considered to be in the best interests of SP, PL and the LC, that the boundaries of each of the School Districts be changed in accordance with this Plan and Agreement, and in furtherance thereof, do hereby request the Council, State Committee and County Officials to whom this Plan and Agreement is directed or their successors in interest, to approve same enter an order changing the boundaries of SP and PL, pursuant to Neb. Rev. Stat § 79-4,128, and other Nebraska laws, so as to transfer the following-described territory from SP to PL, such territory (herein sometimes referred to as the "Property") being legally described as follows, to-wit:

A TRACT OF LAND LOCATED IN PART TAX LOT 4, A TAX LOT LOCATED IN PART OF THE NW1/4 OF THE NW1/4, PART OF THE NE1/4 OF THE NW1/4, PART OF THE SE1/4 OF THE NW1/4 AND PART OF THE SW1/4 OF THE NW1/4, LOCATED IN SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA. MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE SOUTHWEST CORNER OF SAID NW1/4 OF SECTION 05, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF SAID TAX LOT 4; THENCE N03°07'16"W (ASSUMED BEARING) ALONG THE WEST LINE OF SAID NW1/4 OF SECTION 05, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT 4, A DISTANCE OF 2634.61 FEET TO A POINT ON THE ON THE SOUTHERLY RIGHT-OF-WAY LINE OF SCHRAM ROAD, SAID POINT ALSO BEING 50 FEET SOUTH OF THE NORTH LINE OF SAID NW1/4 OF SECTION 05; THENCE N87°15'58"E ALONG SAID SOUTHERLY RIGHT-OF-WAY LINE OF SCHRAM ROAD, SAID LINE ALSO BEING A LINE 50 FEET SOUTH OF AND PARALLEL WITH THE NORTH LINE OF SAID NW1/4 OF SECTION 05, A DISTANCE OF 350.42 FEET; THENCE SOUTHERLY ON THE FOLLOWING TWELVE (12) DESCRIBED COURSES; (1) THENCE S05°20'17"W, A DISTANCE OF 74.18 FEET; (2) THENCE S44°08'41"W, A DISTANCE OF 105.88 FEET; (3) THENCE SOUTHEASTERLY ON A CURVE TO THE RIGHT WITH A RADIUS OF 50.00 FEET, A DISTANCE OF 43.69 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S20°49'30"E, A DISTANCE OF 42.31 FEET; (4) THENCE S89°29'52"E, A DISTANCE OF 130.40 FEET; (5) THENCE S04°57'16"W, A DISTANCE OF 80.24 FEET; (6) THENCE S04°14'44"W, A DISTANCE OF 241.03 FEET; (7) THENCE S01°16'32"E, A DISTANCE OF 158.74 FEET; (8) THENCE S11°28'35"E, A DISTANCE OF 74.93 FEET; (9) THENCE S17°09'55"E, A DISTANCE OF 93.80 FEET; (10) THENCE S17°03'33"E, A DISTANCE OF 44.73 FEET; (11) THENCE S03°03'54"E, A DISTANCE OF 366.41 FEET; (12) THENCE S16°33'08"E, A DISTANCE OF 78.51 FEET TO THE NORTHERLY RIGHT-OF-WAY LINE OF SUNBURST DRIVE; THENCE S16°00'17"E, A DISTANCE OF 50.00 FEET TO A POINT ON THE SOUTHERLY RIGHT-OF-WAY LINE OF SUNBURST DRIVE; THENCE ALONG THE SOUTHERLY RIGHT-OF-WAY LINE OF SUNBURST DRIVE ON THE FOLLOWING THIRTEEN (13) DESCRIBED COURSES; (1) THENCE N73°59'43"E, A DISTANCE OF 138.98 FEET; (2) THENCE S61°00'17"E, A DISTANCE OF 17.68 FEET; (3) THENCE N73°59'43"E, A DISTANCE OF 50.00 FEET; (4) THENCE N28°59'43"E, A DISTANCE OF 17.68 FEET; (5) THENCE N73°59'43"E, A DISTANCE OF 238.71 FEET; (6) THENCE S61°00'17"E, A DISTANCE OF 17.68 FEET; (7) THENCE N73°59'43"E, A DISTANCE OF 50.00 FEET; (8) THENCE N28°59'43"E, A DISTANCE OF 17.68 FEET; (9) THENCE N73°59'43"E, A DISTANCE OF 119.98 FEET; (10) THENCE S18°22'41"E, A DISTANCE OF 88.95 FEET; (11) THENCE S30°57'13"E, A DISTANCE OF 74.25 FEET; (12) THENCE S46°21'23"E, A DISTANCE OF 160.64 FEET; (13) THENCE S39°52'16"W, A DISTANCE OF 132.33 FEET; THENCE SOUTHEASTERY ON A CURVE TO THE LEFT WITH A RADIUS OF 450.00 FEET, A DISTANCE OF 20.01 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S51°24'09"E, A DISTANCE OF 20.00 FEET; THENCE N39°52'16"E, A DISTANCE OF 132.05 FEET; THENCE S61°35'27"E, A DISTANCE OF 79.04 FEET; THENCE S77°12'43"E, A DISTANCE OF 80.24 FEET; THENCE N87°02'40"E, A DISTANCE OF 86.22 FEET; THENCE S12°24'16"W, A DISTANCE OF 734.58 FEET; THENCE SOUTHWESTERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 525.00 FEET, A

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SAID TRACT OF LAND CONTAINS 2,231,925 SQUARE FEET OR 51.238 ACRES, MORE OR LESS.

C. The terms of this Plan and Agreement and on which the transfer and attachment by a change of boundaries, as described above, is to be made between SP and PL shall be as follows:

1. A DESCRIPTION OF THE PROPOSED BOUNDARIES OF THE REORGANIZED DISTRICTS AND A DESIGNATION OF THE CLASS FOR EACH DISTRICT

A description of the Property to be transferred from SP to PL is contained above. Both School Districts are Class III school districts. For a description of the boundaries of the reorganized districts see maps referred to in paragraph 5. and attached as Exhibit "1" to this Plan.

2. SUMMARY OF REASONS FOR PROPOSED CHANGE, EXPLANATION OF STATUTORY COMPLIANCE AND STATUTORY ASSURANCE

The reasons for the proposed transfer and attachment of Property by a change of boundaries pursuant to Neb. Rev. Stat § 79-4,120 as provided herein involve consideration being given to: (1) the educational needs of the learning community, (2) economies in administration costs, (3) the future use of existing satisfactory school buildings, sites, and play fields, (4) the convenience and welfare of pupils, (5) transportation requirements, (6) the equalization of the educational opportunity of pupils, (7) the amount of outstanding indebtedness of each district and proposed disposition thereof, (8) the equitable adjustment of all property, debts, and liabilities among the districts involved, (9) any additional statutory requirements for learning community organization, and (10) any other matters which, in the School Districts judgment, are of importance. This Plan complies with statutory requirements in that no property is leaving the LC and for the reasons stated above. This Plan does not increase the geographic size of any school district that has more than twenty-five thousand students.

3. SUMMARY OF TERMS OF REORGANIZATION

The terms of this Plan involve a transfer and attachment of Property by a change of boundaries pursuant to Neb. Rev. Stat § 79-4,120 as described herein. As this Plan only involves such transfer and attachment according to the Act and there is no new district being created, the school boards, school board wards or districts, if any, and classifications of the School Districts involved are unchanged and shall remain the same and the State Committee will not need to determine initial school board districts or wards, or appoint an initial school board.

4. STATEMENT OF FINDINGS ON LOCATION AND UTILIZATION OF SCHOOLS AND TRANSPORTATION

The terms of this Plan involve a transfer and attachment of Property by a change of boundaries pursuant to Neb. Rev. Stat § 79-4,120 as described herein. As this Plan only involves such transfer and attachment according to the Act there is no change with respect to the location of schools, the utilization of existing buildings, the construction of new buildings, or the transportation requirements of the School Districts involved.

5. MAPS SHOWING BOUNDARIES

Maps showing the boundaries of established school districts and the boundaries proposed under this Plan are attached hereto and incorporated herein by this reference as Exhibit “1.”

6. OTHER MATTERS

The effective date of the change of boundaries and the transfer of the Property from SP to PL shall be upon final approvals and entry of an order by the appropriate County Officials whose order is necessary to effect the change in boundaries and Property transfer set forth herein, or according to law, whichever occurs later in time. All assets, including budget authority and unbonded liabilities of each School District shall remain the same on such transfer and attachment hereunder and shall not be transferred to PL. The transferred land shall continue to be liable for any bonded indebtedness voted or incurred by SP prior to the boundary change order effective date and such transferred land shall not be liable for any bond indebtedness voted or incurred by PL prior to the effective date of the boundary change order. The transferred land shall be responsible for future bonded indebtedness, if any, voted or incurred by PL after the effective date of the boundary change order. All uncollected real estate taxes due and payable on such transferred land prior to the effective date of the boundary change order shall remain the property of SP. All real estate taxes levied and assessed on such transferred land after the effective date of the boundary change order shall be the property of PL.

Upon completing the transfer the Sarpy and/or Douglas County Clerk(s) shall file the order, certificates or other appropriate notice documents with the Sarpy and/or Douglas County Assessor, Treasurer, the State Committee and all other appropriate county or state officials so that taxing records, voting records, and the like, may be changed to reflect such action, and so that such records and any appropriate maps can be changed accordingly.

The undersigned School Districts hereby certify and agree that the Property described in this Plan is within the parameters and meets all conditions of their ADJUSTMENT OF SCHOOL DISTRICT BOUNDARIES INTERLOCAL AGREEMENT and hereby respectfully initiate and present this Plan, and agree and request that the changes in boundaries as set forth herein.

BOARD OF EDUCATION AND SCHOOL
BOARD OF SARPY COUNTY SCHOOL
DISTRICT 77-0046, a/k/a SPRINGFIELD
PLATTEVIEW COMMUNITY SCHOOLS

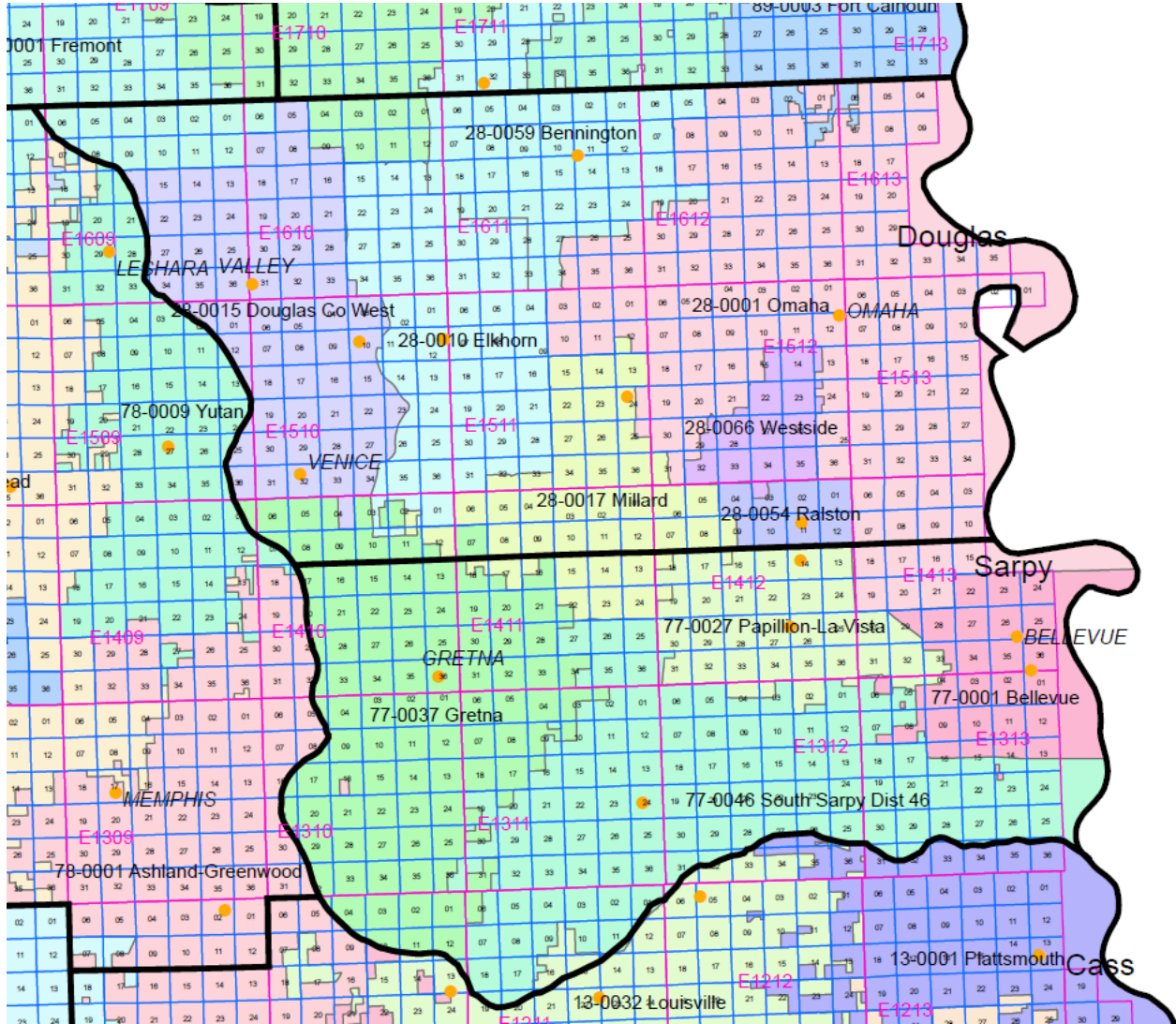
By: _____
Authorized Official

BOARD OF EDUCATION AND SCHOOL
BOARD OF SARPY COUNTY SCHOOL
DISTRICT 77-0027, a/k/a PAPILLION LA VISTA
PUBLIC SCHOOLS

By: _____
Authorized Official

EXHIBIT "1"
(MAPS)

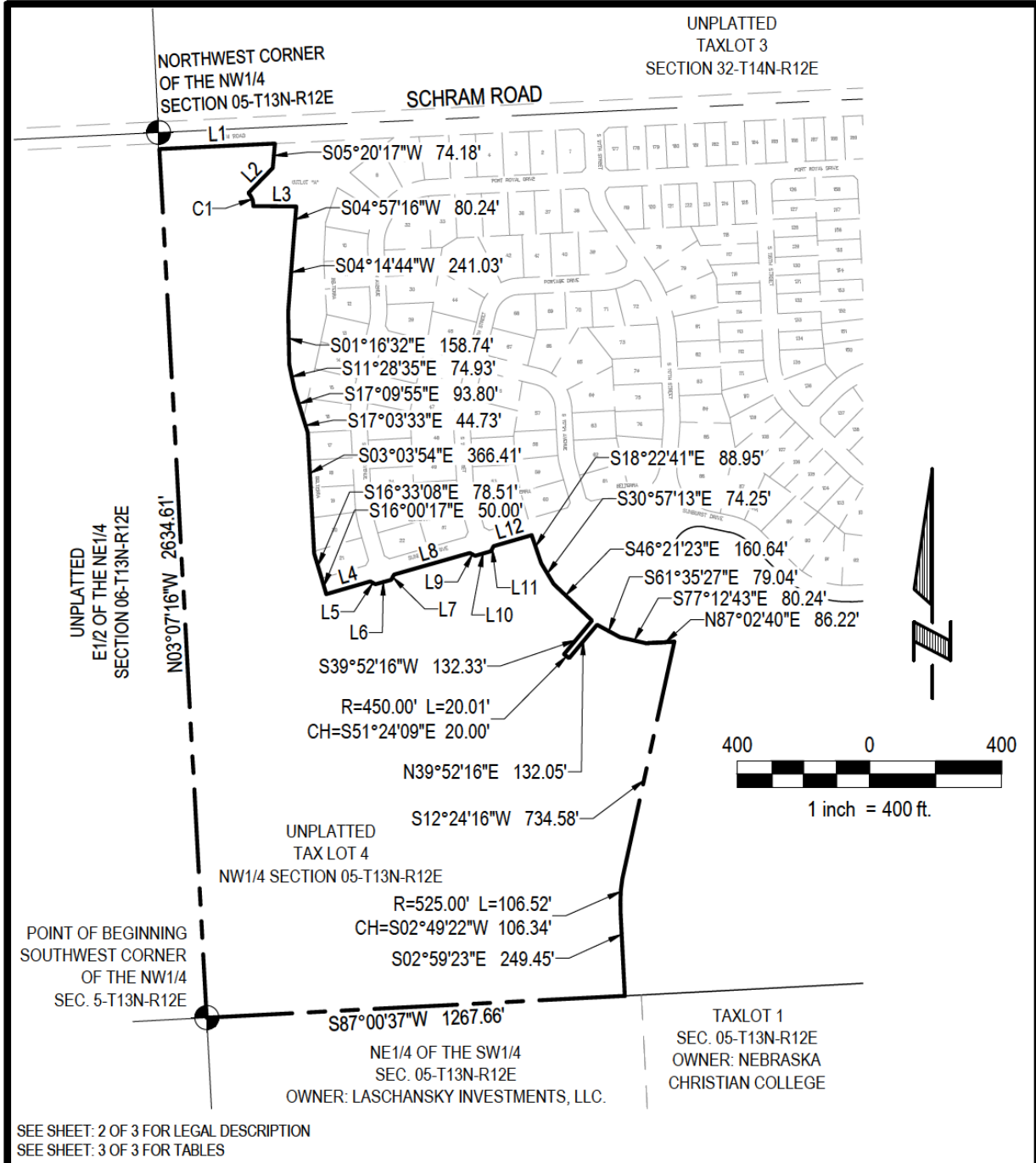
ESTABLISHED DISTRICTS



The intention is to include in this Map the entire boundaries and geographic area and territory of the existing SP and the existing PL which is legally within such school districts. It is further the intention to exclude from this Map any boundaries and geographic area and territory which is not legally within the existing SP and the existing PL. Further, in the event of conflicting descriptions between this Map and official records and documents on file with the County Clerks of Sarpy and/or Douglas Counties, Nebraska, and such other appropriate officials who are required by law to maintain school district boundary lines and description records, such official records and documents shall be controlling as to what are the proper and legal descriptions and boundaries of the existing SP and PL.

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN



 E & A CONSULTING GROUP, INC. Engineering Answers	E & A CONSULTING GROUP, INC. Engineering • Planning • Environmental & Field Services 10909 Mill Valley Road, Suite 100 • Omaha, NE 68154 Phone: 402.895.4700 • Fax: 402.895.3599		SCHOOL TRANSFER LEGAL PART OF THE NW1/4 OF SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST SARPY COUNTY, NEBRASKA
	Job No.: P2017.550.001 Drawn by: CJV	Date: 08-23-2022 Scale: 1" = 400' Sht: 1 of 3	

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

LEGAL DESCRIPTION

A TRACT OF LAND LOCATED IN PART TAX LOT 4, A TAX LOT LOCATED IN PART OF THE NW1/4 OF THE NW1/4, PART OF THE NE1/4 OF THE NW1/4, PART OF THE SE1/4 OF THE NW1/4 AND PART OF THE SW1/4 OF THE NW1/4, LOCATED IN SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA. MORE PARTICULARLY DESCRIBED AS FOLLOWS:

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SAID TRACT OF LAND CONTAINS 2,231,925 SQUARE FEET OR 51.238 ACRES, MORE OR LESS.

SEE SHEET: 1 OF 3 FOR DRAWING
SEE SHEET: 3 OF 3 FOR TABLES

 E & A CONSULTING GROUP, INC. <i>Engineering Answers</i>	E & A CONSULTING GROUP, INC. Engineering • Planning • Environmental & Field Services 10909 Mill Valley Road, Suite 100 • Omaha, NE 68154 Phone: 402.895.4700 • Fax: 402.895.3599		SCHOOL TRANSFER LEGAL PART OF THE NW1/4 OF SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST SARPY COUNTY, NEBRASKA
	Job No.: P2017.550.001	Date: 08-23-2022	
Drawn by: CJV	Scale: 1" = 400'	Sht: 2 of 3	

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

LINE TABLE		
LINE #	DIRECTION	LENGTH
L1	N87° 15' 58"E	350.42'
L2	S44° 08' 41"W	105.88'
L3	S89° 29' 52"E	130.40'
L4	N73° 59' 43"E	138.98'
L5	S61° 00' 17"E	17.68'
L6	N73° 59' 43"E	50.00'
L7	N28° 59' 43"E	17.68'
L8	N73° 59' 43"E	238.71'
L9	S61° 00' 17"E	17.68'
L10	N73° 59' 43"E	50.00'
L11	N28° 59' 43"E	17.68'
L12	N73° 59' 43"E	119.98'

CURVE TABLE				
CURVE #	RADIUS	LENGTH	LONG CHORD	CHORD LENGTH
C1	50.00'	43.69'	S20° 49' 30"E	42.31'

SEE SHEET: 1 OF 3 FOR DRAWING
SEE SHEET: 2 OF 3 FOR LEGAL DESCRIPTION

 E & A CONSULTING GROUP, INC. <i>Engineering Answers</i>	E & A CONSULTING GROUP, INC. Engineering • Planning • Environmental & Field Services 10909 Mill Valley Road, Suite 100 • Omaha, NE 68154 Phone: 402.895.4700 • Fax: 402.895.3599		SCHOOL TRANSFER LEGAL PART OF THE NW1/4 OF SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST <small>SARPY COUNTY, NEBRASKA</small>
	Job No.: P2017.550.001 Drawn by: CJV	Date: 08-23-2022 Scale: 1" = 400'	

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

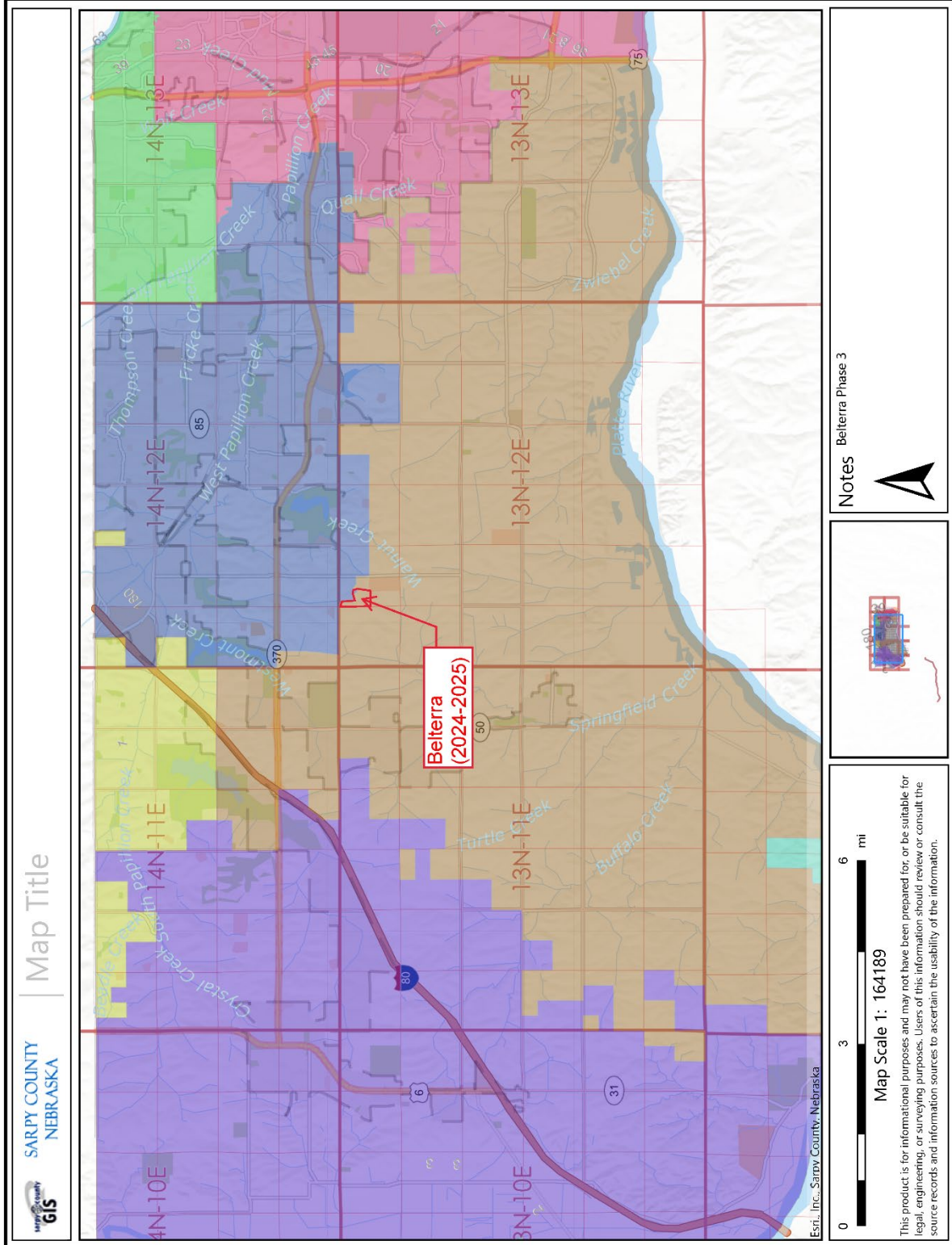
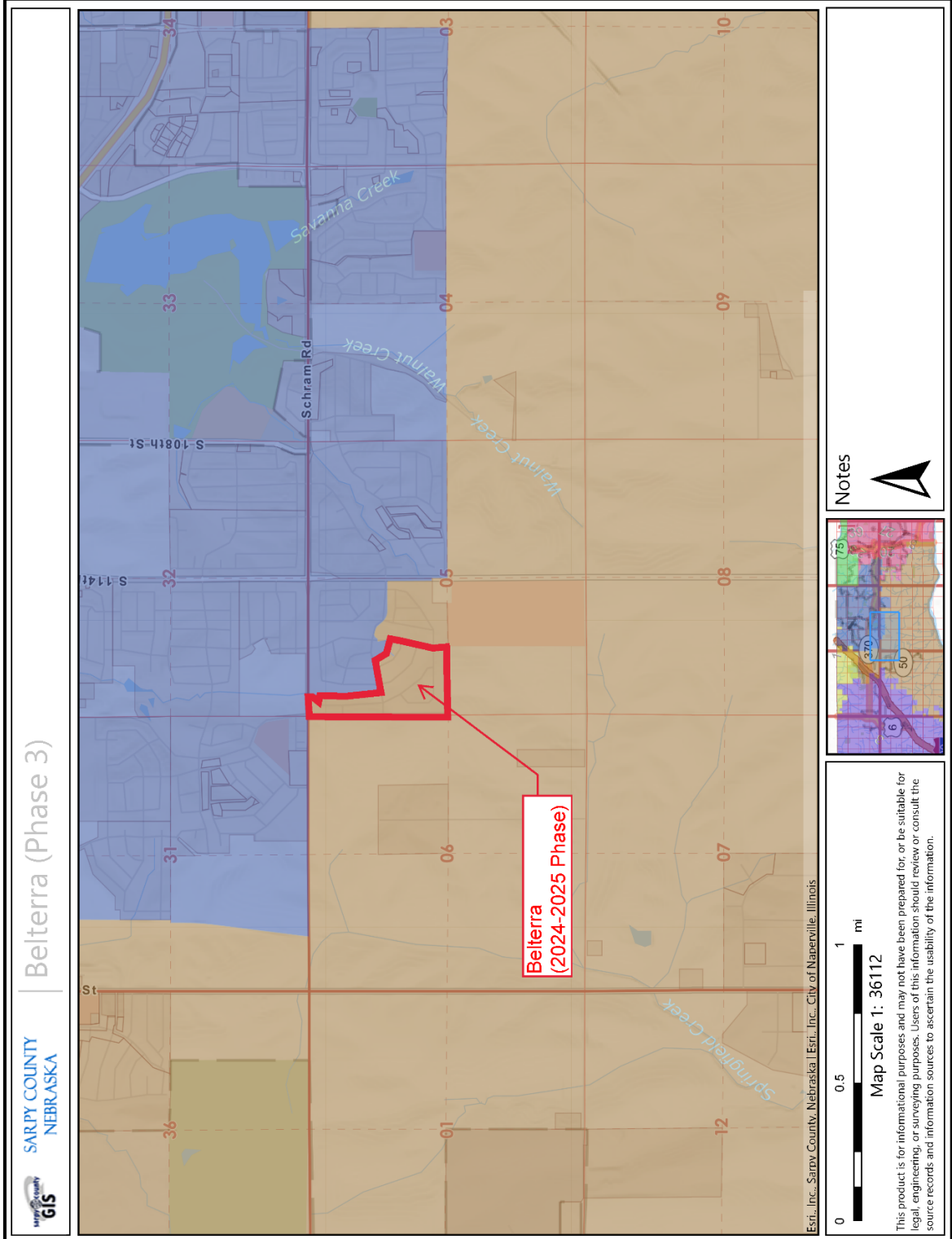


EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN



PREPAYMENT AGREEMENT
FOR BELTERRA ADDITION TRANSFER AND BOUNDARY CHANGE

This Prepayment Agreement (“Agreement”) is entered into on this December 9, 2024 (“Effective Date”) by and between Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools, a political subdivision under the laws and statutes of the State of Nebraska (“School” or “SPCS”), and Felker Family Farms, LLC (“Owner”).

RECITALS

- A. The Owner is the legal and record owner or is in the process of acquiring ownership of the real property legally described in Exhibit “A” (“Property”). The Property consists of approximately 51.238 acres, more or less.
- B. The Property is currently attached to, a part of and exists within the boundaries of the School.
- C. The Owner has requested that the Property be detached from and transferred out of the School’s boundaries and attached to and transferred into the boundaries of Sarpy County School District 77-0027, a/k/a Papillion LaVista Community Schools (“PLCS”).
- D. Pursuant to an interlocal agreement dated December 14, 2015, by and between SPCS and PLCS, the School and PLCS have agreed to allow the Property to be detached from and transferred out of the School’s boundaries and attached and transferred into the boundaries of PLCS through a reorganization plan and boundary transfer process as provided under Nebraska law. The above-described interlocal agreement and a draft of the proposed reorganization plan are incorporated into and made a part of this Agreement as if fully set forth herein.
- E. Also pursuant to said interlocal agreement, PLCS has agreed to pay to the School for agreeing to allow the property transfer the amount of \$ 2,000.00 per acre (adjusted 3% each year after 2016) (\$2,533 for 2024/25) for each acre of the Property that is detached from and transferred out of the School’s boundaries and attached to and transferred into the boundaries PLCS.
- F. As an accommodation to PLCS and the School, the Owner has agreed to make such transfer payment to the School now on behalf of PLCS.
- G. The Parties also agree to correct a mistake in the amount of payment for a prior phase of adjacent transferred back in 2021, whereby 74.930 acres were transferred from PLCS but only 72.91 acres were paid for.

AGREEMENT

In consideration of the foregoing recitals, the covenants contained herein, and other and good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Prior to the SPCS Board of Education approval of this Agreement, the Owner shall pay to the School in cash or certified funds the amount of ONE HUNDRED THIRTY-FOUR

THOUSAND, NINE HUNDRED TWO AND 51/100THS DOLLARS (\$134,902.51) (“Transfer Payment”). Upon approval of the reorganization plan by both the School and PLCS and receipt of the above payment, the School shall file the reorganization plan and proceed with the transfer process.

2. If by August 1, 2025, the County Clerk of Sarpy County, Nebraska, has not executed and filed the appropriate Order for the transfer of the Property or the Property has not otherwise been legally detached from and transferred out of the School’s boundaries and attached to and transferred into the boundaries of PLCS, the Owner shall be entitled to receive a refund of the Transfer Payment. Upon such circumstance and written request by the Owner, the School shall pay back the Transfer Payment amount to Owner by the later of (i) September 1, 2025, or (ii) the date the School receives the Owner’s written request.

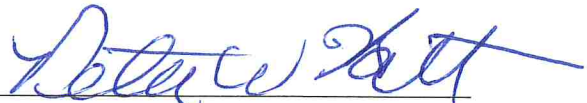
3. This Agreement reflects the entire understanding of the parties with respect to the matters addressed herein. This Agreement shall be governed by and construed in accordance with Nebraska law.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their duly authorized representatives, all as of the Effective Date written above.

SARPY COUNTY SCHOOL DISTRICT
77-0046, A/K/A SPRINGFIELD
PLATTEVIEW COMMUNITY SCHOOLS

FELKER FAMILY FARMS, LLC,
OWNER

By: _____
Name: _____
Title: _____
Date: _____

By: 
Name: Peter W. Katt
Title: Member
Date: 12/6/2024

STATE OF NEBRASKA)
) ss.
COUNTY OF SARPY)

The foregoing instrument was acknowledged before me this _____ by _____ of Sarpy County School District 77-0046, also known as Springfield Platteview Community Schools.

Notary Public

STATE OF NEBRASKA)
) ss.
COUNTY OF LANCASTER)

The foregoing instrument was acknowledged before me this 12/6/2024 by Peter W. Katt, member on behalf of Felker Family Farms, LLC, a Nebraska limited liability company..



Notary Public

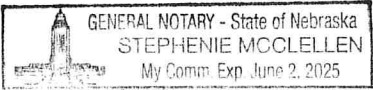
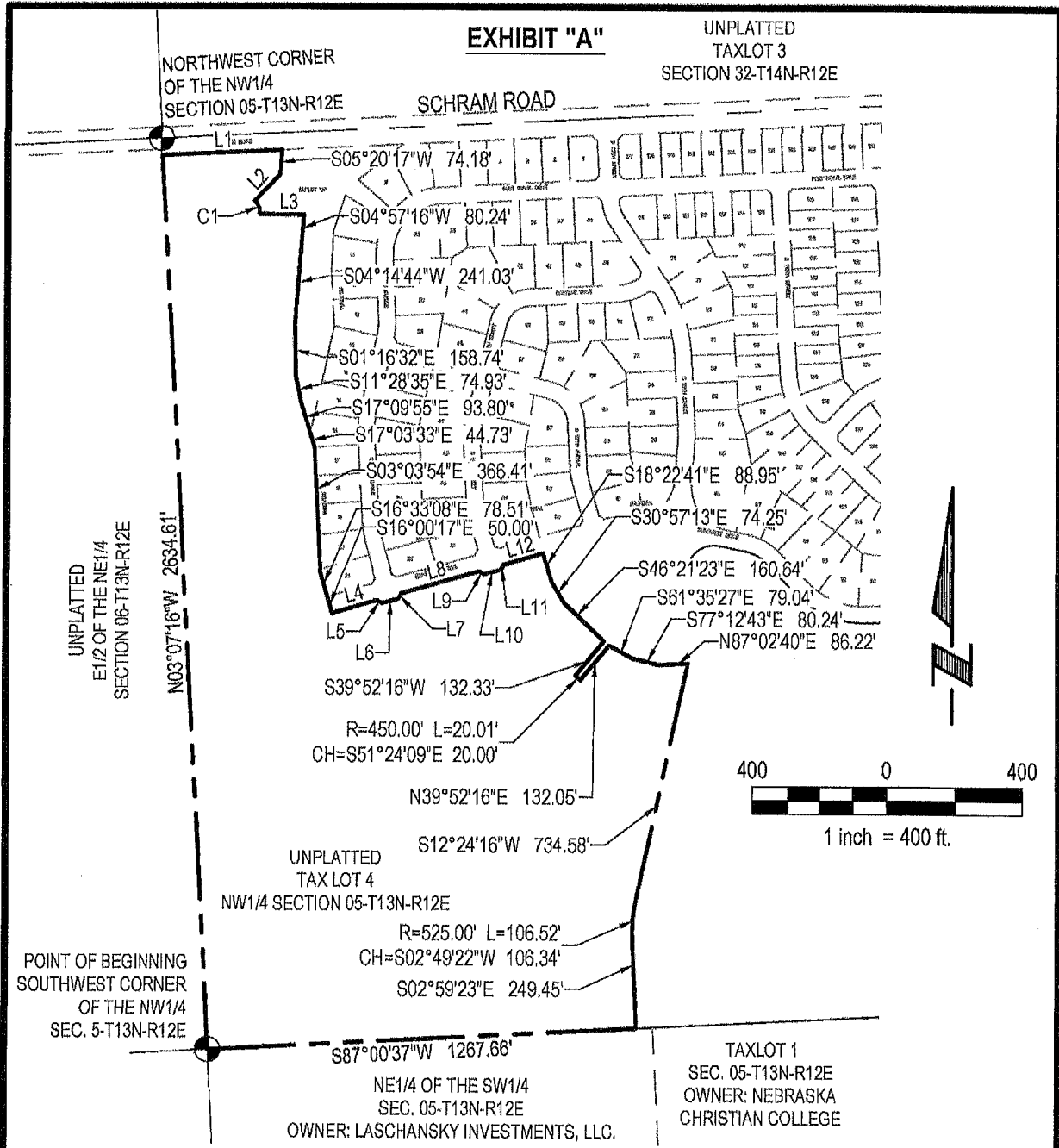


Exhibit "A"
Diagram of Property



SEE SHEET: 2 OF 3 FOR LEGAL DESCRIPTION
SEE SHEET: 3 OF 3 FOR TABLES

 E & A CONSULTING GROUP, INC. <i>Engineering Answers</i>	E & A CONSULTING GROUP, INC. Engineering • Planning • Environmental & Field Services 10909 Mill Valley Road, Suite 100 • Omaha, NE 68164 Phone: 402.896.4700 • Fax: 402.896.3599		SCHOOL TRANSFER LEGAL PART OF THE NW1/4 OF SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST SARPY COUNTY, NEBRASKA
	Job No.: P2017.550.001 Drawn by: CJV	Date: 08-23-2022 Scale: 1" = 400'	Sht: 1 of 3

Exhibit "A"
Legal Description of Property

A TRACT OF LAND LOCATED IN PART TAX LOT 4, A TAX LOT LOCATED IN PART OF THE NW1/4 OF THE NW1/4, PART OF THE NE1/4 OF THE NW1/4, PART OF THE SE1/4 OF THE NW1/4 AND PART OF THE SW1/4 OF THE NW1/4, LOCATED IN SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA. MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE SOUTHWEST CORNER OF SAID NW1/4 OF SECTION 05, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF SAID TAX LOT 4; THENCE N03°07'16"W (ASSUMED BEARING) ALONG THE WEST LINE OF SAID NW1/4 OF SECTION 05, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT 4, A DISTANCE OF 2634.61 FEET TO A POINT ON THE ON THE SOUTHERLY RIGHT-OF-WAY LINE OF SCHRAM ROAD, SAID POINT ALSO BEING 50 FEET SOUTH OF THE NORTH LINE OF SAID NW1/4 OF SECTION 05; THENCE N87°15'58"E ALONG SAID SOUTHERLY RIGHT-OF-WAY LINE OF SCHRAM ROAD, SAID LINE ALSO BEING A LINE 50 FEET SOUTH OF AND PARALLEL WITH THE NORTH LINE OF SAID NW1/4 OF SECTION 05, A DISTANCE OF 350.42 FEET; THENCE SOUTHERLY ON THE FOLLOWING TWELVE (12) DESCRIBED COURSES; (1) THENCE S05°20'17"W, A DISTANCE OF 74.18 FEET; (2) THENCE S44°08'41"W, A DISTANCE OF 105.88 FEET; (3) THENCE SOUTHEASTERLY ON A CURVE TO THE RIGHT WITH A RADIUS OF 50.00 FEET, A DISTANCE OF 43.69 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S20°49'30"E, A DISTANCE OF 42.31 FEET; (4) THENCE S89°29'52"E, A DISTANCE OF 130.40 FEET; (5) THENCE S04°57'16"W, A DISTANCE OF 80.24 FEET; (6) THENCE S04°14'44"W, A DISTANCE OF 241.03 FEET; (7) THENCE S01°16'32"E, A DISTANCE OF 158.74 FEET; (8) THENCE S11°28'35"E, A DISTANCE OF 74.93 FEET; (9) THENCE S17°09'55"E, A DISTANCE OF 93.80 FEET; (10) THENCE S17°03'33"E, A DISTANCE OF 44.73 FEET; (11) THENCE S03°03'54"E, A DISTANCE OF 366.41 FEET; (12) THENCE S16°33'08"E, A DISTANCE OF 78.51 FEET TO THE NORTHERLY RIGHT-OF-WAY LINE OF SUNBURST DRIVE; THENCE S16°00'17"E, A DISTANCE OF 50.00 FEET TO A POINT ON THE SOUTHERLY RIGHT-OF-WAY LINE OF SUNBURST DRIVE; THENCE ALONG THE SOUTHERLY RIGHT-OF-WAY LINE OF SUNBURST DRIVE ON THE FOLLOWING THIRTEEN (13) DESCRIBED COURSES; (1) THENCE N73°59'43"E, A DISTANCE OF 138.98 FEET; (2) THENCE S61°00'17"E, A DISTANCE OF 17.68 FEET; (3) THENCE N73°59'43"E, A DISTANCE OF 50.00 FEET; (4) THENCE N28°59'43"E, A DISTANCE OF 17.68 FEET; (5) THENCE N73°59'43"E, A DISTANCE OF 238.71 FEET; (6) THENCE S61°00'17"E, A DISTANCE OF 17.68 FEET; (7) THENCE N73°59'43"E, A DISTANCE OF 50.00 FEET; (8) THENCE N28°59'43"E, A DISTANCE OF 17.68 FEET; (9) THENCE N73°59'43"E, A DISTANCE OF 119.98 FEET; (10) THENCE S18°22'41"E, A DISTANCE OF 88.95 FEET; (11) THENCE S30°57'13"E, A DISTANCE OF 74.25 FEET; (12) THENCE S46°21'23"E, A DISTANCE OF 160.64 FEET; (13) THENCE S39°52'16"W, A DISTANCE OF 132.33 FEET; THENCE SOUTHEASTERY ON A CURVE TO THE LEFT WITH A RADIUS OF 450.00 FEET, A DISTANCE OF 20.01 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S51°24'09"E, A DISTANCE OF 20.00 FEET; THENCE N39°52'16"E, A DISTANCE OF 132.05 FEET; THENCE S61°35'27"E, A DISTANCE OF 79.04 FEET; THENCE S77°12'43"E, A DISTANCE OF 80.24 FEET; THENCE N87°02'40"E, A DISTANCE OF 86.22 FEET; THENCE S12°24'16"W, A DISTANCE OF 734.58 FEET; THENCE SOUTHWESTERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 525.00 FEET, A DISTANCE OF 106.52 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S02°49'22"W, A DISTANCE OF 106.34 FEET; THENCE S02°59'23"E, A DISTANCE OF 249.45 FEET TO A POINT ON THE SOUTH LINE OF SAID TAX LOT 4, SAID POINT ALSO BEING ON THE SOUTH LINE OF SAID NW1/4 OF SECTION 05; THENCE S87°00'37"W ALONG SAID SOUTH LINE OF TAX LOT 4, SAID LINE ALSO BEING SAID SOUTH LINE OF NW1/4 OF SECTION 05, A DISTANCE OF 1267.66 FEET TO THE POINT OF BEGINNING.

SAID TRACT OF LAND CONTAINS 2,231,925 SQUARE FEET OR 51.238 ACRES, MORE OR LESS.

4901

Early Retirement Incentive Program (ERIP)

Purpose

The purpose of Early Retirement Incentive Program is to provide certified personnel, meeting certain qualifications of years of service within the district, an opportunity to accept voluntary separation earlier than normal retirement. "Certified Personnel" is defined for this policy as teachers (preschool, classroom, specialist), counselors, psychologists, media specialists, and speech pathologists. Effective June 1, 2027, "certified personnel" shall not include administrators who were not otherwise grandfathered in with eligibility rules below.

Offer

On or before February 1st each school year, the Board of Education will decide if they will offer the ERIP Incentive or if there are any limits to participation for that current school year. The district will notify certified staff members when that decision is made. If the Board does not act to offer the program before February 1, it is assumed the program will not be offered that school year.

Eligibility

Certificated personnel who are at least 55 years of age and whose age plus years of creditable service at Springfield Platteview Community Schools equals 85 are eligible for participation. Certificated personnel who were hired after July 1, 2018 must be at least 60 years of age and also satisfy the "Rule of 85" to be eligible for participation. Part time employees will be figured at the individual FTE in determining credit.

Sabbatical, medical and other leaves of absence approved by the Board of Education do not constitute creditable service for ERIP.

Creditable service is defined in accordance with the creditable service requirements of the Nebraska State Retirement System rounded down to the nearest full year.

An employee may participate in ERIP only once.

An employee receiving benefits from the Long Term Disability plan is not eligible during that time.

An employee who has received written notice that his/her principal or supervisor does not intend to continue the employee's contract past the end of the current school year is not eligible.

Eligibility Window

Certificated personnel who are or become eligible for this program on or after January 1, 2024, shall be eligible to participate in the program for a period of three school years. For example, a certificated employee who is eligible for this program on January 1, 2024, must choose to

participate in the program in the 2023-24, 2024-25, or 2025-26 school years or forever waive the ability to participate in the program.

Participation

The district shall notify all employees who are eligible for the ERIP incentive on or before February 1 and any deadlines for declaring participation in the program. No employee will be asked to decide participation without at least 45 days of notice.

The employee must declare his/her intent to participate in the voluntary separation program within 45 days from the notice. The employee must complete the ERIP Application form. Any exceptions may be made with Board of Education approval.

Limits of Participation

The Board of Education, in its sole discretion, reserves the right to limit participation in ERIP based on district financial issues. If limits are necessary, the Board will determine the number of incentives to be offered, and notify certified staff members on or before February 1.

The Board will grant a preference if more applications are submitted than available incentives, to longest continuous service in Springfield Platteview Community Schools. In case of a tie, preferences will be decided, in order of importance, to 1) cost of staff member's schedule salary; 2) state and federal regulations, which may mandate certain employment practices; and 3) educational programs to be offered by the district.

Early Retirement Incentive

The participant receives payment based upon his/her last scheduled salary only or as identified in the Early Retirement Incentive Distribution section below, not including extended contracts, extra duty, etc.

Each payment will be equal to the percentage or amount shown in the Early Retirement Incentive Distribution Table. Such payments shall be made annually for five years.

Early Retirement Incentive Distribution

Tier I – Certificated personnel who had at least 20 years of service with Springfield Platteview Community Schools as of August 1, 2023 shall be eligible for the following incentive: 25% of their 2023-24 salary per year for 5 consecutive years (or 125% of their last scheduled salary total).

Tier II – Certificated personnel who had at least 15 years of service but less than 20 years of service with Springfield Platteview Community Schools as of August 1, 2023 shall be eligible for the following incentive: 15% of their last scheduled salary per year for 5 consecutive years (or 75% of their last scheduled salary total).

Tier III – All certificated personnel who do not qualify for Tier I or Tier II benefits shall be eligible for the following incentive: \$7,000 per year for 5 consecutive years for a total of \$35,000.

The first ERIP incentive payment will be made September 20th in the year of separation. The remaining payments will be made on the anniversary of the first payment, until the full amount is paid.

All ERIP incentive and unused sick leave payments will be deposited in a special pay 403B plan for the participant. If the participant is 55 years or older, the participant may withdraw from the 403B fund as allowed by law. Participants under the age of 55 cannot withdraw from the 403B fund until the age of 55. Participants may not take incentives as cash payments.

Beneficiary

In the event of death of the participant during the ERIP incentive period, the balance of the ERIP separation benefit due will be paid in one lump sum to the participant's beneficiary(ies) or estate at the next scheduled payment date.

Unused Sick Leave

Any teacher exercising this ERIP program will receive a payment equal to one half (1/2) of his/her accumulated sick days times (X) the current rate of substitute pay. This payment will be made in a September payment following the conclusion of his/her teaching for the district. This payment will be made only once.

Date of Adoption: December 11, 2017
Last Revision: February 13, 2012
Last Review: November 10, 2017

Legal Reference:



Agreement For Services

Springfield Platteview Community Schools is entering into an agreement with Jodi Kohl (**K5 Event Planning and Fundraising**) as a Coordinator of Special Events to include the following services for the district:

- Meet with the Director of Public and Community Relations/Superintendent at least once monthly to coordinate special events and fundraising as needed by the Board of Education and the Superintendent.
- Coordinate Special Events including but not limited to Back to School Event, Teacher Appreciation and Employee Banquet Event
- Other activities as needed by the Superintendent, Board of Education, and Director of Community and Public Relations.

This agreement is valid from January 1, **2025 to December 31, 2025**. This agreement will be revisited for continuation of services on or before the December regular board meeting by the SPCS School Board or designee.

Payment Terms: The District will be billed for 12 months at a rate of \$1,537.50 on the 1st day of each month for an annual total of \$18,540.00. Payment for services will be mailed out the day after the Regular Board of Education meeting, which is the 2nd Monday of each Month.

All expenses related to travel, cell phone use, etc are included in the costs of the agreement. Use of an SPCS district laptop, office space, iPad, copiers and other equipment/materials related to district events are available through the district in kind.

Signatures below indicate acceptance of agreement by all parties.

Dr. Ryan Saunders, Superintendent

Jodi Kohl

Date

Date

2008 Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public.

Publication Procedure if the Newspaper Will Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) published in a newspaper of general circulation within the district that is finalized for printing prior to the time and date of the meeting, (2) posting on the newspaper's website, if available, and (3) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers.

Publication Procedure if the Newspaper Will Not Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) posting on the newspaper's website, if available, and (2) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the school district's jurisdiction is to be finalized for printing prior to the time and date of the meeting.

Newspapers of general circulation in the district include the Sarpy County Times or Omaha World Herald. Such notice shall contain a statement that

the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the school district will (1) post the notice on its website, if available, (2) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post the notice in a conspicuous public place in the school district's jurisdiction. The school district will keep a written record of the posting.

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 of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. 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 no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.

- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.

- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

Adopted on: 11-14-2022

Revised on: 7-15-2024

Reviewed on: _____

3004.1 Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between \$10,000 and \$250,000 (Simplified Acquisition Procedures)

Simplified acquisitions are purchases that, in the aggregate amount, are more than \$10,000 and less than \$250,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over \$250,000

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement. If sealed bids are not accepted for a purchase of over \$250,000, the district will retain an explanation for that decision.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications.

The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
 - 1) The procurement transaction can only be fulfilled by a single source;
 - 2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
 - 3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or
 - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

5. Competitive Proposals.

- a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements

apply:

- 1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered;
 - 2) Proposals must be solicited from an adequate number of qualified sources; and
 - 3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used to procure A/E professional services. The method may not be used to purchase other services provided by A/E firms are a potential source to perform the proposed effort.
- c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$10,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$10,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
3. Computing Devices means machines that acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of \$10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity. The Superintendent or his/her designee will utilize sales procedures which ensure the highest possible return on the disposal of the equipment.

I. Equipment Retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

J. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

K. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

L. Reporting and Recording Federal Property Interest

The district will comply with federal interest reporting and submit annual reports, if required, regarding a real property interest due to

a renovation, major remodeling, construction, or real property project funded by federal grant funds.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes. The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (2) Be incorporated into official records;
- (3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- (4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- (5) Comply with the established accounting policies and practices of the District and
- (6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d).

The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.
- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
- c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

- a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
- b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: 2-13-2023

Revised on: 6-12-2023

Revised on: 7-15-2024

Reviewed on: _____

2008 Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public.

Publication Procedure if the Newspaper Will Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) published in a newspaper of general circulation within the district ~~that is finalized for printing prior to the time and date of the meeting, (2) posting on the newspaper's website, if available, and (3) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers.~~

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Publication Procedure if the Newspaper Will Not Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) posting on the newspaper's website, if available, and (2) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the school district's jurisdiction is to be finalized for printing prior to the time and date of the meeting.

Newspapers of general circulation in the district include the [redacted]. Such notice shall contain a statement that the agenda

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Deleted: or the Omaha World-Herald

shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the school district will (1) post the notice on its website, if available, (2) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post the notice in a conspicuous public place in the school district's jurisdiction. The school district will keep a written record of the posting.

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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 of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. 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 no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session,

and the record shall state how each member voted, or if the member was absent or not voting.

- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3004.1
Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between \$10,000 and \$250,000 (Simplified Acquisition Procedures)

Simplified acquisitions are purchases that, in the aggregate amount, are more than \$10,000 and less than \$250,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over \$250,000

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement. If sealed bids are not accepted for a purchase of over \$250,000, the district will retain an explanation for that decision.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
 - 1) The procurement transaction can only be fulfilled by a single source;
 - 2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
 - 3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or
 - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

5. Competitive Proposals.

- a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- 1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered;
 - 2) Proposals must be solicited from an adequate number of qualified sources; and
 - 3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used to procure A/E professional services. The method may not be used to purchase other services provided by A/E firms are a potential source to perform the proposed effort.
- c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$10,000.
2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the

capitalization level established by the District for financial statement purposes or \$10,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

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3. Computing Devices means machines that acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;

4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the

property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of \$10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity. The Superintendent or his/her designee will utilize sales procedures which ensure the highest possible return on the disposal of the equipment.

I. Equipment Retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

J. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

K. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

L. Reporting and Recording Federal Property Interest

The district will comply with federal interest reporting and submit annual reports, if required, regarding a real property interest due to a renovation, major remodeling, construction, or real property project funded by federal grant funds.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes. [The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information.](#)

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

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the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

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- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These

documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (2) Be incorporated into official records;
- (3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- (4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- (5) Comply with the established accounting policies and practices of the District and
- (6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d). The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R.

§§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
- c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

- a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
- b) Retention of procurement records shall be in accordance with applicable law and Board policy.

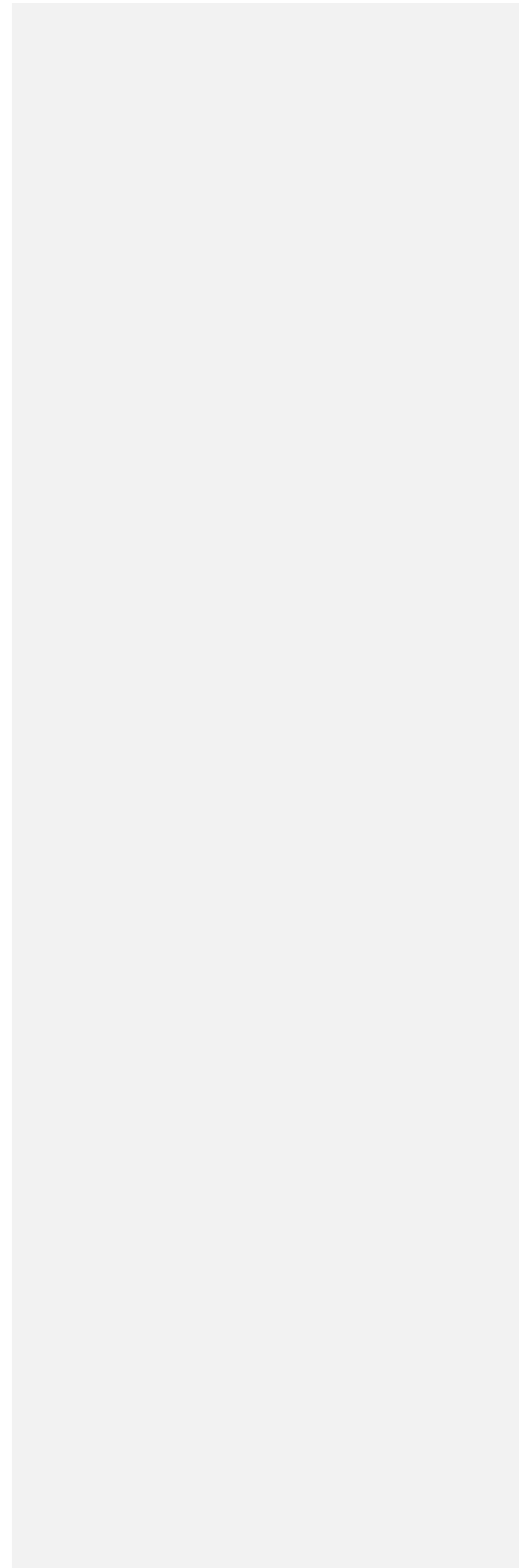
D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____

Revised on: _____

Reviewed on: _____



**AMENDMENT TO
SUPERINTENDENT’S CONTRACT OF EMPLOYMENT
SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS**

This Amendment is made by and between the **Board of Education of Springfield Platteview Community Schools**, legally known as **Sarpy County School District 77-0046**, and referred to as “the Board” and “the School District” respectively, and **Dr. Ryan Saunders**, referred to herein as “the Superintendent.”

The parties entered into a Superintendent’s Contract of Employment (“Contract”) on December 11, 2023. The parties agree to amend the Contract as follows:

The term “\$175,473.38” in Section 3 is replaced with “\$180,737.58” for the 2025-26 school year.

All other terms and conditions of the Superintendent Contract of Employment shall remain in full force and effect.

Dr. Ryan Saunders
Superintendent

Lisa Roseland
School Board President

Executed on _____, 2024

Executed on _____, 2024

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

THIS CONTRACT is made by and between the **Board of Education of Springfield Platteview Community Schools Community Schools**, legally known as **Sarpy County School District 77-0046**, and referred to as "the Board" and "the District" respectively, and Dr. Ryan Saunders, referred to herein as "the Superintendent". In accordance with its action taken and recorded in the minutes of a duly advertised board meeting, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

Section 1. Term of Contract. The Superintendent shall be employed for a period of **3 years beginning on July 1, 2023, and expiring on June 30, 2026**. References to "contract year" shall mean the period from July 1st through June 30th. The Superintendent will work all days necessary to complete the Superintendent's duties. The Superintendent shall keep complete and accurate records of working days and shall provide the Board of Education with a report of the accumulated working days at least quarterly.

Section 2. Renewal of Contract. If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular December 2025 board meeting (and each December thereafter)** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular November meeting** of each applicable year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular **December** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

Section 3. Salary. The Superintendent's salary for the contract year shall be \$175,473.38 which shall be paid in 12 equal monthly installments consistent with the District's regular payroll cycles. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting a new contract, requiring a hearing, or extending the term of this contract.

Section 4. Deductions. This contract shall conform to the statutes and regulations governing deductions from compensation and shall be subject to the School Employees Retirement Act. The Superintendent authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Superintendent or the value of property or money entrusted to the Superintendent or owed by the Superintendent to the District during the course of or as a result of the Superintendent's employment, if such property or money have not properly been returned to the District. The District shall withhold other deductions as the Superintendent and Board may agree.

Section 5. Professional Status. The Superintendent affirms that the Superintendent is not under contract with any other board of education covering any part or all of the term provided in this contract. Throughout the contract term, the Superintendent will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which the Superintendent will register and maintain on file in the District's central administrative office. This contract shall not be valid and the Board will not compensate the Superintendent for any service performed prior to the date that the Superintendent registers the certificate. The Superintendent represents that: (1) all information provided in connection with the Superintendent's application for employment with the District was true and accurate at the time of application, and if there is or has been a material change in such information, the Superintendent will advise the Board immediately; (2) the Superintendent has never been convicted of or plead no contest to a felony as defined in Title 92, Chapter 21, Sections 003.11 and 003.13 of the Nebraska Administrative Code ("Rule 21"), or any offense involving moral turpitude, abuse, neglect, or sexual misconduct, as defined in Title 92, Chapter 21, Sections 003.12 and 003.13 of the Nebraska Administrative Code; and (3) the Superintendent has not had any professional licenses or certificates suspended or revoked.

Section 6. Superintendent's Duties. The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote the Superintendent's time, skill, labor and attention to all required duties throughout the contract term. The Superintendent shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board assigns. By agreement with the Board, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations as long as they do not interfere with carrying out the Superintendent's duties and obligations to the District.

Section 7. Board-Superintendent Relationship. The Board shall be primarily responsible for formulating and adopting policy. The Superintendent shall be the chief administrative officer for the District and shall be responsible for implementing Board policy. The Superintendent shall organize the administrative and supervisory staff, and select, place, and transfer personnel with the concurrence of the Board. The Superintendent is responsible for administering the instruction of students and the business affairs of the District. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

Section 8. Cancellation or Mid-Term Amendment. The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Superintendent's continued performance of the Superintendent's duties; (m) any arrest, criminal charge, or criminal conviction of Superintendent or the failure to report the same; (n) any filing against the Superintendent under NEB. REV. STAT. § 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying District records or documents; (p) misrepresentation of fact to the District and its personnel in the conduct of its official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the District except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes. The parties agree that the Superintendent's failure to comply with the obligations in the Renewal of Contract or Evaluation provisions of this contract shall constitute a material breach of this contract.

Section 9. Disability. If the Superintendent is unable to perform any of the Superintendent's duties by reason of illness, accident or other disability beyond the Superintendent's control, and the disability continues for a period of more than 120 calendar days, or if the disability is permanent, irreparable, or of such a nature as to make performance of the Superintendent's duties impossible, the Board may initiate action to cancel this contract, whereupon

the respective rights, duties and obligations of the parties hereunder shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the District.

Section 10. Transportation. The Board shall provide the Superintendent with transportation or reimburse the Superintendent for mileage required in the performance of official duties at the rate approved by the Board.

Section 11. Fringe Benefits. The Board shall provide the Superintendent with the following fringe benefits:

- a. Health Insurance.** Family health insurance that is available to certificated staff through the District's health insurance carrier.
- b. Dental Insurance.** Family dental insurance that is available to certificated staff through the District's health insurance carrier.
- c. Sick Leave.** The Superintendent shall be entitled to 10 days of sick leave per year which may accumulate to a total of 60 days. Sick leave may only be used for personal illness or as otherwise provided in District policy. If the Superintendent is absent for more than 5 consecutive days because of illness or injury, the Board may require a doctor's certificate confirming that the absence was a reasonable and necessary consequence of the illness or injury as a condition of payment of the leave. If the Superintendent qualifies for disability pay under any applicable disability policy, the Superintendent shall be required to take the disability pay instead of sick leave pay. The Superintendent shall keep complete and accurate records of sick days accrued and used and shall provide the Board with a report of accumulated sick days at least quarterly and upon request. The Superintendent shall not be compensated for unused days of sick leave upon the ending of employment with the District.
- d. Disability Insurance.** The Superintendent shall purchase long-term disability insurance from the District's carrier at the Superintendent's own expense.

- e. Vacation.** The Superintendent shall have 20 vacation days for the contract year which the Superintendent may use at times the Superintendent chooses so long as the absence does not interfere with the proper performance of the Superintendent's duties. Any extended vacation period while school is in session will require advance approval by the Board, and the parties will cooperate in arranging vacation time so as to cause the least inconvenience to the normal operation of the District. After the initial contract year, the Board shall give the Superintendent the number of vacation days necessary to restore the total to 20 days. For example, if the Superintendent uses 12 days of vacation one year, the Board will provide the Superintendent with 12 days the following year to bring the total vacation days back to 20. The Superintendent shall develop a system for recording use of vacation days and shall keep such records current and on file in the District's central office. The Superintendent shall keep complete and accurate records of all vacation days and shall provide the Board of Education with a report of accumulated vacation days at least quarterly and upon request. The Board may require the Superintendent to use vacation days and shall compensate the Superintendent for unused vacation days upon the conclusion of employment at a rate of **\$100.00** per day.
- f. Professional Development.** The Superintendent is expected to continue and seek professional development and to participate in relevant learning experiences. With the approval of the Board, the Superintendent may attend appropriate professional meetings at the local, state, regional and national level; and the Board will pay for valid expenses of attendance. If the Superintendent attends a national convention and does not return following the initial year of employment as Superintendent, the Superintendent agrees to repay the District in full for national convention expenses paid by the District.
- g. Professional Dues.** The District will pay the annual dues for the Superintendent's membership in Nebraska Council of School Administrators (NCSA), the national superintendent's organization (AASA), and any others the Board agrees to pay for upon request of the Superintendent.

- h. Bereavement Leave.** The superintendent shall be allowed up to ten (10) working days per year for Bereavement Leave. Any days used for Bereavement will be subtracted from Sick Leave days available.
- i. Holidays.** The following days shall be holiday days and not working days: President's Day, Easter, Memorial Day, and July 4th, Labor Day, Thanksgiving, and day after Thanksgiving, Christmas, and New Year's Day.
- j. Cell Phone.** The Superintendent shall be required to purchase and maintain a cellular phone so that the Superintendent can be reached at all times for work-related emergencies or while away from school grounds during the work day. The District will reimburse the Superintendent up to a maximum of \$175 per month for the actual cost of a cellular phone service plan.
- k. Life Insurance.** The District shall purchase a term life insurance policy insuring the Superintendent having a primary death benefit of \$50,000, with the beneficiary of such policy to be determined by the Superintendent.
- l. Expense Reimbursement.** The Board shall pay or reimburse the Superintendent for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such payment or expense is authorized by the Local Government Miscellaneous Expenditures Act (NEB. REV. STAT. § 13-2201 *et seq.*) or some other provision of law.

Section 12. Residence/Domicile in District. The Superintendent shall maintain domicile and principal residence within the boundaries of the District as they exist on the first duty day under the terms of this contract; and, the Superintendent shall maintain domicile and residence within the boundaries of the District during the term of this contract, or any renewal, amendment, or continuation thereof, except as otherwise provided herein. It is the purpose of this paragraph to require the Superintendent to, at all times during such employment, live and maintain domicile and principal place of residence in the District to encourage the Superintendent: (1) to be highly motivated and deeply committed to the District's educational system; (2) to speak to and vote on ballot issues affecting the District as a legal voter of the

District; (3) to be involved in school and community activities bringing the Superintendent in contact with parents and community leaders and be committed to the future of the District and its schools; (4) to be accessible to parents and students, and allow parents and students to become personally acquainted with the Superintendent; and, (5) to gain sympathy and understanding for the cultural basis of the community, and the social, economic, and environmental problems of the children of the school community and are thus less likely to be considered isolated from the community in which the Superintendent is the educational leader.

Section 13. No Penalty for Release or Resignation. There shall not be a penalty for the release or resignation of the Superintendent from this contract; provided no resignation shall become effective until the expiration of the contract unless it is accepted by the Board, and the Board shall fix the date at which the resignation shall take effect.

Section 14. Compensation Upon Termination. Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary paid but not earned prior to the date of termination of this contract.

Section 15. Evaluation. The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The yearly evaluations after the first year of employment shall occur no later than the **regular December meeting**. The Superintendent shall: remind the Board members in writing of this provision no later than its **regular November meeting**; make the Superintendent evaluation an agenda item for the regular **December** Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.

Section 16. Legal Actions. The Board will support the Superintendent if there is a legal dispute caused by carrying out the Superintendent's duties properly. If a legal action, including a professional practice complaint, is threatened or filed against the Superintendent as a result of the Superintendent's performance of duties or position as the Superintendent of the District, the Board will provide the Superintendent with a legal defense to the maximum extent permitted by law so long as the Superintendent acted in good faith and in a manner which the Superintendent reasonably believed to be in or not opposed to the best interests of the District and, with respect to

any criminal action or proceeding, had no reasonable cause to believe that the Superintendent's conduct was unlawful.

Section 17. Physical or Mental Examination. The Superintendent agrees that, at the request of the Board, the Superintendent will have a comprehensive physical and/or mental examination performed by one or more licensed physicians or psychologists of the Board's choosing during the term of this contract. In deference to the requirements of state and federal law, the physician's report to the Board must address whether the Superintendent is able to perform the "essential functions" of the position.

Section 18. Disciplinary Action. The parties agree that the Board president may place the Superintendent on paid leave by delivering written notice of the same when the Board president determines it is in the best interests of the District to do so. The paid leave shall continue unless and until a majority of the Board determines otherwise at a duly convened meeting. The Board may suspend the Superintendent without pay for a period not to exceed thirty (30) working days. Prior to suspending the Superintendent without pay, the Board president or secretary shall deliver a written notice to the Superintendent advising the Superintendent of the alleged reasons for the proposed action and provided the opportunity to present the Superintendent's version of the facts. Within seven calendar days after receipt of such notice, the Superintendent may make a written request to the secretary of the school board for a due process hearing under section 79-832. If such a request is not delivered within such time, the action of the Board shall become final.

Section 19. All District Obligations Conditioned on Superintendent's Continued Employment by the District as of June 30, 2023. The parties agree that an express condition precedent to all of District's obligations hereunder is that Superintendent continue to be employed by the District as of June 30, 2023, it being expressly understood that in the event that Superintendent's employment by the District is terminated prior to or on June 30, 2023, then all of the District's obligations hereunder shall be fully satisfied and discharged. Further, and without prejudice to the foregoing, if Superintendent's employment by the District is terminated on or before to June 30, 2023, then this Contract shall be null and void. Upon this Contract taking effect on July 1, 2023, all other contracts between the parties are superseded and this Contract will govern the parties' employment relationship.

Section 20. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contact.

Section 21. Amendments to be in Writing. This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

Section 22. Severability. If any portion of this contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of the remaining provisions of this contract.

IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

Executed by the Board this 11th day of December , 2023.

 Brian Wichman
President, Board of Education

 Brenda Guenther
Secretary, Board of Education

Executed by the Superintendent this 11th day of December , 2023.

 Ryan Saunders
Superintendent

Platteview High School

Curriculum

Description Guide



2025-26

phs.springfieldplatteview.org

General Information

The 2025-26 PHS Curriculum Guide is designed to be a resource for both students and parents as you navigate your high school experience. This document provides definitions of key terms, course descriptions and requirements for all courses, graduation requirements and paths, areas of distinction, career pathways and other important academic information.

Academic Recognition

Students at PHS are recognized for academic excellence in a variety of ways.

- * All GPA's are based off of weighted GPA with no rounding

- * Must be enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester

Principal's List- 4.0

Honor Roll - 3.50

Academic Letter- Students that have been named to the Honor Roll for the school year will letter for that year.

Distinguished Diploma - Students that have successfully completed the Distinguished Path for graduation (and meets all of the requirements outlined in the Curriculum Guide) will be recognized at the PHS Commencement Ceremony.

Additional Areas of Distinction- PHS recognizes excellence in multiple academic areas. The specific criteria for attaining distinction in each area can be found on page 34 of the [Student Operations Guide](#).

Omaha World Herald Scholars- The Omaha World Herald annually recognizes students across the state of Nebraska for academic achievement. Students with an ACT score of 32 or higher are nominated for the recognition. Students that are then selected are featured in a special section in May.

Student Classification

<u>Classification</u>	<u>Accumulated Credits</u>
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

Grade Point Averages/Mark Point Table

<u>Letter grade</u>	<u>Percentage</u>	<u>Mark Points</u>	<u>Weighted Mark Points</u>
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

Graduation Requirements

Students must earn 49 credits, and satisfactorily complete all required courses, to earn a PHS diploma. The chart below outlines the courses required for graduation. The PHS administration has the authority to evaluate and award credit towards graduation for incoming seniors based on their incoming transcript and course history.

<u>Department</u>	<u>Number of courses</u>	<u>Notes</u>
Language Arts	8	To include Honors or English 9, Honors or English 10, English 11 or Literature and Composition, and 2 semesters of English electives in 12 grade or Dual enrollment courses.
Social Science	7	To include US History 9 (Class of 2026), Honors or World History, Dual enrollment or US History 11, US Government, and one additional social studies elective.
Mathematics	6	To include Algebra 1, Geometry, and Algebra 2
Science	6	To include Full year of Biology, Semester of Chemistry 1,

		Semester of Physics 1, Semester of Earth and Space Science and a semester of Science Elective.
PE	2	Students may choose from PE courses to acquire 2 credits
Health	1	Usually taken during the Sophomore Year
Business	1	Personal Finance
College & Career	1	Required of all juniors
Computer Science	1	Computer Science Essentials (Starting with class of 2028)
Electives	17 (16 for class of 2028 and beyond)	General Electives

Key Terms

AP Course- the College Board's Advanced Placement courses are college-level offerings in a wide variety of subjects that students can pursue at the high school level. This experience prepares the college bound student for the rigor of a college course. Visit [AP Central](#) for more information on AP courses, tests, college credit and transferability of credits.

Credit- this is the value placed on each course in terms of earning progress towards graduation and advancing grade levels, with each semester of a course receiving 1 credit if passed with above a 60%.

Dual Credit- a course that is offered for both high school and college credit. Students have the option of taking these courses for high school credit only or for both high school and college credit (unless otherwise specified in the course syllabus). Parents are responsible for course fees associated with dual credit options and costs. It is vital that students and parents know and understand college policies and procedures regarding grading and add/drop.

Electives- courses that are not specifically required for graduation but offer a student a wide range of interest and subject area choice. While a student must earn credit in a number of elective credits to earn the 49 necessary for graduation. Which electives are chosen is up to the student. Students and parents should work with the counseling staff and advisory teacher for guidance in selecting these courses.

Fee- the amount of money students will be required to pay to cover the required supplies in a course. If a fee is required in a course, it will be noted in this guide in the specific course description. Fees must be paid by the end of the first full week of the semester. As mentioned above dual credit courses have additional fees as well. These will be billed and paid directly to the college or university.

Honors Course- a course that has a higher degree of rigor. The rigor can be in terms of the speed of the material presented or in terms of the additional requirements in place upon the student in the honors course.

Permission to Enroll- some courses require instructor permission to enroll. A student must gain this approval prior to registering. Courses with this requirement are noted in the specific course description of this guide.

Project Lead the Way Course- Project Lead the Way (PLTW) creates an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the pathways students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate and collaborate. Our teachers will be provided specialized training, resources, and support they need to engage students in real world learning.

Prerequisite- coursework that must be completed prior to enrolling in a course. Prerequisites are noted in the specific course description.

Required Course- course that is required for graduation

Weighted Grade- various courses at PHS are weighted due to the rigor of the course. Upon completion of the weighted course, the student will receive the grade earned on his/her transcript; however, the student will receive an adjustment to their mark points for the course (positively impacting their GPA). See mark point chart in this document for more information.

Bell Schedule

PHS & PC BELL SCHEDULES

REGULAR BELL SCHEDULE

Period 0	7:15	-	7:59	
Period 1	8:10	-	8:54	
Period 2	8:58	-	9:42	
Period 3	9:46	-	10:30	
Period 4	10:34	-	11:18	
*Advisory	11:22	-	11:43	
Period 5	11:47	-	1:01	
Period 6	1:05	-	1:49	
Period 7	1:53	-	2:37	
Period 8	2:41	-	3:25	

1st Lunch
11:43 - 12:13

2nd Lunch
12:31 - 1:01

TUESDAY • WEDNESDAY • THURSDAY • FRIDAY

MONDAY « LATE SART

Period 0	8:20	-	9:01	
Period 1	9:10	-	9:54	
Period 2	9:58	-	10:37	
Period 3	10:41	-	11:20	
Period 4	11:24	-	12:03	
Period 5	12:07	-	1:16	
Period 6	1:20	-	1:59	
Period 7	2:03	-	2:42	
Period 8	2:46	-	3:25	

1st Lunch
12:03 - 12:33

2nd Lunch
12:46 - 1:16

NO ADVISORY • LATE START • NO ADVISORY

EARLY DISMISSAL « 1:25 PM

Period 0	7:30	-	7:59	
Period 1	8:10	-	8:42	
Period 2	8:46	-	9:18	
Period 3	9:22	-	9:54	
Period 4	9:58	-	10:30	
Period 6	10:34	-	11:06	
Period 5	11:10	-	12:12	
Period 7	12:16	-	12:48	
Period 8	12:52	-	1:25	

1st Lunch
11:06 - 11:36

2nd Lunch
11:42 - 12:12

1:25 PM • EARLY DISMISSAL • 1:25 PM

EARLY DISMISSAL « 11:25 AM

Period 0	7:35	-	7:56	
Period 1	8:10	-	8:31	
Period 2	8:35	-	8:56	
Period 3	9:00	-	9:21	
Period 4	9:25	-	9:46	
Period 5	9:50	-	10:11	
Period 6	10:15	-	10:36	
Period 7	10:40	-	11:01	
Period 8	11:05	-	11:25	

NO LUNCH

11:25 AM • NO LUNCH • 11:25 AM

Choosing a Path

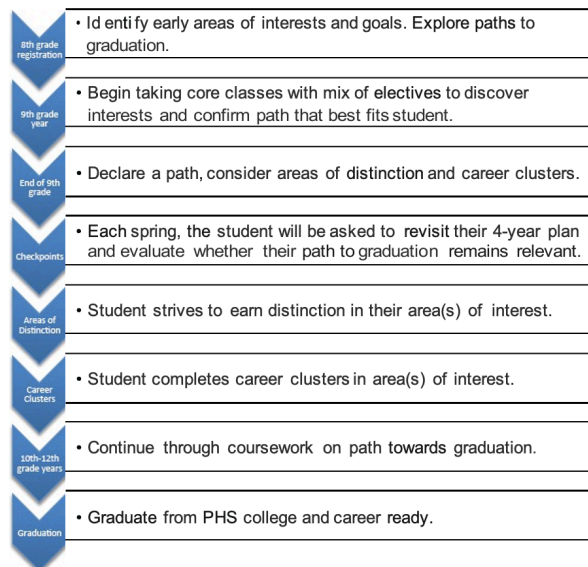
6

PHS offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. Each path is composed of groupings of courses that students can choose based on their specific interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements.

Students begin their journey as incoming 9th graders taking a mix of required, core classes, and elective courses. The goal here is to expose students to a variety of courses across multiple areas as they discover their interest areas. Students will be exposed to rigor in all curricular areas.

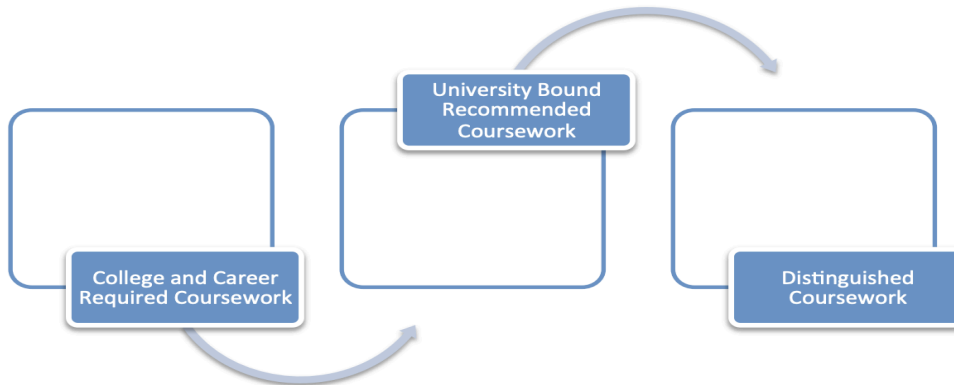
Each spring students will update their four-year plan. Although students will declare a graduation path during their sophomore year, a student may elect to move between the plans at any time.

4-Year Planning and Academic Experience



Platteview High School Paths to Graduation			
	College & Career	University Bound	Distinguished
Business	Personal Finance College & Career Readiness	Personal Finance College & Career Readiness	Personal Finance College & Career Readiness
Computer Science	Computer Science Essentials (starting with class of 2028)	Computer Science Essentials (starting with class of 2028)	Computer Science Essentials (starting with class of 2028)
Language Arts	English 9 English 10 English 11 2 Semesters of Senior level ELA offerings	English 9 or Honors English 9 English 10 or Honors English 10 English 11 or Lit & Comp English Electives or Dual Enrollment English offerings	Honors English 9 Honors English 10 Literature & Composition Intro to American Literature Intro to British Literature
Mathematics	Algebra 1 Geometry Algebra 2	Algebra 1 Geometry Algebra 2 Pre-Calculus	Geometry Algebra 2 Pre-Calculus Calculus
Physical Education	2 semesters of PE Health	2 semesters of PE Health	2 semesters of PE Health
Science	Biology Physical Science 2 semesters Science elective	Biology Physical Science Chemistry 2 Science Elective *Highly recommended to take Chemistry 2 and Physics DC if majoring in Engineering or Science	Biology Physical Science Chemistry 2 Physics DC AP Biology
Social studies	US History 9 World History US History US Government SS Elective	US History 9 World History US History US Government SS Elective	US History 9 Honors World History US History 1 & 2 DC Government SS Elective
World Language		Spanish 1 Spanish 2	Spanish 1 Spanish 2 Or approved comparable course through PHS provider
Online Learning			Successfully complete an online course through a PHS approved provider
Community service			Log and complete 20 hours of community service

Completion of Path	49 credits	49 credits	49 credits and 3.6 weighted GPA or higher. No rounding
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College and Career Required Coursework- Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of course work ensures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.

University Bound Recommended Coursework- Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The course work on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elect opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.

Distinguished Coursework- Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the course work on this path offers the students similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully complete this path and all subsequent requirements associated with the path will earn a distinguished diploma from PHS and be recognized at graduation with a honor cord.

Additional Areas of Distinction- Springfield Platteview Community Schools and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offering and departments in addition to earning distinction by choosing and successfully completing the distinguished coursework and all stated requirements, students at PHS may be recognized for distinction in variety of departments or areas as described on page #8.

Career Pathways- Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a

pathway or multiple pathways will have this noted on their transcript. The various pathways offered at PHS are noted in each department section.

Areas of Distinction

Language Arts	<ul style="list-style-type: none"> ● Successfully complete 4 years of ELA courses to include three years of honors level courses and all semesters of dual credit ELA. ● Participate in two seasons of Play Production or Speech ● Successfully completed 4 semesters of Publications or Writing Club. ● Submit a portfolio of major projects in ELA. ● Earn a 3.6 GPA in ELA courses.
Science	<ul style="list-style-type: none"> ● Earn a 3.60 GPA in all Science courses ● Successfully complete the following Science courses: Biology (I & II), Chemistry (I & II), Dual Physics, Earth Science PLUS AP Biology OR Two additional semesters of Science electives OR Science related internship (Ex. UNMC or MCC) ● 200 Word Essay to Mrs. Ortiz about how science will impact your future.
Mathematics	<ul style="list-style-type: none"> ● Successfully complete 4 years of Math courses during 9th-12th grade ● Score at the 75th percentile or higher in the math portion of the ACT ● All grades of A- (Except 2 B+ grades are allowed) or higher during each semester of math coursework.
Social Studies	<ul style="list-style-type: none"> ● Successfully completed 4 years of social science courses to include Honors World History, Dual Enrollment US History, and DC American Government. ● Submit a portfolio of Major Projects. ● Earn a 3.60 GPA in all social studies courses.
Business/ Computer Science	<ul style="list-style-type: none"> ● Successfully complete all pathways in a specific career field with the exception of Information Technology, which required the successful completion of 2 pathways. ● Business- Participate in FBLA 3 years, hold a leadership position a minimum of 2 years and compete at State Leadership Conference a minimum of 2 years. ● Computer Science- Participate in either FBLA or SKills USA for 3 years, hold a leadership position a minimum of 2 years and compete at the state level in either organization at least 2 years. ● Earn a 3.6 GPA in all business and computer science courses. ● Submit a portfolio of major projects in capstone classes in Business and/or Computer Science.
FACS	<ul style="list-style-type: none"> ● Must successfully complete 2 of the 4 career pathways in the FACS area. ● Participate in FCCLA all 4 years and must run for an officer position at least once in high school. ● Submit a portfolio of major projects in FACS capstone courses and all awards earned. ● Must place at the state FCCLA contest. ● Earn a 3.6 GPA in all FACS course work.
Industrial Technology	<ul style="list-style-type: none"> ● Successfully complete 2 of the 4 career pathways in the Industrial

	<p>Technology area.</p> <ul style="list-style-type: none"> ● Participate all 4 years in Skills USA. ● Enter the State Skills USA event 3 out of 4 years. ● Earn a 3.6 GPA in all IT classes. ● Submit a portfolio that highlights all major projects in capstone courses and awards in IT.
Instrumental Music	<ul style="list-style-type: none"> ● Must letter in band all 4 years. ● Receive honor band recognition by audition, a minimum of 2 years. ● Perform a solo at district music contest during high school ● Submit a portfolio that highlights all major projects and awards in the music program. ● Earn a 3.6 GPA in all music classes.
Vocal Music	<ul style="list-style-type: none"> ● Must letter in choir all four years. ● Receive honor choir recognition, by audition, a minimum of 2 years. ● Perform a solo at district music contest during high school. ● Submit a portfolio that highlights all major projects and awards in the music program. ● Earn a 3.60 GPA in all music courses.
Visual Arts	<ul style="list-style-type: none"> ● Complete 2 of 4 career pathways in Art at PHS. ● Place at a local Art show. ● Participate in the Art Club all 4 years. ● Submit a portfolio that highlights all major projects and awards in the art program. ● Earn a 3.6 GPA in all Art courses.
Foreign Languages	<ul style="list-style-type: none"> ● Successfully complete 4 years of Spanish ● Earn dual credit in Spanish 4 ● Be an active member of the Spanish club all 4 years. ● Earn an Excellent rating at Spanish competition. ● Earn 3.6 GPA in all Spanish courses ● Complete a portfolio of all major projects in Spanish.

Portfolio Details

In order to meet the requirements to be considered for distinction at Platteview High School in a specific academic area, a student must submit a completed portfolio for consideration. Applicants should refer to the Areas of Distinction at Platteview high School chart in the current PHS Curriculum Guide to determine if you qualify. It is important to note that with the additional areas of distinction being a new recognition, it is likely students may not be able to meet the criteria of some areas yet.

Portfolios must be submitted to the department chair of the academic area(s) that a student qualifies for.

<u>Department</u>	<u>Contact</u>
Career Education	Mrs. Lodes
Language Arts	Dr. Kersulov
Mathematics	Mr. Hopp
Performing and Visual Arts	Ms. Kroll
Physical Education & Health	Mr. Crouse
Science	Mrs. Ortiz
Social Studies	Mr. Comine
World Languages	Mrs. Ehrke

Portfolios must be submitted no later than the third Friday in March by 4:00 pm. No late submissions will be accepted.

Scoring of Portfolio

Scoring Rubric for Portfolios (all areas)		
Score	Result	Description
4.0	Exemplary: student has earned distinction	The portfolio contains all required elements. In addition, the student has included specific and thorough evidence of all major projects in the area/department. Portfolio is professional and contains no punctuation errors. Content and appearance provides evidence that the student has put significant time and effort into their portfolio. It is presented in a folder or binder.
3.0	Meets: students has earned distinction	The portfolio contains all required elements. In addition, the student has included specific and thorough evidence of all major projects in the area/department. Portfolio is professional and contains a few punctuation eros. Portfolio content and appearance provides evidence that the student has put adequate time and effort into the portfolio. It is presented in a folder or binder.
2.0	Does not earn	The portfolio is missing one or more required elements or is unorganized or contains frequent spelling errors. Portfolio is presented in a folder or binder.
1.0	Does not earn	The portfolio is missing multiple required elements and is unorganized and/or contains frequent spelling errors. Portfolio is presented in a folder or binder.
0.0	Does not earn	Not submitted on time or is not presented in folder or binder.

*When submitted, a student's portfolio will be judged by all certified staff members in the area/department. All scores will be averaged to tally a student's final mark. No rounding will occur.

Portfolio Requirements

- Resume- Include a personal resume that outlines how you have met the specific requirements for distinction in the area/department.
- Evidence of Major Projects- Students must provide evidence of all major projects in the area/department. For major projects that are written, a copy of the paper or project must be included for each project. For major projects that were constructed or created, pictures with detailed narratives must be included for all major projects in the area.
- Evidence of meeting GPA requirements in area- a copy of the student's transcript must be included with all courses in area highlight. In addition, the GPA summary sheet must be completed and submitted.
- Evidence of completing all required courses in area- Student must have completed (or currently completing) all required coursework outline on Areas of Distinction chart.
- Final Reflection paper - Each portfolio must contain a reflection paper that meets all of the following criteria.
 - Summary of experiences gained by students over the year in class offerings in the area/distinction.
 - Summary of why student performance on major projects and requirements demonstrates excellence in area/department.
 - Reflection paper must be double spaced, 12 pt Times New Roman print with margins of 1" and must include a title page.
 - Title page must include the student's name, current grade, date and area of distinction applying for.

Platteview High School's Career Education Model

Purpose

At Platteview High School, we have developed an intentional and supportive educational model that delivers robust career education to all of our students. This model includes appropriately assessing student strengths, and career interests, through the use of a variety of assessment tools. This information is gathered and used by both students and staff to advise students on meaningful course selections and completions of programs of study. Our model also includes opportunities for contextualized learning, tailored career exploration and application experience. It is our goal to provide highly skilled students that can transition seamlessly from high school to college, tech school, or the workforce with certification needed to meet community and industry demands.

Platteview High School Career Education Framework

The goal of our model is to guide students towards one or more of the 6 career fields for further exploration and focused career education. At the core is a rigorous group of core courses included in the Core Academy. These prepare students for both high school graduation and any post-secondary plans that they may have. Students will focus on these cores during the 9th and 10th grade year as they explore themselves, potential career options, and post-secondary plans.

Students are matched with a career field that best fits their interests and abilities. The career fields provide ways for students to explore the diversity of career options available to them and to begin to prepare for their career with plans for secondary and post secondary education.

Programs of Study

Students can choose a more specific program of study within that career field. The specific course of study is known as a program of study. Educational programs of study are designed to give students choices that make learning more relevant for each individual learner. The focus of a program of study is to create a sequence of courses that is both relevant and interesting to individual students and their educational and career goals. Through the understanding and analysis of their assessment results, students will be able to select multiple programs of study that aligns with their individual educational interests and future plans and will allow them to explore multiple career areas.

Work Based Learning Experience

Work-based Learning Experiences are a fundamental piece of career education at Platteview High School. The mission of work-based learning is to connect the classroom and the community to create experiences for students to use and apply their academic and career education knowledge and skills in the real world. These opportunities maximize student interests, strengths and career aspirations.

Work based learning provides students a meaningful experience in the workplace while still in high school. These activities can take many different forms. They range from career awareness and expiration to work site learning experiences that involve active student participation in the workplace. Examples include: Job Shadows, Field Trips, Verified Internships, and Supervised work Experience, for a more detailed look at opportunities available refer to the Extended Learning Academy descriptions.

State Recognized Programs of Study

Pathways may be either NDE or PHS pathways of study.

Business Department

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Financial Management	Personal Finance	Accounting 1	Management & Leadership	Verified Internship
NDE	Finance	Personal Finance	Accounting 1	Economics	Verified Internship
NDE	Accounting	Personal Finance	Accounting 1	Accounting 2	Verified Internship
NDE	Marketing	Marketing 1	Marketing Management	Advanced Marketing	Trojan Zone/ Verified Internship
NDE	Marketing Entrepreneurship	Marketing 1	Entrepreneurship	Trojan Zone	Trojan Zone/ Verified Internship
NDE	Management	Introduction to Business	Marketing Management, Entrepreneurship	Management & Leadership	Verified Internship
NDE	Entrepreneurship	Introduction to Business	Accounting, Marketing 1 or Economics	Entrepreneurship	Verified Internship
PHS	Business Technology	Computer Applications	Spreadsheet Applications	Digital Design	Verified Internship

Communication

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Video Production	Digital Media	Daktronics Video Production	Daktronics Media Production	Verified Internship

Computer Science

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate</u>	<u>Capstone</u>	<u>Capstone</u>
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			<u>Course</u>	<u>Course</u>	<u>Experience</u>
NDE	Data Science	Computer Science Principles	Digital Design	Statistics/ Probability	Verified Internship
NDE	Computer Science	Foundations of Computation	Computer Science Principles	Computer Science A	Verified Internship
NDE	Computer Science	Computer Science Essentials	Computer Science Essentials	Computer Science A	Verified Internship
NDE	Software Development	Computer Science Principles	PLTW Cybersecurity	Computer Science A	Trojan Zone/ Verified Internship
NDE	PLTW Software Development	PLTW Computer Science Principles	PLTW Cybersecurity	PLTW Computer Science A	Trojan Zone/ Verified Internship

Industrial Tech

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Engineering	Intro to Skilled & Technical Science	Robotics (1st Semester)	Robotics (2nd Semester)	Verified Internship
NDE	Welding	Intro to Skilled & Technical Science	Welding 1	Welding 2	Verified Internship
NDE	Manufacturing	Intro to Skilled & Technical Science	Woods 1	Woods 2	Verified Internship
NDE	Technician	Intro to Skilled & Technical Science	Small Engines 1	Small Engines 2	Verified Internship

Other

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Introduction to Education	Introduction to Education & Training and Human Development	Best Practices in Education & Training	Field Experiences in Education & Training	Verified Internship

Early Graduation

Graduation at Semester of Senior Year

1. Declare intent to graduate early, no later than June 1st preceding their senior year by submitting an [early graduation form](#).
2. Successfully complete credit check with grade level counselor to confirm the student is on track to graduate early. A student interested has two options to complete their English 12 requirement.
 - a. The student must double up English 11 and 2 semesters senior elective courses (or their respective Honors courses) their junior year.
 - b. The student must complete the second semester elective during the first semester of their senior year.
3. The intent to graduate early is contingent upon successful completion of a PHS graduation requirements.
4. Mid-year graduates are eligible to participate in the Commencement Ceremony with the rest of their class in May of the respective year. A mid-year Commencement is not offered.
5. Students must have attended PHS a minimum of two semesters prior to application to graduate early.
6. At the time of withdrawal from PHS (at the conclusion of the 1st semester) the student will be ineligible for all NSAA activities.

Graduation at the end of Junior year.

The board of education has authorized the superintendent of schools to permit a student to graduate at the conclusion of their junior year in special circumstances. The procedure is as follows:

1. The student and/or parent shall request a meeting to be held between the student, parent, HS Principal, and grade level counselor. Both the student and parent must be in attendance.
2. The student and/or parent must outline special circumstances that have led to the request.
3. Based on the meeting, the Principal shall make a recommendation to the superintendent of schools.
4. The superintendent shall make the final decision and will notify the student and parents accordingly.
5. The intent to graduate early is contingent upon successful completion of all PHS graduation requirements.

Schedule changes

The class schedule students receive at the beginning of the school year is based upon the registration process completed the preceding spring each year. Parents, students and Platteview High School must consider the spring registration process as being one of a near contractual agreement. It is extremely important that parents and students do their research before selecting courses. Part of this research involves reading the course description provided in this curriculum guide and attending the Early Registration/Open House to gather as much information as possible in advance of selecting courses that best match the interests/ abilities of the student. Students are expected to take the courses for which they register. Changing a student schedule is a rare occurrence, and the following rules shall be applied if a schedule request is made.

1. The time period available for making schedule changes shall be from the first through the 5th day school day of the semester. Any changes outside of the schedule change period shall result in students receiving a WF (Withdrawal Fail) from the course. A WF will impact the student's GPA by having a "0" calculated into the mark point total when figuring the total GPA for the students.

2. The only exceptions to schedule changes occurring outside of the procedures outlined in item #1 would be for school-initiated changes due to misplacement of students (honors vs. regular class, documented medical conditions, etc.)
3. Any requested schedule change (within first 5 days of each semester) shall be preceded by the following steps prior to approval:
 - a. The student shall write a brief rationale for making the change
 - b. A counselor will meet with the student
 - c. The signature of the teacher from the course that the student is leaving shall be obtained.
 - d. The signature of the teacher from the course that the student is moving to shall be obtained
 - e. Parent/guardian signature shall be obtained
 - f. Administrator signature shall be obtained.
 - g. The student will be responsible for obtaining the required signatures. Forms and instructions are available in the guidance office and in the Appendix section of this document.
4. All changes will be dependent upon space availability in the desired course. Any change can be denied based on seat availability.

SPCS Grading Policy

Please see page 63 of the [Student and Parent Handbook](#).

Incompletes

If a student fails to complete all requirements for a class (including taking a required final examination or completing a required project), the student will receive a grade of Incomplete until such work is satisfactorily completed. A student shall have no longer than two weeks to complete all missing work. After this time, the student will receive a "0" for any missing work and the Incomplete will be changed to the resulting grade that the student has earned.

College/Dual Credit drop policy

The college credit portion of a dual credit course is regulated by the enrolling college or university.

Class Load Requirements

- Students in grades 9-10 are required to carry a **minimum of seven academic periods during each semester of high school**. A 9th or 10th grade student may: be enrolled in seven (7) courses and a study hall or be enrolled in eight (8) classes
- Students in grade 11 are required to carry a **minimum of six academic periods during each semester of high school**. Administration reserves the right to waive this requirement for an Internship or academic program that takes the student outside of PHS such as Metro Academy. This waiver will only be considered for students who are in good academic standing and on course for graduation.
- Students in grade 12 are required to carry a **minimum of four academic periods during each semester of high school**. Seniors in good academic standing, on course for graduation or planning to graduate early may request abbreviated schedules. The Principal and Counselor will make scheduling decisions based on the needs of the individual student.

Repeating a course

A student may occasionally wish to repeat a class that interests the student. Students may not request to repeat a required course that the student has previously passed. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed on a course in this document. All grades earned will be documented on the student's transcript and included in the student's GPA.

College and Career Counseling/ Resources

There are a number of resources available to assist students in planning for a post-secondary education. Planning for the future can be overwhelming. The following websites have a multiple of timely information that will be helpful in the planning process.

College Planning Resources

[Nebraska Career Corrections](#) Provides education and career planning resources

[Education Quest](#) information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches.

[ACT Student](#) register for the ACT test, practice questions, and college planning resources.

[College Board](#) register for the SAT test, practice questions, and college planning resources.

In addition, a student or parent can make an appointment to visit with the Platteview high School counselors or the Platteview high School College and Career Center staff to assist with needs in this area.

Career Exploration Resources

It is recommended that students begin exploring potential careers during their high school experience. This exploration will be guided during Advisory periods throughout the year. However, the following resources are for students and parents to explore on their own.

[Career Exploration College Board](#)

[High Wage, High Demand jobs in Nebraska](#)

[My Next Move](#)

[Occupational Outlook Handbook](#)

Playing Sports in College

College athletic websites have student-athlete questionnaires for interested students to complete to begin the recruiting process and dialogue with a college coaching staff. This is a good way for a high school student to communicate interest in being considered for the college's athletic program.

Division 1 or Division 2

Students interested in playing at a Division 1 of 2 college must register with the NCAA Eligibility Center. Students are encouraged to register for the Clearinghouse by the end of their junior year. The responsibility for registering with the Clearinghouse and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's

eligibility. Younger students should research the academic requirements needed to qualify for the NCAA Eligibility Center early to insure that they are on track. [NCAA Eligibility Center](#).

Division 3 or NAIA

Every student who is interested in playing championship sports at NAIA colleges for the first time needs to register and receive an eligibility determination. For more information on NAIA visit [Play NAIA](#). The responsibility for registering with the NAIA Eligibility Center and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NAIA Eligibility Center early in high school to assure they are on track.

Junior College

Student-Athletes interested in competing at the Junior College level should contact the head coach of the institution that he/she is interested in about eligibility to play and rules for the future transfer to a college or a university. Visit [NJCAA](#) for more information.

Study Halls or Independent Study Period

Students at Platteview High School may elect to take a study hall period. Study Halls at Platteview High School are intended to be an intentional part of the academic day. Students have the option of the following during study hall:

- Homework, Test or Quiz Prep, completion of class project
- ACT Prep
- Appointment with a teacher in class that student needs extra help, students must present a pass from the teacher at the beginning of the period.
- Silent Reading

If a student does not agree to these standards for study hall, the student should not sign up and should take a course instead.

Students at Platteview High School in grades 10-12 that qualify may also apply for Independent Study Period in place of a study hall. This privilege is meant for students that have the maturity and responsibility to study on their own in a quiet environment. The following criteria will apply to Independent study time.

- Students in grades 10-12 may apply for an independent study period.
- The application for consideration must be submitted by the last day of the previous semester to be considered.
- The student must have a grade point average of 3.0 or greater.
- The student must be on track for graduation.
- The student may not have an open period of a Study hall and have a scheduled independent study.
- Student must not have earned more than 6 tardies or exceeded 9 countable absences the preceding semester.
- The student may not have been referred to the office for any discipline worse than ISS or greater during the previous semester.

Process for Independent Study Period

- The student must check in with the study hall supervisor.
- The student will then be dismissed to report to the PHS student lounge to study independently.

- The student may not wander about the building. The student must gain permission to leave the study area from the study hall supervisor.
- The student may meet with a teacher who is available by providing the study hall supervisor a note from the requesting staff member.
- The study may not appear on the D's and F's list or be referred to PHS ICU for missing work.
- Any student violating above conditions will be placed in Study Hall for the remainder of semester. No warnings are given prior to losing the privilege of having an independent study period.

Open Periods

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications.

- A minimum of a 2.5 cumulative grade point average during the preceding semester.
- No unexcused absences the preceding semester
- Less than 9 countable absences in all class periods during preceding semester.
- Less than 6 tardies to any single period the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out of school suspension during the preceding semester.
- No more than 5 days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods

- The only periods eligible for an open period are 1st, 7th or 8th. A student may only be eligible for an open period 7th period if he/she has met the full scheduling requirements listed in this document and he/she has a zero hour period.
- A student may apply each semester for eligibility for an open periods
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed about may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending to the preceding semester.

The application must receive approval from the following parties.

- Principal or Assistant Principal or Counselor
- Student and Parent

Applications will be available in the Main Office beginning in March each year and are available in the Appendix section of this document.

Advisory Period

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS. Among the activities planned for Advisory Period are the following; grade and attendance checks, weekly planning, character programs, guest speakers, remediation, MAP and ACT prep/tracking and overall student wellness. See mission and goals document in Appendix section for more information.

Registration Sheet

All students must complete and submit a registration sheet as a part of the registration process each year. The official registration sheet is found in the Appendix section of this guide.

As is stated elsewhere in this handbook, the registration process should be a very deliberate, intentional and thoughtful process between the student, parents and counseling staff. As a part of this process, the student should complete their four year plan for success form that is included in the Appendix section of this document. Lastly, it is important each year to consider if the diploma path choice of the student is still accurate.

Office Aide /Teacher Aide

Students may apply to serve as an aide in various areas (main office or an individual teacher) Serving as an aide is a non-credit elective choice that some students elect to gain experience in an area of interest. Office aides help with general clerical tasks. Teachers aides assist a teacher with classroom duties such as handing out papers, etc. And, finally a tech aid works with the technology department in providing the valuable first-contact support component we need to screen issues, and help resolve them quickly.

Art

Faculty: Allison Behrens

Course #	Class Title	Course Length	Credits	Open To
029930	Advanced Art	Semester	1	10-12
020200	Drawing	Semester	1	9-12
020100	Foundations of Art	Semester	1	9-12
020300	Painting	Semester	1	9-12
020600	Photography	Semester	1	9-12
020400	Pottery	Semester	1	9-12
029931	3D Art	Semester	1	9-12

Advanced Art	
Course # 029930	Prerequisite: Foundations of Art and two other Art Classes (Painting, Drawing, 3D Art, Pottery)
Class Fee: \$25.00 per semester	
<p><u>Course Description:</u> Advanced Art is an opportunity for students to build a portfolio and work on more advanced projects. Students are expected to keep up with the pace of the class (more than one project at a time), and produce quality work. The class also provides an opportunity for artists to develop their personal style and designs by exploring a variety of mediums (drawing, painting, and pottery.) Projects will include a combination of assigned and elective projects. Students will be expected to keep a sketchbook to plan out ideas and draw from observation.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> • Have an awareness and sensitivity to natural and man-made environments • Examine a variety of objects and apply the elements and principles of design • Use inventive and imaginative expression through art materials and tools • Be able to design, develop and create artworks using a variety of art materials • Learn to appreciate art of the past and present • Continue on their growth and aesthetics through visual discrimination and judgement. 	

Drawing	
Course # 020200	Prerequisite: Foundations of Art
Class Fee: \$20.00 per semester	
<p><u>Course Description:</u> In this course students will utilize and expand on the elements of art and principles of design and use them to create two-dimensional drawings. Drawing materials may include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Students will also study various artists and artworks.</p>	

Course Outcomes: The student will...

- Draw from life with correct proportions and shading
- Create a composition utilizing a variety of drawing materials (pencil, charcoal, ink, colored pencil, etc)
- Be able to create projects with specific guidelines
- Understand art terms relating to art projects and art history
- Be able to critique a work of art

Foundations of Art

Course # 020100

Prerequisite: N/A

Class Fee: \$15 per semester

Course Description: Foundations of Art is an introductory studio course in which students gain exposure to the arts through a variety of 2D and 3D media. Students will learn how to create utilizing the elements of art and design. In this course, students will see, feel and think about the world within a contemporary and historical perspective. Foundations of Art is a prerequisite to take all other Art classes.

Course Outcomes: The student will...

- Understand and utilize the elements and principles of art
- Create art using various art mediums.
- Review works of art from various periods of history, differing styles and various cultural groups to develop a broad base of understanding that celebrates cultural diversity and gain an understanding of global views.
- Be able to talk about works of art, learn basic skills and gain knowledge necessary to communicate each art form.
- Explore, theorize and apply principles of aesthetics and art criticism to their own artwork and the artwork of classmates.
- Develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences.
- Provide a detailed, in depth critique of another classmate's artwork.
- Utilize critiques from fellow students to finish works of art.

Painting

Course # 020300

Prerequisite: Foundations of Art

Class Fee: \$20 per semester

Course Description: In this course students will be introduced to classical and contemporary painting styles and artists. Students will explore a variety of painting techniques and compositions. Students will learn color theory and mixing techniques while creating still lifes, portraits, landscapes and abstract paintings. Students will be able to mix colors to match life/reference.

Course Outcomes: The student will...

- Develop confidence in using painting as a primary medium for artistic expression
- Explore the fundamental processes of visual perception and artist expression
- Be able to verbalize ideas and processes in art making
- Develop an understanding of history styles and contemporary issues in painting.

Photography	
Course # 020600	Prerequisite: Student should have access to a 35mm digital single lens reflex camera and must have their own SD card
Class Fee: N/A	
Course Description: Photography will introduce the basics of taking pictures with a 35mm digital single lens reflex camera. Top students will be given the opportunity to become a yearbook or newspaper photographer.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • Understand the parts of a 35mm camera and their function. • Understand the role of lighting and shutter speed in taking pictures. • Understand the principles behind mixing ISO, shutter speeds, and aperture to produce commercial photographs. • Understand the basic fundamentals of photography 	

Pottery	
Course # 020400	Prerequisite: Foundations of Art
Class Fee: \$25 per semester	
Course Description: In this course students will create 3D artwork using clay and glaze. Students utilize different hand building techniques as well as focus on composition. Students will create a piece using the coil method, slab method, pinch method, and also will be expected to combine techniques. Students will also learn different ways to decorate pottery by carving, glazing, and painting.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • Demonstrate the ability to perceive and describe qualities and expressive content in ceramic products • Demonstrate the technical skills needed to produce products with aesthetic qualities • Demonstrate techniques of forming pottery • Use vocabulary related to ceramics/pottery • Demonstrate an awareness of the history of pottery. 	

3D Art

Course # 029931

Prerequisite: Foundations of Art

Class Fee: \$25 per semester

Course Description: In this course students will be introduced to the basics of ceramics and techniques of rendering in a 3D space

Course Outcomes: The student will...

- Develop confidence in using painting as a primary medium for artistic expression.
- Explore the fundamental processes of visual perception and artistic expression.
- Be able to verbalize ideas and processes in art making.
- Develop an understanding of history styles and contemporary issues in painting.

Business

Faculty: Patti Layher, Teresa Starks

Course #	Class Title	Course Length	Credits	Open To
030501	Accounting	Semester	1	10-12
030502	Accounting 2	Semester	1	10-12
320101	College and Career Readiness	Semester	1	11
270602	Digital Media	Semester	1	10-12
151000	Economics	Semester	1	11-12
032370	Entrepreneurship	Semester	1	10-12
032300	Introduction to Business, Marketing & Management	Semester	1	9-12
270611	Digital Design	Semester	1	9-12
032802	Management & Leadership	Semester	1	10-12
038100	Marketing 1	Semester	1	10-12
038200	Marketing Management	Semester	1	10-12
033000	Personal Finance	Semester	1	11-12
039930	Trojan Internships	Semester	1	11-12

Accounting 1	
Course # 030501	Prerequisite: 10-12 grade,
Class Fee: N/A	Pathway(s): Finance, Financial Management & Law
<p>Course Description: This course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing and reporting. The computer will be used for accounting applications. Real life applications of the accounting concepts will be used in the school-based business the Trojan Zone.</p>	

Course Outcomes: The student will...

- Complete and explain the purpose of the steps of the accounting cycle
- Apply generally accepted accounting principles (GAAP) to determine the value of assets, liabilities, and equity
- prepare , interpret, and analyze financial statements for various types of business. Apply appropriate accounting principles to payroll, income taxation, and various forms of ownership
- Investigate accounting-related career opportunities, workplace skills and ethics related to the field of accounting.

Accounting 2

Course # 030502

Prerequisite: 10-12 grade, Accounting 1

Class Fee: N/A

Independent study only

Course Description: This one semester course covers corporations and payroll. Along with principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using the computer.

Course Outcomes: The student will...

- Prepare, interpret, and analyze financial statements for corporations.
- Apply appropriate accounting principles to payroll, income taxation, and various forms of ownership.
- Investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting.

College & Career Readiness

Course # 320101

Prerequisite: 11th grade

Class Fee: N/A

Required of all Juniors

Course Description: The course is designed to assist in the overarching goal at Platteview High School to prepare all students to be college and career ready. Students will be exposed to college and career skills through a variety of experiences aimed at preparing each student for life beyond PHS.

Course Outcomes: The student will...

- Update their PHS credit check form to assure that they are on track for graduation.
- Meet individually with a counselor to review a 4-year plan that student has in place to determine potential offerings that interest the student or that the student needs to complete their graduation requirements.
- Review career paths and areas of distinction to see if they may qualify.
- Identify strengths and areas of interest with various assessments
- Learn various interview techniques and gain experience with different interview types.
- Gain experience in preparing cover letters, resumes, and other hiring correspondence.
- Learn effective transition skills for the workplace and college level,
- Participate in job shadowing in area of interest,
- Gain experience with the college application process including FAFSA.
- Compose a research paper on a career area of interest.
- Learn appropriate social behaviors and skills needed for the workplace and college.
- Develop a formal presentation using PowerPoint, Prezi, google slides.
- Learn how to use and gain experience using microsoft excel or other spreadsheet programs.

Digital Media

Course # 270602

Prerequisite: N/A

Class Fee: N/A

Pathways: Digital Design, Broadcast Journalism

Course Description: Students will learn and apply copyright laws while using industry standard digital tools to create, design, and produce digital media including sound, video, motion graphics, and print design following rules of composition and basic design principles. Projects may include content for the Daktronix boards for public events at PHS.

Course Outcomes: The student will...

- Evaluate and comply with copyright laws
- Demonstrate composition techniques with photos, videos, and typography
- Create and edit digital photographic images
- Create and edit digital audio
- Create and edit digital video
- Create and edit motion graphics objects for animation
- Create and edit digital print design

Digital Design

Course # 270611

Prerequisite: N/A

Class Fee: N/A

Pathways: Digital Design, Business Technology

Course Description: Students will focus on developing skills to plan, design, and create digital design projects using elements of composition, digital photography, and digital print design. Projects may include content for the Daktronix boards for public events at PHS.

Course Outcomes: The student will...

- Utilize composition techniques
- Create and edit digital photographic images
- Create and edit digital print design
- Create and edit motion graphics objects for animation

Economics

Course # 151000

Prerequisite: N/A

Class Fee: N/A

Pathways: Financial Management

Course Description: explores economic principles in order to make wise decisions relating to personal financial affairs, the successful operation of organizations, and the economic activities of our country. Students will develop an understanding of our economic system and other systems existing in the world today.

Course Outcomes: The student will...

- Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
- Explain why societies develop systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.
- Analyze the role of core economic institutions and incentives in the U.S. economy.
- Analyze the role of markets and prices in the U.S. economy.
- Explain the importance of productivity and analyze how specialization, investment in physical and human capital, and technological change affect productivity and global trade.
- Analyze the role of government in economic systems, especially the role of government in the U.S. economy.
- Analyze how the U.S. economy functions as a whole as measured by economic indicators.

Entrepreneurship

Course # 032370

Prerequisite: N/A

Class Fee: N/A

Pathways: Entrepreneurship, Management and Marketing Entrepreneurship

Course Description: Entrepreneurship is a course designed for students with a career interest in entrepreneurship. Emphasis is placed on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored. Instructional strategies will include the development of a business plan, with concepts relating to the operation of our school-based business (The Trojan Zone).

Course Outcomes: The student will...

- Explore the characteristics of an entrepreneur.
- Explain the forms of business ownership as related to entrepreneurship.
- Recognize the management, financial, marketing , and legal skills necessary to successfully operate and grow an entrepreneurial venture.
- Develop the elements, design, and rationale of a business plan.
- Investigate the role of entrepreneurship in the global economy.
- Analyze opportunities in entrepreneurship.

Introduction to Business

Course # 032300

Prerequisite: N/A

Class Fee: N/A

Pathways: Entrepreneurship, Hospitality & Tourism, Law and Management

Course Description: Introduction to Business is designed to provide an understanding of the role of the consumer and business person in today's high technological society. The course provides a basis for further study in business, as well as, offering useful and practical aspects of living for all students. It is designed to help students become wiser consumers, good citizens, and efficient employees while contributing to the development of their total economic understanding.

Course Outcomes: The student will...

- Understand the basic concepts of Economics in relation to the individual and society.
- Analyze the organization of a business.
- Recognize management's contribution to business success
- Identify fundamental marketing concepts.
- Acquire a foundational knowledge of accounting to understand its nature and scope.

Management and Leadership

Course # 032802

Prerequisite: N/A

Class Fee: N/A

Pathways: Financial Management and Management

Course Description: This course emphasized the basic concepts of management and leadership within a business or organization. The course addresses characteristics, organization, and operation of business as major sectors of the economy. Students will also acquire essential skills in the area of emotional intelligence: time management, stress management, professional growth and development communication, and relationship skills.

Course Outcomes: The student will...

- Recognize the importance of business management and the role of managers as it relates to the success of business.
- Understand the tools, techniques and systems that businesses use to plan, staff, lead, and organize resources.
- Analyze management functions and their implementation and integration within a business environment
- Employ leadership skills to achieve workplace objectives.
- Develop personal management skills (emotional intelligence) to function effectively and

efficiently in a business environment.

Marketing 1

Course # 0507

Prerequisite: N/A

Class Fee: N/A

Pathways: Hospitality & tourism, Marketing and Marketing Entrepreneurship

Course Description: Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum. Real life applications of the marketing concepts will be used in the school-based business (The Trojan Zone)

Course Outcomes: The student will...

- Understand the customer-oriented nature of marketing and will analyze the impact of marketing activities which create, communicate, and deliver value to the individual business, society, and marketing concept.
- Understand economic systems to be able to recognize the environments in which businesses function.
- Explain the concept of market and market identification.
- Explain the nature and scope of the selling function,
- Explore and identify career opportunities for future professional development decisions in marketing and other career clusters.

Marketing Management

Course # 038200

Prerequisite: Marketing 1

Class Fee: N/A

Pathways: Marketing

Course Description: Marketing Management furthers the students understanding and skill in various marketing functions, including channel management, marketing-information management, market planning, pricing, product/service management and promotion. Marketing plans, branding, the product life cycle, project management principles and professional and ethical standards are also emphasized.

Course Outcomes: The student will...

- Understand the concepts and strategies needed to communicate information about products and services.
- Explore concepts and strategies for pricing to get maximum return and customer satisfaction.
- Explore the product life cycle and branding.
- Explore further the project management concepts, professional and ethical standards.

Personal Finance

Course # 033000

Prerequisite: N/A

Class Fee: N/A	Pathways: Finance, Financial Management
<p>Course Description: This one semester course will guide students to discover new ways to maximize their earning potential, develop strategies for managing their resources, gain knowledge on how to become a wise consumer, gain experience in using banking services, explore skills for the wise use of credit, and gain insight into the different ways of investing money. The course will discuss the costs of living away from home for the first time. The students will learn how to compute and complete federal and state income tax forms.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> ● Develop and evaluate a plan to manage their money to achieve personal goals.. ● Evaluate financial institutions and the services provided. ● Evaluate savings and investment strategies to achieve financial goals. ● Understand strategies used to establish, build, maintain, monitor, and control credit. ● Apply decision making skills and models to maximize consumer satisfaction when buying goods and services. ● Understand perils and risks in life and how to protect against the consequences of risk. 	

Trojan Internship	
Course # 039930	<p>Prerequisite:</p> <ol style="list-style-type: none"> 1. Student is classified as a junior or senior 2. Student has completed (or will complete during the semester of enrollment in the Capstone Internship) an approved Career Pathway Program of Study offered at Platteview High School (in order to qualify for the Capstone Designation). 3. Student is an active, dues paying member in the appropriate Career Student Organization (CSO) at Platteview High School. 4. Student has maintained a 2.5 cumulative GPA or 3.0 GPA during the during the previous semester of classes. 5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions. 6. Student has not exceeded 9 countable absences during the previous 2 semesters 7. Student is on track to graduate. 8. Student must complete the COLLEGE AND CAREER READINESS course prior to participating in the Trojan Internship Capstone program. 9. Student must complete an application process (including a completed application form, a recommendation from a staff member, and a screening interview with administrative team and work-based learning coordinator) and other applicable

	<p>documentation prior to acceptance in the program.</p> <p>10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.</p>
<p>Class Fee: N/A</p>	
<p><u>Course Description:</u> This course is designed to provide students a work-based learning experience for junior/senior students who have completed a Career/Technical Education (CTE) Program of Study. Once accepted into the course, students will apply directly to a school or business partner who has agreed to provide training, mentoring and learning experiences related to the student's preparation throughout their program of study. Each student will be required to complete a minimum of 5 class periods (or equivalent hours) of verified work experience and meet with the work-based learning coordinator on a weekly basis.</p> <p>Students will be required to complete appropriate formative and summative assessments related to their internship experience.</p>	
<p><u>Course Outcomes:</u></p> <ul style="list-style-type: none"> ● To be able to understand the transition between school and job ● Be able to apply for and properly conduct themselves in the interview process ● Demonstrate the ability to understand the principles of good employee/employer relations and work environment ● Develop skills in becoming a wise consumer ● Learn how to establish and use credit and how various laws enter daily life ● Understand how to use personal banking systems, tax systems and retirement plans ● Develop an understanding of various types of insurance programs and purpose each is designed to serve ● Develop an understanding of the costs and responsibilities of moving away from home. 	

Communication and Information Systems

Faculty: Julie Lodes

Course #	Class Title	Course Length	Credits	Open To
270702	Advanced Placement Computer Science Principles (PLTW)	Full Year	2	9-12
270700	Advanced Placement Computer Science A	Full Year	2	10-12
270711	Cybersecurity (PLTW)	Full Year	2	10-12
270210	Computer Science Essentials**	Semester	1	9-12
270504	IT Fundamentals**	Semester	1	9-12
270501	Computer Applications	Semester	1	9-12
270502	Spreadsheet Applications	Semester	1	9-12

Green indicates course can be taken for dual enrollment

<u>Advanced Placement Computer Science A(PLTW)</u>	
Course # 270702	Prerequisite: PLTW Computer Science Principles or Instructor Approval
Class Fee: dual credit option fees apply	Pathway(s): Computer Science
<p>Course Description: This is a dual credit course through University of Nebraska – Omaha. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object – oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple, problems to large, complex problems. The Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> ● Design, implement, and analyze solutions to problems, ● Use and implement commonly used algorithms. ● Use standard data structures. ● Develop and select appropriate algorithms and data structures to solve new problems. ● Write solutions fluently in an object-oriented paradigm. ● Write, run, test, and debug solutions in the Java programming language, utilizing standard Java Library classes and interfaces from the AP Java subset. ● Read and understand programs consisting of several classes and interacting objects ● Read and understand a description of the design and development process leading to such a program. ● Understand the ethical and social implications of computer use. 	

PLTW ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPALS

<u>Course #:</u> 270702	<u>Prerequisite:</u> Computer Science Essentials or Instructor Approval
<u>Class Fee:</u> dual credit option fees apply	<u>Pathway(s):</u> Computer Science, Software Development
<p><u>Course Description:</u> This is a dual credit course through University of Nebraska – Omaha. Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Students will be creating pixel art, digital scenes, and mobile apps. There are two main projects for the course. Students interested in exploring Computer Science as a career option would benefit from this course.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> ● Know how the Internet works and its impacts on society. ● Program and rapidly prototype small JavaScript applications both to solve problems and to satisfy personal curiosity. ● Collect, analyze, and visualize data to gain insight and knowledge. ● Evaluate the beneficial and harmful effects to people and society brought on by computer innovations. 	

COMPUTER SCIENCE ESSENTIALS

<u>Course #:</u> 270711	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	<u>Pathway(s):</u> PLTW Computer Science
<p><u>Course Description:</u> Computer Science Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will create usable apps. Students will sharpen their computational thinking skills by transitioning to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. If time allows, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> ● Implement the problem-solving process. ● Learn how humans use computers to solve problems ● Use tools to build interactive animations and games. ● Create Android Apps. ● Create and use algorithms to solve problems. ● Learn the basics of abstraction and how it is used in computing. 	

PLTW CYBERSECURITY

<u>Course #:</u> 270710	<u>Prerequisite:</u> Algebra 1 with a "C" or better
<u>Class Fee:</u> dual credit option fees apply	<u>Pathway(s):</u> Software Development
<p><u>Course Description:</u> This is a dual credit course through University of Nebraska-Omaha. Students learn about cybersecurity through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.</p>	
<p><u>Course Outcomes:</u> The students will...</p> <ul style="list-style-type: none"> ● learn to be safe consumers of digital information in a variety of context ● be able to secure firewalls and browsers ● learn how computer networks evolve and implement security measures ● learn about different malware and how to prevent malware attacks ● protect a server from exploits ● learn how an operating system works and keeps a machine safe ● analyze network traffic ● secure a network from an attack ● learn basic cryptography techniques ● learn the process of gathering digital evidence, analyzing it, and tracing a person through their footprint 	

IT Fundamentals

<u>Course #:</u> 270710	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	<u>Pathway(s):</u> Computer Science, IT Operations Management, Web Development
<p><u>Course Description:</u> IT Fundamentals develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices.</p>	
<p><u>Course Outcomes:</u> The students will...</p> <ul style="list-style-type: none"> ● Identify and describe the basic components. ● Identify and analyze hardware components. ● Identify and analyze software components. ● Explain web technologies. ● Design, administer, and deploy networks. ● Apply database management strategies. ● Design, develop, test and implement programs ● Assess protocols for security and risk management. ● Identify opportunities in an information technology career field. 	

Computer Applications	
Course # 27501	Prerequisite: N/A
Class Fee: N/A	Pathways: Business Technology
<p><u>Course Description:</u> This course will prepare students to use word processing, spreadsheet applications, introduction to database, electronic presentations, manage computer operations and electronic file storage. Career and ethical issues are discussed through the development of job applications, cover letters, resources and application forms. Students will demonstrate professional communication skills and practices while learning the software and digital citizenship. The student will also continue to work and update their personal learning plan.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> ● Model positive digital citizenship by applying industry accepted ethical practices and behaviors ● Use document processing applications to prepare business communications. ● Develop and demonstrate effective professional communication skills and practices. ● Organize and manipulate data using spreadsheet applications. ● Identify database management concepts to manage, evaluate, and organize information. ● Identify and understand career paths in the Communication and Information Systems and Business, Marketing and Management career field. ● Describe emerging and evolving trends in information technology. 	

Spreadsheet Applications	
Course # 270502	Prerequisite: Computer Applications
Class Fee: N/A	Pathways: Business Technology
<p><u>Course Description:</u> This course will develop skills in advanced word processing and spreadsheet applications, database and electronic presentation software. Students will also develop skills in desktop publishing, including page layout formatting, and web development by creating and editing web pages.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> ● Organize, aggregate, and manipulate data using advanced spreadsheet features. ● Synthesize relational database concepts to design, manage, evaluate, and organize information. ● Understanding the importance of ethical data collection and applicable conclusions. ● Critical thinking skills will be used to integrate information technology tools to access, manage, and create new information. ● Examine resources to develop understanding of data science in careers. 	

Family and Consumer Science

Faculty: Katelynn Caniglia

Course #	Class Title	Course Length	Credits	Open To
090119	Child Development	Semester	1	11-12
090103	Clothing and Textiles	Semester	1	9-12
090117	Family Relationships	Semester	1	11-12
090107	Foods 1	Semester	1	9-12
090129	Foods 2	Semester	1	10-12
090130	Foods 3	Semester	1	10-12
090109	Housing and Home Furnishing	Semester	1	9-12
090126	Intro to Design	Semester	1	9-12
090124	Nutrition	Semester	1	9-12

Child Development

Course #: 090119

Prerequisite: 11th or 12th grade

Class Fee: N/A

Course Description: This course focuses on child development from infancy to age 6. The class topics uncovered in this course are child social development, emotional development, intellectual development, physical development, health and safety of a child, guiding children's behavior, supporting children's developmental milestones, planning learning activities for children, childcare settings, and exploration of careers in early childhood/family life education. Parenting skills will be integrated throughout each level of development. Influences on parenting, decisions parents face, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn are topics that will also be covered.

Course Outcomes: The students will....

- Define family, children, and parenting
- Identify methods of family planning
- Analyze contraception.
- Simplify prenatal development and pregnancy
- Analyze childbirth
- Describe and demonstrate basic infant care
- Summarize infant social, emotional, physical and intellectual development
- Summarize toddler social, emotional, physical, and intellectual development
- Summarize preschool social, emotional, physical, and intellectual development
- Summarize school age social, emotional, physical, and intellectual development

Clothing and Textiles

Course #: 090103	Prerequisite: Intro to Design
Class Fee: Varies depending on the project choice	
Course Description: Clothing and textiles allows students to understand the knowledge and skills needed for clothing care, construction, and the clothing/fashion/textiles industry. Topics covered in this course include trends in clothing, understanding color and design, fabric construction and finishes, construction techniques, and garment construction.	
Course Outcomes: The students will... <ul style="list-style-type: none"> • Understand the role apparel plays in our lives. • Examine how to make good decisions regarding clothing, apparel and textile selection. • Demonstrate construction techniques 	

Family Relationships	
Course #: 090117	Prerequisite: 11th or 12th grade
Class Fee: N/A	
Course Description: This course included the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, workplace and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development and the impact of relationships on personal and career success. Other topics may include the impact of children in the families, parenting responsibilities, conception and birth, growing older and death. Students will apply these concepts through service toward the school, family, community and world.	
Course Outcomes: The students will... <ul style="list-style-type: none"> • Describe your personality and how personalities work together. • Define family • Identify the roles and responsibilities of family members • Analyze combinations within singles, friends, and families • Interpret couple relationships • Explain the impact of children on families • Describe basic parenting responsibilities • Analyze conception, prenatal development and birth • Justify death and dying (growing older) • Inter-family management techniques. 	

Foods 1	
Course #: 090107	Prerequisite: Nutrition
Class Fee: \$10	
Course Description: Foods 1 allows students to understand the knowledge skills for foundational food preparation and food science. This course covers food and kitchen safety, kitchen equipment, preparation techniques, cooking methods and food preparation of foundational foods such as fruits and vegetables, meat and poultry, breads, desserts, cheeses,	

and eggs.

Course Outcomes: The students will....

- Demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation.
- Integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics, and nutrition
- Demonstrate cookery, cooking methods, and preparation techniques of various food items.
- Demonstrate food and kitchen safety practices.
- Identify kitchen equipment and correctly demonstrate usage.

Foods 2

Course #: 090129

Prerequisite: Nutrition and Foods 1

Class Fee:\$10

Course Description: This course allows students to further their understanding of the knowledge and skills for food preparation and food Science. The course offers food preparation techniques, cooking methods, meal planning, and careers within the food industry. Topics covered in Foods 2 are more complex and require students to use knowledge gained in Foods 1 to prepare various food productions including, but not limited to , desserts, casseroles, salads, soups, pizzas, and sandwiches. Food entrepreneurship and innovation are additional possibilities to explore if time permits.

Course Outcomes: The students will....

- Demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation
- Integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition
- Demonstrate cookery, cooking methods, and preparation techniques of various food items.
- Demonstrate food and kitchen safety practices
- Identify kitchen equipment and correlate demonstrated usage.

Foods 3

Course #: 090107

Prerequisite: Nutrition, Foods 1, and Foods 2

Class Fee:\$10

Course Description: Students will have real life experiences working within the food industry. Students will have a variety of experiences arranging, planning, pricing, formatting and engineering various menus. Cost control principles in purchasing, receiving, storage and inventory management principles will be explored and applied to a local food establishment managed by the class. Students will explore the cost of labor, staffing and training individuals to work in various establishments. Students will gain experience working with a point of sale system and operating budgets.

Course Outcomes: The students will....

- Analyze criteria that customers use in the decision making process
- Interpret the basic principles of sanitation and safe food handling
- Interpret the basic principles related to changes in food and food product

- Utilize understanding of the basic principles of research and development, food analysis, and sensory evaluation in the field of food
- Explore technological advances that affect the global food supply
- Produce and serve flavorful, aesthetically pleasing, nutritious food
- Demonstrate proper measurement procedures for food service
- Explain scientific principles related to food prep
- Evaluate critical control points and analyze hazards
- Summarize best practices in food service
- Demonstrate safe and efficient practices in the preparation of foods
- Explain how custom demand drives products
- Examine the relationship between convenience and nutrition
- Assess career options and employment skills required in the food industry.

Housing and Home Furnishing

Course #: 090107

Prerequisite: Intro to Design

Class Fee:N/A

Course Description: Housing and Home Furnishing equips students with the knowledge and skills necessary in selecting/planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are examined through the course. Housing styles, ownership options, housing issues, elements and principles of design, trend in housing interiors, furniture and appliances, landscaping, remodeling/renovating, and exploration of housing-related careers are all topics covered during the course.

Course Outcomes: The students will....

- Integrate knowledge, skills and practices required for (careers) designing housing, interiors and furnishings
- Identify housing trends
- Demonstrate elements and principles of design concepts (including color)
- Create sample boards
- Analyze traffic patterns and floor plans
- Define housing and homes
- Understand basic home construction and landscaping practices
- Identify needs of an individual or family and apply housing applications.

Intro to Design

Course #: 090126

Prerequisite: N/A

Class Fee:N/A

Course Description: Foundational design course, covering theories, processes, vocabulary and techniques common to design disciplines focusing on interior design and fashion design. Students will develop and apply their knowledge through analysis, critique individual and collaborative exercises and projects. Real life experiences will be integrated with this course.

Course Outcomes: The students will....

- Analyze effects of textile characteristics on design, construction, care, use and maintenance of products.

- Critique use of appropriate textiles for a design project
- Evaluate the use of elements and principles of design
- Analyze the interactions between color and design
- Analyze components of design for their effect on various products
- Utilize technology to design
- Apply design knowledge, skills, processes, the oral, written, and visual presentation skills to communicate design ideas
- Analyze career paths within the design industry

Nutrition

Course #: 090124

Prerequisite: N/A

Class Fee: N/A

Course Description: Nutrition focuses on you and the ever changing world of food. The course will prepare individuals for living on their own in terms of eating, purchasing, and keeping food safe. The course provides students with a good foundation of knowledge for working in the kitchen in foods 1, 2, and 3. This course covers a wide variety of food topics including the importance of food in our lives, the food supply, nutrition, MyPlate, the current USDA dietary guidelines, serving sizes, food labels and product information, eating pattern, meal planning, shopping for food and wise food consumerism, and food safety.

Course Outcomes: The students will....

- Identify the importance of food in our lives
- Analyze the food supply
- Assess nutrition of foods
- Evaluate the current USDA food guidance system and Dietary Guidelines
- Discuss present and past food serving sizes
- Summarize the food nutrition label and other product information
- Analyze eating patterns
- Build and meal plan
- Justify food consumerism and shopping for food
- Outline and practice proper food safety measures in the kitchen

Industrial Tech

Faculty: Michael Bos, Dan Craney

Course #	Class Title	Course Length	Credits	Open To
100110	Construction Tech	Semester (2 Period Block)	2	11-12
100120	Construction Tech 2	Semester (2 Period Block)	2	11-12
100140	Design and Fabrications	Semester	1	11-12
100100	Introduction to Skilled and Technical Science	Semester	1	9-12
101620	Small Engines	Semester	1	11-12
101930	Welding 1	Semester	1	9-12
101940	Welding 2	Semester	1	10-12
101920	Woods 1	Semester	1	9-12
101921	Woods 2	Semester	1	10-12
100130	Computer Aided Drafting	Semester	1	9-12

Construction Technology/Construction Tech 2	
Course #: 100140	Prerequisite: Introduction to Skilled and Technical Sciences, Woods 1, Classified as a 11th or 12 grade student and must possess a valid drivers license.
Class Fee:	
Course Description: This 2 class period course is intended to teach students trade as it relates to residential construction including residential framing , roofing, plumbing, electrical, concrete, masonry, and drywall. The course will plan and build a project from start to finish for a member of the Springfield Community. A typical project will include a storage shed.	
Course Outcomes: The students will... <ul style="list-style-type: none"> ● Have an awareness and sensitivity to natural and man-made environments ● Examine a variety of objects and apply the elements and principles of design ● Use inventive and imaginative expression through art materials and tools ● Be able to design develop and create artworks using a variety of art materials ● Learn to appreciate art of the past the present ● Continue on the growth of aesthetics through visual discrimination and judgment. 	

Design and Fabrication	
Course #: 100140	Prerequisite: Student must have completed one of the pathways to be enrolled in the course.
Class Fee: Students must purchase the materials for their project and must provide their own safety glasses	
Course Description: This course will provide students the opportunity to work time sensitive projects, design and fabricate their own project, college and career planning, and job shadowing experiences	
Course Outcomes: The students will.... <ul style="list-style-type: none"> ● Demonstrate proper safety procedures and considerations in the woods laboratory ● Complete written and practical safety tests to a 100% on all power tools used ● Demonstrate an ability to complete projects on time. ● Effectively plan out project with oversight from instructor ● Complete exploratory activities towards planning for their future 	

Introduction to Skilled and Technical Science	
Course #: 100100	Prerequisite: N/A
Class Fee: \$25	
Course Description: The purpose of this class is to prepare students for all pathways in the STS department as well as the prerequisite for every class in the STS Pathways. Students will create 3D models, create and read blueprints, use blueprints to manufacture multiple projects and be introduced to al ISYS career pathways offered at PHS.	
Course Outcomes: The students will.... <ul style="list-style-type: none"> ● Accurately use appropriate measurement methods ● Use proper drafting terminology, symbols, codes and standards ● Neatly sketch objects in 2D and 3D ● Create technical drawings ● Apply industry standards to basic dimensioning and notation practices ● Use basic math skills to calculate scale factors. ● Use CAD to create 2D and 3D drawings ● Explore potential interests in Industrial Technology opportunities ● Safely use hand tools to create a project from a set of blueprints. 	

Small Engines	
Course #: 101620	Prerequisite: Introduction to Skilled and Technical Science, 11th or 12 grade standing
Class Fee:	
Course Description: The purpose of this course is to cover the operation, maintenance and repair of small gasoline engines.	
Course Outcomes: The students will....	

- Demonstrate proper safety procedures in the small engines laboratory
- Learn proper use of tools and measuring instruments
- Demonstrate proper use of fasteners, sealants, and gaskets
- Know basic engine construction and principles of operation
- Learn the differences between four and two stroke engines
- Understand basic theory of carburetor
- Know Basic theory of ignition systems
- Understand basic theory of cooling systems
- Know basic theory of the lubrication system.

Welding 1

Course #: 101930

Prerequisite: Introduction to Skilled & Technical Science

Class Fee: \$45

Course Description: The Purpose of this course is to introduce you to oxy-fuel welding and cutting, arc welding, basic sheet metal projects, and a basic Metal CNC project to create a hitch cover.

Course Outcomes: The students will....

- Demonstrate proper safety procedures and demonstrations in the metals laboratory
- Complete written and practical safety test on all power tools used
- Know selection and identifying materials
- Identify quality welds that are the products of various welding techniques
- Set up configurations or various welding equipment
- Develop the skills needed to weld.

Welding 2

Course #: 101940

Prerequisite: Introduction to Skilled and Technical Sciences, Welding 1

Class Fee: \$45

Course Description: The purpose of this course is to continue advancing your welding techniques while introducing Metal Inert Gas welding, plasma, cutting and metal CNC work.

Course Outcomes: The students will....

- Demonstrate proper safety procedures and demonstrations in the woods laboratory.
- Complete written and practical safety test on all power tools used.
- Know selection and identifying materials
- Identify quality welds that are the products of various welding techniques
- Set up configurations or various welding equipment
- Develop the skills needed to weld at an advanced level
- Identity different types of metal
- Be able to weld different types of metal

Woods 1

Course #: 101920

Prerequisite: Introduction to Skilled &

<u>Class Fee:</u> \$40	Technical Science
<u>Course Description:</u> The purpose of this class is to introduce you to woodshop safety and the basics of woodworking. We will review reading a ruler and blueprint, cover in-depth safety of all tools and machines in the woodshop, and build four different projects that will increase in difficulty each time.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Understand proper safety procedures and demonstrations in the woods laboratory ● Complete written and practical safety tests on all power tools used. ● Demonstrate correct selection and identification of materials ● Understand measurement, layout and rough out materials ● Demonstrate planning ability ● Understand adhesives, fastening, gluing and clamping ● Demonstrate knowledge of finishes ● Complete project evaluation and rubrics. 	

Woods 2	
<u>Course #:</u> 101921	<u>Prerequisite:</u> Introduction to Skilled & Technical Science, Woods 2
<u>Class Fee:</u> \$85	
<u>Course Description:</u> The Purpose of this course is to continue to build your woodworking knowledge by introducing you to advanced woodworking tools, jointer, project skills, and CNC wood router work. We will make an entryway mirror frame with a shelf, crown molding and CNC work, as well as building a nightstand that will teach you cabinet making skills. With the remaining time in the semester you will have an opportunity to design and build a project of your own.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Demonstrate proper safety procedures and demonstrations in the woods laboratory. ● Complete written and practical safety tests on all power tools used ● Demonstrate correct selection and identification of materials ● Understand measurement, layout and rough out materials ● Complete planning, designing, and materials list ● Understand adhesives, fastening, gluing and clamping ● Demonstrate finishing with a sprayer ● Understand CNC operation ● Complete project evaluation and rubrics. 	

Computer Aided Drafting	
<u>Course #:</u> 100130	<u>Prerequisite:</u> N/A
<u>Class Fee:</u>	

Course Description: 3D Solid Modeling will be taught using a 3D CAD software drawing program. Using the computer, students will be introduced to CAD 3D modeling techniques. A series of exercises will help students become familiar with the basic vocabulary and concepts of three-dimensional modeling and its software applications. It is also offered as a related course for other technology programs, engineering-bound students, and those who developed an interest in a related technical area. Using solid modeling computer design software (Inventor®). 9 weeks

Course Outcomes: The students will....

- Students will learn how to create architectural sketches and use architectural CAD software. They will also learn basic residential house design, construction and styles. Students will create a set of working drawings for houses of their design that will consist of the following:
- Ranch floor plan Max 1,600 square ft.
 - 3 bedrooms.
 - 2 baths.
 - Unfinished Basement.
 - Attached 2 car garage.
 - 65 x 160 plot.
 - (Revit) 9 weeks

Language Arts

Faculty: Kelly Falch, Anna Hartwig, Cassidy Gillespie, Michael Kersulov

Course #	Class Title	Course Length	Credits	Open To
050151	Literature and Composition +	Year	2	11-12
059930	Contemporary Literature	Semester	1	12
050021	English 9	Year	2	9
09930	English 9 lab*	Year	2	9*
050022	English 10	Year	2	10
050023	English 11	Year	2	11
059931	Honors English 9+	Year	2	9
059932	Honors English 10+	Year	2	10
050301	Introduction to American Literature +	Semester	1	12
050304	Introduction to British Literature +	Semester	1	12
050310	Multicultural Literature	Semester	1	12
050401/ 050402	Publications/Publications 2	Semester	1	9-12
050600	Theater 1*	Semester	1	9-12
059933	Literature and Communication	Semester	1	12
050650	Theater 2*	Semester	1	9-12
059934	World Literature	Semester	1	12
050502	Public Speaking????	Semester	1	12
059962	Literature & Technical Writing	Semester	1	12

+Indicates a weighted course

*Indicates an elective course (does not count as an English credit for graduation)

Green print indicates a dual credit course

Literature and Composition +

Course #: 050051

Prerequisite: Completion of summer reading project, English 10 or Honors English 10

Class Fee: Dual Enrollment fees through Nebraska Wesleyan as applies

Course Description: Literature and Composition is designed to help students develop higher literacy skills in an advanced classroom setting, using a full year to complete two dual credit courses: English language and Writing (fall semester) and Composition, Language, and Literature (spring semester). The course goal is to prepare students for college level reading, writing and communication skills, and to complete 6 hours of college level credit.

The following are the courses descriptions for each semester of the year long course

Fall Semester English 1010: English Language and Writing (3) NWU: A course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language.

Spring Semester English 1020: Composition, Language, and Literature (3) NWU: This is a course in which students develop their composition skills through reading and writing about literature. The course included a discussion of multiple forms and will learn the skills and terminology appropriate to discussing literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision.

Course Outcomes: The students will...

Fall English 1010 taken from NWU Handbook

- Focus their writing on specific purposes
- Respond to the needs of different audiences
- Respond appropriately to a variety of rhetorical situations
- Use conventions of format, structure and tone appropriate to particular writing tasks
- Consider how genres shape reading and writing
- Use writing and reading for inquiry, learning, thinking, and communicating
- Consider how what they bring to a text guides their interpretation of that text
- Understand a writing assignment as a series of recursive tasks, including finding, evaluation, and analyzing, and synthesizing appropriate primary and secondary resources
- Integrate their own ideas with those of others (“enter conversations” about various issues)
- Consider the relationships among language, knowledge and power
- Recognize that it usually takes multiple drafts to create a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes, learning to critique their own and others work
- Learn to balance the advantages of relying on others with the responsibilities of contribution their input and working on their own
- Use appropriate technologies to do research and to communicate ideas
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documents their work

- Think strategically about such surface features as syntax, usage, punctuation, and spelling in the context of their own and others work
- Understand the holistic nature of “good” writing (i.e. that surface correctness alone does not make writing “good”)

Spring Semester English 1020

- Focus their writing on specific purposes
- Respond to the needs of different audiences
- Respond appropriately to a variety of rhetorical situations
- Use conventions of format, structure and tone appropriate to particular writing tasks
- Understand how literary genres shape both reading and writing
- Distinguish literary features of works from different historical periods and/or regions
- Distinguish among literary genres (fiction, poetry, drama, non-fiction) and be able to use the appropriate terminology for discussing each form
- Recognize that there are multiple purposes for literary writing (i.e., beyond autobiographical self expression)
- Understand that different critical approaches to a literary text will product different analyses rather than a single “right interpretation”
- Use writing and reading for inquiry, learning, thinking, and communicating
- Recognize that what they bring to a text guides their interpretation of that text.
- Understand that writing assignment as a series of recursive tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of other (“enter into conversations” about various issues)
- Recognize that it takes multiple drafts to create a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading their own writing
- Know how to use quotations from a literary work as evidence in a written argument or oral discussion
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Be able to critique their own and others work
- Combine the advantages of relying on others with the responsibilities of contributing their input and working on their own
- Know how to use appropriate reference sources in analyzing literary texts
- Know how to use a variety of technologies to do research and to communicate ideas
- Master conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Strategically address such surface features as syntax, usage, punctuation, and spelling in the context of their own and others' work.

Contemporary Literature

Course #: 059930

Prerequisite: English 11 or Honors English 11

Class Fee: N/A

Course Description: Contemporary Literature is a senior level English course that focuses on literature within the past 100 years. While drawing on a variety of genres within modern novels, nonfiction, poetry, short stories, drama and personal essays, the course aims to frame social and cultural views of the contemporary world and related issues and concerns through literature. Additionally, the course will address various literary critique strategies and philosophies, including; modern, postmodern, structuralism, new criticism, historical, and reader-response. Reading, writing, oral presentations, and discussions in the course will be oriented in ways to foster critical thinking skills and clarity of communication. Multimodal

materials/writing will be central to exploring contemporary communication, including but not limited to digital media image and print, speeches, film and social media. Contemporary Literature awards a core English credit for 12th grade students.

Course Outcomes: The students will....

- Practice and expand reading, speaking, writing, spelling, and vocabulary skill sat teh English 12 level
- Identify and analyze different types of text related to social and cultural views of the contemporary world and related issues and concerns
- Identify and analyze different themes in literature and provide evidence from the text to support identification and analyses
- Identify and analyze elements of nonfiction or informational material and provide proof of understanding the text
- Analyze the aesthetic qualities of various forms of literature within social and cultural views of the contemporary world and related issues and concerns
- Analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems
- Analyze and express authors' political, social, and cultural ideologies as portrayed in selected works
- Understand and apply the writing process for various formal and informal purposes, including journaling essays, digital compositions, and speeches
- Develop listening skills used as a communicator in the communication process

English 9

Course #: 050021

Prerequisite: N/A

Class Fee:

Course Description: The curriculum in this course is designed to broaden your literary knowledge, deepen your thinking about important topics, develop your communication skills, connect your learning to other classes, and give you multiple opportunities to work with a variety of people on different tasks.

Course Outcomes: The students will....

- Write expository and argumentative essays
- Improve spelling and vocabulary skills
- Improve composition skills- including grammar, punctuation, and capitalization
- Know and apply the six traits of writing
- Study various genres in literature, including non-fiction, fiction, poetry, plays, short stories, and novels
- Identify the basic elements of literature
- Comprehend and analyze literature
- Practice and apply skills in oral communication use library resources for assignment research
- Use and apply listening skills

English 9 lab

Course #: 059930

Prerequisite: Teacher recommendation based on support needed in ELA

Class Fee:

Course Description: Students that have been identified as likely to struggle in English 9 will be recommended to enroll in the English 9 lab concurrently with English 9. Staff will use the following information to identify students that are likely to struggle with the rigor of English 9: MAP and NESA scores, teacher recommendation and family input. The English 9 Lab will provide students additional support in passing English 9 and preparing for subsequent courses in Language Arts * Course will be graded each semester on a pass/fail basis according to the rubric included on the last page of the ELA section of this guide. Students that pass this course will receive elective credit by semester.

Course Outcomes: The students will....

- Learn and apply reading skills and strategies to comprehend text.
- Learn and apply writing skills and strategies to communicate
- Develop and apply speaking and listening skills and strategies to communicate for a variety of purposes apply information fluency and practice digital citizenship
- Improve reading comprehension, closing reading gap, and reaching grade level reading
- Learn skills to acquire new vocabulary and use new vocabulary in formal and informal writing
- Create written compositions in response to literature

English 10

Course #: 050022

Prerequisite: English 9 or Honors English 9

Class Fee: N/A

Course Description: In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live. In addition to reading, you will be writing expository, narrative and persuasive essays, as well as stories and poems. In a journal, you will also have the opportunity to express yourself informally; your journals will serve as a record of your growth and development as writers and thinkers during your sophomore year. We will not, of course, neglect grammar study and vocabulary development.

Course Outcomes: The students will....

- Apply accepted grammatical rules to essays
- Apply rules of punctuation and capitalization
- Define and explain (through literature analyses) plots, characterization, setting, conflict, theme, and point of view
- Share (through discussions and writing) a personal response to literature
- Develop the ability to read a literature selection and then analyze it in a written essay
- Improve spelling and vocabulary skills
- Improve organization and note taking skills
- Write improve critical thinking and writing skills
- Apply the writing process in composition
- Know the six traits of writing.

English 11

Course #: 050023

Prerequisite: English 10 or Honors English 10

Class Fee: N/A

Course Description: In English 11, we will read various forms of literature, including pieces which reflect America's unique cultural history. We will develop our understanding of the process of inquiry by investigating this literature, including novels, short stories, poems and essays. This material will supplement our exploration of various writing modes including the methods of argument and persuasive writing.

Course Outcomes: The students will....

- Identify historical and philosophical ideas in periods of American literature
- Improve reading strategies through an understanding of literary techniques
- Use the writing process (focus on persuasive language and appeals)
- Apply the six traits to writing
- Research influences on texts
- Think and write critically sometimes within a timed situation
- Think and write critically, sometimes within a timed situation
- Write from his/her own experience, as well as from research
- Improve the use of correct grammar, punctuation, and spelling.

Honors English 9+

Course #: 059931

Prerequisite: Completion of summer reading project

Class Fee: N/A

Course Description: Honors English 9 is designed to challenge students who possess high level English skills. The class will accelerate the objective stated for English 9. Creative and analytical writing will be stressed. The focus will be on enriching students' reading, writing, speaking, listening, and research skills. All units include elements of reading, writing, speaking, listening, research and critical thinking. Socratic Seminar-style discussions will also comprise key elements of the course.

Course Outcomes: The students will....

- Write expository and argumentative essays
- Improve spelling and vocabulary skills
- Improve composition skills, including grammar, punctuation, and capitalization.
- Know and apply the six traits of writing
- Study various genres in literature, including non-fiction, fiction, poetry, plays, short stories, and novels
- Identify the basic elements of literature
- Comprehend and analyze literature
- Practice and apply skills in oral communication
- Use digital resources for assignment research
- Use and apply listening skills.

Honors English 10+

Course #: 059932

Prerequisite: Completion of summer reading project

Class Fee: N/A

Course Description: Honors English 10 is designed to continue challenging students who possess high level English skills. The class will accelerate the objectives stated for English 10. In this course you will read short stories and novels, autobiographies and other types of

nonfiction, poems and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live. This course will read more challenging texts and move at a more accelerated pace than English 10. In addition to reading, you will be writing expository, narrative and persuasive essays.

Course Outcomes: The students will....

- Write expository essays
- Improve spelling and vocabulary skills
- Improve composition skills, including grammar, punctuation, and capitalization.
- Know and apply the six traits of writing
- Study various genres in literature, including , non-fiction, fiction, poetry plays, short stories, and novels.
- Identify the basic elements of literature
- Comprehend and analyze literature
- Practice and apply skills in oral communication
- Use library resources for assignment research
- Use and apply listening skills.

Introduction to American Literature

Course #: 050301

Prerequisite: 12th grade

Class Fee: Dual Enrollment course through MCC

Course Description:

Early American Literature is an honors, senior level literature course that focuses on American literature from 1600-1865. The America we know today came into existence during the tumultuous years of 1600-1865. The literature written during that period brings to life the social, cultural, artistic, religious, and political climate of the time. By critically reading, discussing, and responding in writing to a variety of early American texts, students explore themes such as origins, community, freedom, and identity. Course objectives also include learning advanced skills in reading, writing, speaking, and listening. The course is also offered as dual credit (prerequisite of Literature & Composition / Engl 1010 as dual credit).

Course Outcomes: The students will....

- Understand the unique literature that came out of the time period of 1600-1865.
- Will be able to understand how these works affected future literature in America.

Introduction to British Literature

Course #: 050304

Prerequisite: 12th grade

Class Fee: Dual Enrollment course through MCC

Course Description:

Introduction to British Literature is an honors, senior level literature course that focuses on British literature from 600-1800. Students explore literature from the Seventh to the Eighteenth Century and study the ways in which Britain developed its literary identity over the course of this period. The literature written during this period brings to life the religious, social, and political climate of the time. By critically reading, discussing, and responding in writing to a

variety of early British texts, students explore themes such as origins, faith, freedom, and identity. Course objectives also include learning advanced skills in reading, writing, speaking, and listening. The course is also offered as dual credit (prerequisite of Literature & Composition / Engl 1010 as dual credit).

Course Outcomes: The students will....

- Learn advanced reading skills

Multicultural American Literature

Course #: 050310

Prerequisite: English 11 or Literature and Composition

Class Fee: N/A

Course Description: Multicultural American Literature is a senior level English course that features works written by African American, Asian American, Native American, and Latino American authors as they intersect with issues of race, gender, class, ethnicity, religion, and nationality. Students will re, discuss, and analyze multicultural American literature to expand and deepen their experiences with diverse voices, perspectives, traditions, and value of varied cultures within American communities. The aim of the course is also to prepare students for reading, writing, and formal oral presentations in which they define and apply literary terms in culturally relevant reading selections, interpret cultural similarities and distinctions through literature, and examine culturally relevant literary themes and issues rooted in social structures and values. By drawing on various novels, short stories, plays, poetry, speeches, nonfiction, and essays, students will analyze cultural issues in literature as expressions of individual and human values within periods of American history. Multicultural American Literature awards a core English credit for 12th grade students.

Course Outcomes: The students will....

- Practice and expand reading, speaking ,writing, spelling and vocabulary skills at the English 12 level.
- Identify and analyze different types of text written by African American, Asian American, Native American, and Latino American authors
- Identify and analyze different themes in literature and provide evidence from the text to support identification and analyses
- Identify and analyze elements of nonfiction or informational material and provide proof of underding the text
- Analyze the aesthetic qualities of various forms of literature written by African American, Asian American, Native American and Latino American authors.
- Analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems
- Analyze and express authors political, social, and cultural ideologies as portrayed in selected works
- Understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches
- Develop listening skills used as a communication in the communication process.

Publications 1 & 2

Course #: 050401 and 050402

Prerequisite: N/A

<u>Class Fee:</u> N/A	
<u>Course Description:</u> Publications 1 and 2 are semester long ELA orientated elective courses for students in the 9-12 grade. It is designed to teach the basics of journalism, yearbook, and media art through critical media literacy practices, reading, writing, and publishing “news”, analyzing and interpreting print and digital media; and communication strategies that integrate personal and global connections.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> ● Analyze and synthesize processes, techniques, and applications in media arts (journalism and yearbook) through creation of print and digital publications ● Communicate and idea/message by presenting work in print and digital media arts ● Analyze and integrate the personal and global connections through print and digital media arts ● Analyze, interpret, evaluate and create products of digital rhetoric, including written text, image, photojournalism, infographics, timelines, and charts ● Develop strategies regarding note taking, organizing, and using various forms of information and formulate ideas ● Recognize legal and ethical principles of publication (law, ethics, freedom of the press, etc) ● Develop reading, writing, and analysis strategies regarding media art, genres, such as interview, investigation, research, editorials, features, sports, grammar, and editing ● Develop and understand the impact and utility of social media and publishing. 	

Theater 1 and 2	
<u>Course #:</u> 050401 and 050402	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Theater 1 (semester 1) This interactive literature-based elective leads students to engage literature from the page to the stage. Students will gain an introduction to components of theater including, but not limited to, acting, costuming, lighting and sound, set design. As students read, analyze, perform, and critique monologs, duets and full length plays, they will learn the history of theater, including directors, set designers, playwrights, and actors. A requirement of this course will be participation in the Fall One Act case and/or crew. Theater 2 (semester 2) This interactive literature-based elective guides students to focus on bringing life to theater through in-depth language, physicality, style, characterization, and text analysis. Students will gain a deeper understanding of the components of theater including, but not limited to, acting, costuming, and public speaking. Students will read, analyze, perform, and critique monologs, duets, and full length plays. Furthermore, the course addresses the use of various technologies in theater related to lighting, sound, audio, and set design. A requirement of this course will be participation in the Spring play cast and/or crew.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> ● View play productions, and knowledgeably discuss and critique its elements, including acting, directing, playwrighting, and design. ● Analyze a play script, and identify major elements such as theme, plot, character, and setting. ● Acquire historical background of theater and its social, cultural, and political significance. ● Develop public speaking skills related to oral and body language in relation to acting and stage performance. ● Use analog and digital tools for stage design, lighting, and production ● Discuss create and professionally about stage performances and related literature. 	

Literature & Technical Writing	
<u>Course #:</u> 050021	<u>Prerequisite:</u> English 11 or Literature & Composition
<u>Class Fee:</u> Dual credit through MCC subject to tuition. (No cost for 25-26 school year)	
<p><u>Course Description:</u> In this course, students at the senior level produce technical papers and reports demonstrating clear written expression of ideas. Important considerations include the format, organization, logic, grammar, and sentence construction. Students focus on developing skills in informative, expository, and technical writing. In doing so, students will use the writing process, including designing, revising, and editing literary and technical documents. The course will also read and analyze various genres of reading and writing in order to produce clear compositions for audiences. This course aims to prepare students for college-ready and business writing, reading, and speaking. This course is also offered as dual credit through Metropolitan Community College.</p>	
<p><u>Course Outcomes:</u> The students will....</p> <ul style="list-style-type: none"> • Exhibit rhetorical knowledge and assess the rhetorical situation, taking care to address audience analysis. • Think, read, and write critically • Use a writing process • Exhibit knowledge of conventions • Develop, apply, and refine strategies to communicate key ideas in a variety of situations. • Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. • Acquire standard grammar skills and understanding for clear communication • Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. • Convey a perspective with clear reasoning and valid evidence. • Ask pertinent questions to acquire or confirm information. • Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking. • Develop and demonstrate active listening skills across a variety of situations. • Provide evidence from literary or informational text to support analysis, reflection, and research. 	

Literature and Communication	
<u>Course #:</u> 059933	<u>Prerequisite:</u> 12th grade
<u>Class Fee:</u>	
<p><u>Course Description:</u> a senior level English course that features works of drama, spoken word, film, and oral performance. Students will read, discuss, and analyze literature that focuses on elements of speech, dialogue, presentation, body language, and performance in order to expand and deepen their experiences with literature, various perspectives, and elements of</p>	

communication. The aim of the course is to prepare students for reading, writing, and formal oral presentations in which they define and apply literary terms related to speaking in small and large groups, speaking as a leader, and impromptu speaking. Types of speeches and performance that will be addressed include: personal experience speech, storytelling, informative speech, radio and telecommunications, impromptu and extemporaneous speaking, persuasive speeches, and debate. By drawing on various short stories, plays, poetry, speeches, nonfiction, and essays, students will analyze elements of speech and literature. Speech and Literature awards a core English credit.

Course Outcomes: The students will....

- Practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level.
- Identify and analyze different elements and strategies of public speaking and performance.
- Identify and analyze different themes in literature and provide evidence from the text to support identification and analyses.
- Identify and analyze elements of drama and speeches and provide evidence from the text to support identification and analyses.
- Identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.
- Analyze the aesthetic qualities of various forms of literature for spoken performance.
- Analyze and discuss philosophical arguments presented in drama, films, essays, and poems.
- Understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches.
- Develop listening skills used as a communicator in the communication process.

World Literature

Course #: 059934

Prerequisite: English 11 or Honors English 11

Class Fee: N/A

Course Description: World Literature is a senior level English course. The focus will be reading and analysis of literature from various cultures, countries, eras, and peoples of diverse ethnic backgrounds. Beginning with the Medieval Period 449-1485 AD, the course aims to prepare students for cross-Cultural themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and cross-cultural themes. Readings will draw on novels, personal narratives, drama, poetry, nonfiction, and essays. Course work will include, but not be limited to oral presentations, in-class and independent reading, literature-based writing and composition, advanced note taking practice, personal reflections, and advanced vocabulary building.

Course Outcomes: The students will....

- Practice and expand reading, speaking, writing, spelling and vocabulary skills at the English 12 level
- Identify and analyze different types of text related to various cultures, countries, eras, and peoples of diverse ethnic backgrounds
- Identify and analyze different themes in literature and perceived evidence from text to support identification and analyses
- Identify and analyze elements of fiction and provide evidence from text to support identification and analysis
- Identify and analyze a nonfiction of informational material and provide proof of undertaking the text
- Analyze the aesthetic qualities of forms of literature from various cultures, countries, ers and

peoples of diverse ethnic backgrounds

- Analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays and poems
- Analyze and express authors political, social, and cultural ideologies as portrayed in selected works
- Understand and apply the writing process for various formal and informal purposes, including journaling, essays and digital compositions and speeches
- Develop listening skills used as a communicator in the communication process.

Math

Faculty: Andrew Hopp, Elizabeth Harms, Jennifer Kreifels

Course #	Class Title	Course Length	Credits	Open To
110620	Calculus +	Full Year	2	11-12
111300	Pre-Calculus +	Full Year	2	10-12
110300	Algebra 1	Full Year	2	9-12
110299	Algebra 1 Lab	Full Year	2	9-10
110306	Algebra 2	Full Year	2	9-12
1103060	Algebra 2 Concepts & Skills	Full Year	2	11-12
110306	College Algebra	Full Year	2	11-12
111200	Geometry	Full Year	2	9-12
111200	Integrated Geometry	Full Year	2	10-12
111700	Intro to Statistics	Semester	1	11-12

+ **Indicates a weighted course**

Green print indicates a dual credit course

Blue print indicates a specialized course offering-see course description for more details.

Students who take Algebra 1 or higher math courses before 9th grade will earn high school credit for the course and will have the course(s) calculated into their cumulative high school GPA, and placed on their transcript.

Regardless of pursuit following high school, PHS recommends a strong background in mathematics. There are several options for students based on their potential path and mathematics aptitude. Parents should note that staff will make recommendations for students; however, the final decisions rest with the student and parent(s).

Calculus +	
Course #: 110620	Prerequisite: Pre-Calculus and Recommendation of Math Department.
Class Fee: Calculus 1 (Math 2410) Dual Credit through MCC	
Course Description: This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations, and graphs, lines, and conics). It is assumed that they have acquired a sound understanding of the theory of elementary functions. A graphing calculator is strongly recommended for this class (TI 84+).	

Course Outcomes: The students will....

- Understand the concept of limits.
- Demonstrate a working knowledge of derivatives.
- Possess the skills necessary to integrate polynomial and transcendental equations
- Solve applications using the techniques of integration and differentiation.

Pre-Calculus +

Course #: 111600

Prerequisite: Algebra 2 and Recommendation of the Math Department.

Class Fee: first semester (College Algebra)
MATH 1425 second semester (Trigonometry)
1430 through MCC if taken for dual credit

Course Description: An introduction into higher mathematics including Trigonometry. The student will be introduced to analytical geometry, number theory, abstract algebra, probability, statistics, and calculus. A graphing calculator is strongly recommended for this call (TI-84+)

Course Outcomes: The students will....

- Solve and graph polynomial equations.
- Know the trigonometric functions and identities.
- Solve triangles and equations using trigonometry.
- Identify, graph, compare and contrast conic sections.
- Work with exponential and logarithmic functions to perform mathematical operations and solve equations.
- Understand arithmetic and geometric series and sequences.
- Use sophisticated techniques to solve simple probability problems.
- Linear algebra including cryptography.

Algebra 1

Course #: 110300

Prerequisite: N/A

Class Fee: N/A

Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: Students who take Algebra 1 in the 8th grade will receive high school credit for the course as well as have it be calculated in their cumulative GPA.

Course Outcomes: The students will....

- Develop understanding of a proficiency with signed numbers.
- Understand the basic properties and definitions of Algebra.
- Be able to simplify algebraic expressions.
- Recognize, develop, solve, and graph linear equations and inequalities with one or two variables.
- Be able to simplify, factor, and solve equations with polynomials.

Algebra 1 Lab

Course #: 110299

Prerequisite: N/A

Class Fee: N/A

Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: The difference between Algebra 1 and Algebra 2 blocks is that two periods are built into the students schedule to allow additional time to re-learn critical concepts. Students will be recommended to the offer based on MAP scores and collaboration of 7-12 math instructors.

Course Outcomes: The students will...

- Develop understanding of a proficiency with signed numbers.
- Understand the basic properties and definitions of Algebra.
- Be able to simplify algebraic expressions.
- Recognize, develop, solve, and graph linear equations and inequalities with one or two variables.
- Be able to simplify, factor, and solve equations with polynomials.

Algebra 2

Course #: 110306

Prerequisite: Geometry

Class Fee: Math 1315 (through MCC)

Course Description: A modern, integrated course dealing with intermediate algebra. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.

Course Outcomes: The students will...

- Recognize, develop, solve, and graph linear equations and inequalities, with one, two, or three variables.
- Simplify, factor, and solve equations with polynomials
- Solve equations involving radicals or rational exponents.
- Understand and use the complex number system.
- Solve quadratic equations.
- Factor higher degree polynomials
- Solve problems using logarithms.
- Introduce probability.

Algebra 2 Concepts & Skills

Course #: 1103060

Prerequisite: Recommendation from

<u>Class Fee:</u> N/A	Math department.
<u>Course Description:</u> The student will review Algebra 1 skills while exploring the basic Algebra 2 concepts. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> • Recognize, develop, solve, and graph linear equations and inequalities, with one, two, or three variables. • Simplify, factor, and solve equations with polynomials • Solve equations involving radicals or rational exponents. • Understand and use the complex number system. • Solve quadratic equations. • Factor higher degree polynomials • Solve problems using logarithms. • Introduce probability. 	

College Algebra	
<u>Course #:</u> 1103060	<u>Prerequisite:</u> Algebra 2/ Recommendation from Math department.
<u>Class Fee:</u> Math 1425 through MCC	
<u>Course Description:</u> And introduction to higher mathematics through algebraic topics. The student will be introduced to analytical geometry, abstract algebra, and probability. A graphing calculator is strongly recommended for this class (TI-84+).	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> • Solve and graph polynomial equations. • Identify, graph, compare, and contrast conic sections. • Work with exponential and logarithmic functions to perform mathematical operations and solve equations. • Understand arithmetic and geometric series and sequences. • Use sophisticated techniques to solve simple probability problems. • Linear algebra including cryptography. 	

Geometry	
<u>Course #:</u> 111200	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> The student will develop some knowledge of deductive and inductive reasoning. He/She will use this knowledge in the discovery and comparison of common properties as well as differing properties of various geometric figures. Formal proofs will be emphasized during the first semester. A scientific calculator is recommended for this class.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> • Understand the fundamental defined and undefined terms. • Apply inductive and deductive reasoning in geometric situations. 	

- Write a formal geometric proof.
- Recognize and work with various geometric figures, including parallel lines, polygons, and circles.
- Find the measurements associated with one, two, and three dimensional geometric figures.

Integrated Geometry

Course #: 111200

Prerequisite: Recommendation from Math department.

Class Fee: N/A

Course Description: The student will be reviewing Algebra 1 skills while integrating basic geometry concepts and standards. These concepts will be introduced with the help of many hands-on activities and projects. A scientific calculator is recommended for this class.

Course Outcomes: The students will....

- Use algebra skills to solve geometric problems.
- Graph functions and geometric figures on a coordinate plane.
- Calculate area of 2-dimensional figures.
- Understand the relationship between similar polygons.
- Use if/then statement to formulate a conclusion.
- Calculate surface area and volume of 3-dimensional figures.

Introduction to Statistics

Course #: 111700

Prerequisite: Algebra 2 or taking Algebra 2 concurrently

Class Fee: CIST 2500 through UNO

Course Description: This course is designed for students to gain familiarity with basic concepts and analysis. Topics to be discussed include: review of central tendency, probability, normal distributions, estimates and sample sizes, hypothesis testing, and variance. Technological resources will be utilized throughout this course. Therefore, a graphing calculator is strongly encouraged (TI-84+)

Course Outcomes: The students will....

- Solidify understanding of central tendency measures.
- Understand the basics of probability; including normalizing the data.
- Choose the right size for a sample.
- Understand the 'p value' for hypothesis testing.

Music

Faculty: Alex Steinke, Kevin, Thoedel, Morgan Kroll

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
120400	Concert Choir	Year	2	9-12
129931	Guitar 1	Semester	1	9-12
120500	Varsity Band	Year	2	9-12

Concert Choir	
<u>Course #:</u> 120400	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> \$15.00	
<p><u>Course Description:</u> Concert Choir is an elective course for high school singers who have successfully completed the choir audition requirements. In addition to a variety of school and community concerts, the choir will compete at the district music contest and other appropriate events throughout the school year. The choir will initiate and sponsor a major musical production each year. Members of the concert are also eligible to audition for the show choir.</p>	
<p><u>Course Outcomes:</u> The students will....</p> <ul style="list-style-type: none"> • Develop an understanding of music history • Interpret and experience various styles of music • Develop proper vocal production with regard to tone, blend, enunciation, and breath control • Improve sight reading and ear training skills • Develop proficiency in part singing • Develop self-confidence and poise through individual and group performance. 	

Guitar 1	
<u>Course #:</u> 129931	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> Student will provide guitar or pay rental fee from local vender	
<p><u>Course Description:</u> This is an elective course offering beginning instruction on guitar. This class covers proper playing technique including open chords, power chords, and melodic playing in a variety of styles. The course also includes performing alone and in small ensembles, listening, improvising, and learning how to read standard music notation and tab.</p>	
<p><u>Course Outcomes:</u> The students will....</p> <ul style="list-style-type: none"> • Develop appropriate sitting posture and hand positions • Learn to play chords, accompaniment and melodies • Learn proper strumming, fingerstyle and flat-picking techniques • Learn to read standard music notation, chord diagrams, chord symbols and tablature 	

- Learn to tune and care for the guitar
- Develop an understanding of basic music fundamentals and theory.

Varsity Band

Course #: 120500

Prerequisite: Private audition

Class Fee: \$25.00 for uniform rental; \$85 for instrumental rental for school instruments only

Course Description: Varsity band is available to those high school students who have successfully completed the band audition requirements. Members of the high school band perform at all home football and basketball games and march in field competition. During the first quarter, the marching band meets at 7:00 am three days each week. Band members also perform in concert competitions throughout the school year. Personnel from the varsity band are selected for the Jazz Ensemble to perform at various school activities and community functions, additional small groups and soloists are selected to perform at the district music contest. The band takes one major, out-of-state trip every four years.

Course Outcomes: The students will....

- Demonstrate involvement in and respond to personal aesthetic experiences in music
- Develop the ability to think, feel, and act creatively with music materials
- Develop manipulative and organizational skills in the performance of band literature.
- Develop an understanding of the evolution of music through performance of band literature
- Develop an understanding of the evolution of music through performance and conduction of music from different eras.
- Help promote school spirit at assemblies and sporting events
- Develop basic marching skills through participation in various marching drill designs.
- Demonstrate skills in tone production, breath control, and musical styling.

Metropolitan Community College

Online Academy

Online Academy is conducted through Metropolitan Community College's Kick Start online program. Please go to this [link](#) for more information.

Prerequisites include:

- Student should be Junior or Senior status
- No class that is offered at PHS may be taken through Online Academy
- Minimum Unweighted GPA of 3.0
- Student must earn a B- or higher in previous online classes to take another
- Students can not drop a previous online class and take another
- Student's Attendance and discipline history are reflective of a student that can succeed in an independent environment.
- Must be on track to graduate
- There must be a signed contract in place between the parents, students and school.
- Grade level counselor or administrator must approve the course
- Parents and students must attend a training session with MCC

Fees: PHS will pay for the tuition of the course, but the fees and books are up to the students.

Structure and Support: Students and parents must both agree that their child will be able to learn to work without daily direct instruction from the teacher. PHS does not have access to course materials, grades, or assignments as this course is run through Metropolitan Community College. Online learning requires self-discipline, daily progress and completion of required assignments, quizzes and exams on time with no reminder from anyone else.

Summary of courses:

Platteview High School will offer courses through Metropolitan Community College. Course summaries for these courses can be found at: <https://mycatalog.mccneb.edu/>

Form for signed agreement is found in the appendix of this document.

Career Academy

Please visit [this website](#) for information on MCC Career Academies. If you are interested in participating, students will need to set up an appointment with their grade level counselor.

[2024-2025 Paperwork](#)- due on March 3rd

PE & Health

Faculty: Nick Crouse, Christina Elder, Scott Jenson, Adam Kuhl

Course #	Class Title	Course Length	Credits	Open To
080121	Competitive Sports	Semester	1	10-12
080100	Health	Semester	1	10-12
089930	Individual and Dual Activities	Semester	1	9-12
080120	Lifetime Fitness	Semester	1	9-12
089931	Lifetime Sports and Activities	Semester	1	9-12
080124	Sports Officiating	Semester	1	9-12
080111	Weight Training and Conditioning	Semester	1	9-12

Competitive Sports & Activities	
Course #: 080121	Prerequisite: Open to students 10-12. Students must have earned an A or B in lifetime Sports or Individual Sports to enroll. A or B to repeat the course.
Class Fee: N/A	
<p>Course Description: An activity-based course designed to emphasize team and individual sports in a competitive environment that have carryover value for later life. Students will enhance already developed skills and further their appreciation of various team and individual sports as well as continue to display and develop positive social traits such as teamwork, leadership, and responsibility. Active and competitive participation as well as skill refinement are both daily and unit expectations.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities ● Demonstrate a heightened competency in various skills necessary for different team and individual sports, games, and activities. ● Demonstrate positive peer relationships in a physical activity setting ● Participate actively on a daily basis with focus on skill refinement and competitiveness ● Perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength. ● Understand the importance of lifetime fitness, physical activity and healthy lifestyle ● Choose a sport or activity and create a presentation that will be made to the class. 	

Health	
<u>Course #:</u> 080100	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Health is designed to make students aware of various aspects of life relating to health. The course content will include the following topics: managing weights and body composition, achieving good mental health, fad diets, tobacco use, peer relationships, alcohol, sexually transmitted infections, non-communicable diseases and disabilities, and first aid emergencies.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> • Understand basic health concepts • Understand the social drugs and how they affect the body • Study major body systems and how they function • Learn basic rescue skills and test to certify for Red Cross 1st Aid and CPR certifications. 	

Individual & Dual Activities	
<u>Course #:</u> 089930	<u>Prerequisite:</u> Open to students in the 10th-12th grade. Must receive an A or B to repeat the course.
<u>Class Fee:</u> N/A	
<u>Course Description:</u> An activity-based course focused on individual and dual participation in a variety of sports games and activities that have carryover value for later life. Students will continue to develop skills and further their appreciation of various individual and dual spots as well as display and develop positive social traits such as teamwork, leadership, and responsibility. Activities covered in this course will include badminton, pickleball, bowling, shuffleboard, archery, spike ball, golf, and table tennis.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> • Demonstrate and apply the knowledge of rules pertaining to various individual and dual participation sports and activities. • Demonstrate an elevated competency in various skills necessary for different individual and dual participation sports and activities. • Demonstrate positive peer relationships in a physical activity setting participate actively in a competitive atmosphere on a daily basis with focus on advancing an already developed skill level • Perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength • Understand the importance of lifetime fitness, physical activity and healthy lifestyle. 	

Lifetime Fitness	
<u>Course #:</u> 080120	<u>Prerequisite:</u> Note this course is a rigorous fitness-focused class and not an activity class. Must receive a B or better to retake class.
<u>Class Fee:</u> N/A	

Course Description: The fitness class is designed to help students participate in low-impact fitness activities that develop cardiovascular fitness, muscle toning, and flexibility. Students will understand the importance of these elements of fitness and be able to structure their own workouts designed to improve their individual fitness levels. IN class, plan on getting a good workout for 30 minutes. Heart rate will be at a working level the entire class. Yoga, Pilates, cardio kickboxing, running workouts, aerobics, core workouts, and cardio strength training will make up the workouts. Stability balls, elastic bands, medicine balls, free weights, and cardiovascular machines are equipment used for this class. The focus for students will be on physical activity that provides opportunities for enjoyment, challenge, self-expressions and social interactions.

Course Outcomes: The students will...

- Be required to track their cardiovascular improvement based on heart rate monitoring and strength gains through journaling
- Practice proper goal setting and nutrition logging
- Learn all 5 elements of fitness and why they are important to overall fitness and health
- Learn basics of yoga, aerobic fitness, cardio kickboxing, pilates
- Be able to understand lifetime fitness is important to overall well being
- Understand different vocabulary associated with fitness
- Understand proper form, technique and safety measures for each fitness activity
- The difference between aerobic and anaerobic exercise
- Improve overall strength, cardiovascular endurance, and flexibility. vs

Lifetime Sports and Activities

Course #: 089931

Prerequisite: Grade of a B or higher to retake course

Class Fee: N/A

Course Description: The focus of the course is to provide students further opportunity to develop basic skills used in a variety of sports, games, and activities as well as gain an appreciation for the value of lifetime fitness and a healthy lifestyle. Active participation and skill improvement are both daily and unit expectations.

Course Outcomes: The students will...

- Demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities
- Demonstrate a competency in various skills necessary for different team and individual sports, games, and activities.
- Demonstrate positive peer relationships in a physical activity setting
- Participate actively on a daily basis with focus on skill development and improvement
- Perform a series of physical fitness tests to include but not limited to flexibility, endurance, cardiovascular fitness and muscular strength
- Understand the importance of lifetime fitness, physical activity and healthy lifestyle
- Choose a sport or activity and create a presentation that will be made to the class.

Sports Officiating

Course #: 080124

Prerequisite: Open to students in 10-12 grade. Must purchase a whistle and lanyard

Class Fee: N/A

Course Description: This course is designed to introduce students to the basic playing rules and officiating practices in the sports of football, soccer, volleyball, and basketball. At the end of the course, students will be expected to demonstrate proficiency by taking the NSAA officiating exam in each of the four sports.

Course Outcomes: The students will....

- Demonstrate correct mechanics in each sport
- Demonstrate a mastery of the playing rules in each sport
- Complete NSAA officiating exam in each sport
- Demonstrate proficiency during practical officiating exams.

Weight Training and Conditioning

Course #: 080111

Class Fee: N/A

Prerequisite: Students may repeat if they earn a grade of “B” or better in the previous semester. **This is not an activity course. This is a rigorous strength and conditioning course.**

Course Description: This course is designed to provide students the opportunity to improve body structure through various weight training, stretching and cardiovascular exercises. A variety of weight lifting exercises will be used to explore the different muscle groups. Focus will be on proper weightlifting techniques and skills necessary to perform exercises in a safe and effective manner.

Course Outcomes: The students will....

- Understand and follow weight room safety policies and procedures
- Perform a variety of weight lifting exercise safely, properly, and effectively
- Increase muscular strength, power, and endurance through a variety of weight training methods and exercises through periodic testing.
- Develop speed, agility, flexibility, and coordination through stretching and conditioning
- Develop increased cardiovascular endurance
- Perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.
- Understand basic muscle groups, their function relative to weight training, and the affects various exercises have on each group.

Science

Faculty: Megan Poppen, Alex Nielsen, Sarah Ortiz, Ellen Wulf

DCourse #	Class Title	Course Length	Credits	Open To
135000	AP Biology +	Full Year	2	11-12
130210	Anatomy and Physiology	Full Year	2	11-12
130201	Biology	Full Year	2	9-12
130300/ 130301	Physical Science	Full Year	2	10-12
130311	Chemistry 2+	Semester	1	10-12
130313DC	Earth and Space Science DC	Semester	1	11-12
130418	Material Science 1	Semester	1	11-12
130419	Material Science 2	Semester	1	11-12
130307	Physics DC +	Full year	2	11-12
011007	Plant Science	Semester	1	10-12

+Indicates a weighted course

Green indicates dual enrollment

College and Career Pathway	
<u>Semester 1</u> 9th Biology 10th Physical Science 11th Science Elective	<u>Semester 2</u> 9th Biology 10th Physical Science 11th Science Elective
University Pathway	
<u>Semester 1</u> 9th Biology 10th Physical Science 11th Dual Credit Physics or Chem 2	<u>Semester 2</u> 9th Biology 10th Physical Science 11th Science Elective
Distinguished Pathway	
<u>Semester 1</u> 9th Biology 10th Physical Science 11th Dual Credit Physics 12th AP Biology	<u>Semester 2</u> 9th Biology 10th Physical Science 11th Dual Credit Physics Chemistry 2 12th AP Biology

Anatomy and Physiology	
<u>Course #:</u> 130210	<u>Prerequisite:</u> students must have completed Biology (with a minimum grade of a "C") and Chemistry (with a minimum grade of a "C").
<u>Class Fee:</u> N/A	
<u>Course Description:</u> This course is designed for students who plan on pursuing a health related area of study in college. The general area of study in this course is the structure and function of the human body. Topics include, but are not limited to: Anatomical Terminology, Cells and Tissues, the Skeletal System, the Muscular System, the Cardiovascular System, the Respiratory System, Nervous System and the Digestive system. Daily activities include classroom lecture, discussions, note taking and laboratory investigations including dissections.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> ● Distinguish between anatomy and physiology and learn how they are related ● Study anatomical terminology and relative body positions/landmarks. ● Identify cell types and tissue types seen in the human body. ● Study the bones of the skeletal system, joints and types of movement produced in the human body. ● Identify the major muscles and muscle groups of the human body, muscle movements and the process of producing muscle movement. ● Study the structure and function of the organs of the digestive system and the process of digestion. ● Study the structure and function of the organs of the respiratory system and the process of respiration. ● Study the structure and function of the organs of the nervous system. ● Study the senses of sight and hearing including the structure and function of eyes, ears. 	

Biology	
<u>Course #:</u> 130201	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> This course is designed to give students an introduction to various biology fields of study including scientific method, ecology, molecular biology, bioenergetics, cell biology, genetics, zoology, microbiology, evolution and behavior. Lab investigations will be used to help understand and interpret concepts and theories. Recent development and bioethical issues will be used to stimulate student interest and involvement in life science.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> ● Recognize the scientific method as a logical problem solving strategy that applies to science, as well as to everyday situations. ● Understand the ecological relationship among living organisms and between living organisms and their environment. ● Study energy, energy transformations, matter and recycling of matter as they relate to living organisms, ecosystems and the biosphere. ● Study cells, cell structure, cell function, and cell reproduction. ● Study the chemistry of biological molecules as they relate to photosynthesis, cellular respiration 	

- and other metabolic processes.
- Understand patterns of inheritance, DNA, RNA, protein synthesis, human genetics, genetic engineering recombinant DNA and genetic disorders.
 - Study viruses, bacteria, protozoan's, and their importance in ecological relationships as well as disease-producing mechanisms.
 - Understand the theory of evolution as it relates to heredity and population genetics.
 - Study theories and patterns of plant and animal behavior.

Chemistry 1

Course #: 130301

Prerequisite: Biology

Class Fee: N/A

Course Description: This course is designed to meet the graduation requirement for PHS students in Science. It emphasizes chemical theories and an understanding of the periodic table. The course covers all of the NGSS Physical Science standards that pertain to chemistry including measurements, atomic structure, waves, chemical & nuclear reactions, and bonding.

Course Outcomes: The students will....

- Learn about lab safety, lab techniques and lab equipment used in typical chemistry settings.
- Investigate what matter is and how to recognize a chemical reaction.
- Know how to take scientific measurements and apply problem solving techniques.
- Identify types of chemical reactions and write their balance formulas.
- Explain how energy released in a fission reaction affects an atom's nucleus.
- Predict properties of elements based on outer elections
- Investigate the structures of both atoms and ions as well as how they form.
- Learn how the periodic table is a vital resource for a chemist.

Chemistry 2+

Course #: 139930

Prerequisite: Chemistry 1 with a B or higher or teacher recommendation.

Class Fee: N/A

Course Description: This second semester course moves at a faster pace and is designed to prepare students who plan on entering college. It covers all of the NGSS Chemistry Plus standards including scientific measurements, solutions, gas laws, calculations for moles & stoichiometry, and acid bases.

Course Outcomes: The students will....

- Know how to take scientific measurements and apply problem solving techniques.
- Learn the process on how to name and write chemical formulas.
- Apply the use of dimensional analysis to investigate mole-mass, mole-volumes, and mole-particle relationships
- Use mathematical equations to understand the laws that govern gas behavior
- Predict limiting reactants to determine the percent yield of product made
- Identify strong acids and bases
- Prepare solution and dilute concentrated mixtures to a specific molarity
- Use critical thinking to prepare an airbag out of chemicals for an egg drop.

Earth and Space Science	
Course #: 130313	Prerequisite: Biology
Class Fee: N/A	
<p>Course Description: This course is designed to give students an introduction to various earth and space science topics and help students gather, analyze, and communicate evidence. Earth and Space Science examines the workings of our dynamic earth, its surrounding atmosphere, and human's impact on Earth's systems. Lastly, it explores the infinite space beyond our earth.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Analyze the interconnectedness of Earth's systems and their impact on one another. ● Interpret Earth's history using geological evidence. ● Analyze how the Earth changes over time using geological evidence. ● Analyze how Earth's climate and weather are influenced by energy flow through Earth's systems. ● Synthesize, analyze, and interpret data about Earth's climate and weather in order to draw conclusions about the future supported by evidence. ● Analyze how the universe formed and changes over time using astronomical evidence. ● Interpret Earth's place in the solar system and universe. ● Analyze star life cycles in order to communicate how stars, throughout their lifetimes, produce elements. 	

Earth and Space Science DC	
Course #: 130313DC	Prerequisite: Biology
Class Fee: N/A	
<p>Course Description: This course is a survey in physical science with emphasis on scientific processes and a focus on astronomy, geology, and meteorology. It also studies the chemical and physical principles needed to better understand the world.</p> <p>This course provides an opportunity for students to achieve dual credit science credit with a lab that is not as technical or mathematically intense as the other dual credit science courses currently being offered. This course would allow those enrolled to earn credit for the PHS course Earth and Space Science in addition to earning dual credit through MCC. This course should be weighted on the PHS grading scale. This course would have a prerequisite of one semester of Chemistry 1 with an 80% or higher and 1 semester of Physics 1 with an 80% or higher.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Apply and comprehend the scientific method. ● Comprehend and explain the nature of matter. ● Explain the basic mechanics of motion, work, power, friction, force, electricity and magnetism. ● Explain the composition of and physical systems of the Earth. ● Explain the discoveries and formation of the universe, the solar system and Earth. ● Understand the basics of each discipline covered: astronomy, physics, meteorology, chemistry and geology. 	

Material Science 1 & 2	
Course #: 130310 (1) & 130311 (2)	Prerequisite: Chemistry 1
Class Fee: \$20 per semester	
<p>Course Description: Material Science is a study of solid matter where students will explore the nature of different materials. Four major units form the basis of the course: solids, metals, ceramics/glass, and polymers (plastics). We will study the properties, design, and manufacturing of each major solid category. This course allows students to see chemistry in the real world as well as gives students a better understanding of different fields of engineering & technical careers.</p> <p>A heavy hands-on, lab based approach is used in this class. Learning will involve working in small groups, writing as a means of learning, participating in demonstrations and activities, using community experts in materials, showing videos, and using a large variety of written resources including current event articles.</p>	
<p>Course Outcomes: The students will...</p> <ul style="list-style-type: none"> ● Learn to make crystals using different methods (from solution, from precipitates of chemical reactions, and from freezing of a metal) ● Be able to create glass from raw ingredients and understand the bonding processes. ● Be able to use a variety of equipment to work with metals (rolling mills, draw plates, and digital calipers) ● Be able to explain the desirable properties that alloys have over their metallic components. ● Be able to perform various heat treatments of metal (quench, anneal, and temper). ● Be able to define corrosion, recognize examples of corrosion, and identify factors that cause corrosion. ● Be able to understand the science behind the art of raku. ● Be able to explain the differences in various polymers and bioplastics, how to make them, and environmental issues that surround the plastic industry 	

Physics 1	
Course #: 130303	Prerequisite: Chemistry 1
Class Fee: N/A	
<p>Course Description: This course is designed to meet graduation requirements at PHS in science to prepare students who plan on entering college. Physics is an explorative, lab-intensive course that will guide students to make sense of their surroundings. It emphasizes the physical world and the laws governing it. The course will cover basic motion, force, momentum, energy, and electromagnetism.</p>	
<p>Course Outcomes: The students will...</p> <ul style="list-style-type: none"> ● Analyze the relationship between displacement, time, velocity, acceleration, and forces in straight line motion. ● Utilize the laws of motion to draw conclusions about the relationship between force and motion. ● Analyze the total momentum in a system and how it is always conserved when interacting with other objects. ● Synthesize a device which reduces the force in a collision and analyze experimental data to draw conclusions about the relationship between time, momentum, and force. 	

- Analyze the relationship between work, energy, and power using experimental data.
- Analyze the relationship between electricity and magnetism and how each impacts their environment.

Physics DC+

Course #: 130307

Prerequisite: Algebra 1 or higher.
Geometry or higher.

Class Fee: General Physics 1 with Algebra
(PHYS 1110) dual credit through UNO & Metro CC

Course Description: First part of a two-semester continuing course designed for students with no prior background in physics. Mechanics, heat and sound are covered in this semester. In addition to meeting all curricular requirements of the UNO course, this course meets the requirements for the advanced placement exam.

Course Outcomes: The students will....

- Demonstrate a broad understanding of the fundamental laws and principles of science and interrelationships among science and technology disciplines.
- Demonstrate a broad understanding of various natural and/or physical phenomena that surround and influence our lives.
- Describe how scientists approach and solve problems including an understanding of the basic components and limitations of the scientific method.
- Solve problems and draw conclusions based on scientific information and models, using critical thinking and qualitative and quantitative analysis of data and concepts in particular to distinguish reality from speculation.

Social Studies

Faculty: Jon Comine, Steve Lundeen, Brad Schlieman, Shae Speth

Course #	Class Title	Course Length	Credits	Open To
151103	21st Century Studies	Semester	1	11-12
151113	DC Government +	Semester	1	12
150805	Honors World History +	Year	2	10
159930	Military History	Semester	1	11-12
151200	Intro to Psychology	Semester	1	11-12
151300	Intro to Sociology	Semester	1	11-12
1512000	Psychology 2	Semester	1	11-12
151110	US Government	Semester	1	12
159931	US History 1 +	Semester	1	11
159932	US History 2 +	Semester	1	11
150820	US History 11	Year	2	11
150700	US History 9	Semester	1	9
150800	World History	Year	2	10

Green Print indicates a Dual Enrollment Course

+Indicates a Weighted course

21st Century Studies	
Course #: 0453	Prerequisite: 11th or 12th grade
Class Fee: N/A	
<p>Course Description: course offers an in-depth study of current/contemporary issues from the 21st Century. Issues are selected according to their impact on both domestic and international affairs. Each unit includes a central activity that challenges students to consider multiple viewpoints on a contested issue. The class will utilize the “Choices” curriculum developed by the Watson Institute of Brown University.</p>	
<p>Course outcomes</p> <ul style="list-style-type: none"> ● students will learn to engage in serious discussions regarding current global issues ● students will form rich conceptions of what it means to be an engaged citizen ● students will learn to integrate and evaluate multiple sources of information presented in diverse formats and media. ● students will learn to initiate and participate effectively in a range of collaborative 	

discussions/projects, (one on one, in groups, and teacher-led

DC Government

Course #: 151113

Prerequisite: 12th grade

Class Fee: Dual Enrollment class through UNO

Course Description: DC Government and Politics is available to seniors desiring a more intensive college preparatory experience. The course will give students an analytical perspective on government and politics in the United States. Topics include: Constitutional Underpinnings, Political Beliefs and Behaviors, Political parties, Interest Groups, Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Civil Liberties.

Course Outcomes:

- Know the important facts, concepts, and theories pertaining to US Government and politics
- Understand typical processes and behavior and their consequences.
- Be able to analyze and interpret basic data relevant to US Government and Politics

Psychology 2

Course #: 151200

Prerequisite: 11th or 12th grade,
Introduction to Psychology

Class Fee: Dual Enrollment course through UNO

Course Description: This course is an introduction to the science of psychology. The course material will include a study of the application of critical thinking, learning theory, memory, growth and development, biological and neurological, abnormal behavior. This course also fulfills a University of Nebraska Omaha general seduction requirement and is aligned with the following General Education Student Learning Outcomes.

Course Outcomes:

- Demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior
- Use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied
- Identify multiple methods and modes of inquiry and their appropriate application
- Communicate ideas and explain concepts and analyses using the language of the discipline(s)

Honors World History

Course #:

Prerequisite: 10th grade

Class Fee: Dual Enrollment class through MCC

Course Description: This course surveys the history of selected civilizations from the Renaissance to the present. It focuses on the political, economic, social, cultural, and technological contributions of these civilizations, individually and collectively, to the modern world.

Course Outcomes:

- Analyze and evaluate patterns of continuity and change in world history from the Renaissance to modern times.
- Evaluate the economic, cultural, and political causes and effects of historical events in the world, leading to the development of the modern global age.
- Evaluate the impact and perspectives of people, events, and ideas, including various cultures and ethnic groups, on the world.

Intro to Psychology

Course #:

Prerequisite: 11th or 12th grade

Class Fee:

Course Description: Psychology I will provide an introduction of general principles and terminology involved in the field of psychology. Students will identify not only what psychology is, but how it is studied and some of the specific areas that psychologists explore. Psychology I will give students the opportunity to work and learn like a social scientist using the variety of materials the psychological field provides.

Course Outcomes:

- Study the core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
- Understand the basic skills of psychology research. They will be able to recognize psychological principles when they encounter them
- Develop an awareness of human similarities and accept the differences
- Acquire critical thinking skills which will allow them to be consumers of information
- Learn about psychology as a profession and become aware of the educational requirements that must be met to pursue a career.

Intro to Sociology

Course #: 151300

Prerequisite: 11th or 12th grade

Class Fee: N/A

Course Description: This course is an introduction to the scientific study of society and human social behavior. It focuses on the concepts of research methods and findings, sociological theories, society, institutions, groups, social structure, culture, interaction, socialization, social problems, inequality, and change.

Course outcomes:

- Demonstrate understanding of fundamental sociological theories and concepts.
- Explain the process of sociological research.
- Discover and develop their own sociological imagination and apply it to societal issues.
- Understand how social institutions are interdependent.
- Explore how social factors contribute to social inequalities and efforts to create social change.

Military History

Course #: 159930

Prerequisite: 11th or 12th grade

Class Fee: Dual Enrollment course through MCC

Course Description: This course is a survey of American military history in a global context which situates war strategies and tactics starting from Colonial America to the present. This course's primary purpose is to provide students with a better understanding of the political, social, cultural, and economic aspects of American military history on the global stage. This course is a dual credit course through Metro Community College.

Course Outcomes:

- Be able to describe the evolution of US/Global military policies, tactics, and strategies from colonial times to the present.
- Be able to describe the relationship between military affairs and society, especially as they pertain to social, political, economic, national security, and diplomatic traditions
- Be able to analyze the ramifications of European and American military policies and practices upon current global military actions
- Be able to analyze primary sources and describe how they help us better understand military history.

US Government

Course #: 151110

Prerequisite: 11th or 12th grade

Class Fee: N/A

Course Description: American Government is a survey study on the development and operation of our national government. The intent is to educate the student in the workings of our government and to foster a sense of civic pride and responsibility.

Course Outcomes:

- Understand some of the basic problems faced by the authors of our constitution
- Acquire a better understanding of our rights as guaranteed by the constitution
- Associate current literature involving the government with our studies.

US History 11

Course #: 150820

Prerequisite: N/A

Class Fee: N/A

Course Description: two semesters of US History is required of all Juniors at Platteview. This course is a survey style course covering the time period of 1920-to the present. Course will extensively focus on the 20th Century where the United States became both a Military and Economic superpower. Students will be exposed to historical events in which many Americans contributed to the freedoms we still have and enjoy in today's ever changing world.

Course Outcomes:

- Gain an understanding of the facts that led to the United States emerging as a world power.

- Understand the problems the United States faced while solidifying its status as a world power.
- Understand the impact of the Cold War on the lives of Americans and the World
- Gain a greater appreciation for the US economic and political systems, along with a sensitivity toward the various ethnic groups that make up our United States.

US History 1 (to 1877) +

Course #: 159931

Prerequisite: 11th grade

Class Fee: Dual Credit course through MCC

Course Description: In order to function effectively in society, students need to have an understanding of the way in which the past is a part of their lives today. A firm intellectual grasp of the historical forces underlying present-day issues will result in mature, informed judgment and effective participation in community affairs. Moreover, students should come to regard history as the interdisciplinary interpretation of political, economic, geographic, social, cultural and intellectual forces, all in a time dimension. Additionally, they should also regard differing historical interpretations as a healthy opportunity to exercise their own critical judgment. This course is a survey of American history from discovery through and including the Civil War and Reconstruction.

Course Outcomes:

- The fundamental themes of American history from the Age of Discovery to 1877.
- The major aspects of North American and global geography demonstrate how geography influenced the course of American history.
- The major time periods of American history.
- The interaction of various forces in American history and how the interactions influence the future.

US History 2 (From 1865) +

Course #: 159932

Prerequisite: 11th grade

Class Fee: Dual Credit course through MCC

Course Description: Looks like the same as US history 1 needs to be corrected right?

Course Outcomes:

- The fundamental themes of American History from 1865 to the present
- The major aspects of North American and global geography and demonstrate how geography influenced the course of American History.
- The major time periods of American History since 1865.
- The interaction of various forces in American history and how the interactions influenced the future.

US History 9

<u>Course #:</u>	<u>Prerequisite:</u>
<u>Class Fee:</u> N/A	
<u>Course Description:</u> course is a one semester requirement for all freshmen. It is a survey style course that covers the time period of 1865-1920. Topics included are: Aftermath of Civil War/Reconstruction, Westward Expansion, Industrialization, Immigration/Urbanization, Progressivism, U.S Imperialism, and World War I	
<u>Course Outcomes:</u> -Analyze and evaluate patterns of continuity and change over time in American history. -Understand the events that led to the United States emerging as a world power. -Develop an understanding and appreciation for US economic, cultural, and political systems, along with a sensitivity toward various minority groups. -Identify and evaluate how considering multiple perspectives facilitates an understanding of history.	

World History	
<u>Course #:</u> 150800	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> This course is a survey style course, designed to familiarize the student, primarily through European studies, with the concepts of how mankind has advanced through the contemporary stages of societal development	
<u>Course Outcomes:</u> <ul style="list-style-type: none"> ● Understand the changing needs of civilization that leads to the development of nation states. ● Gain an understanding of the reasons behind revolutions and unification movements in Europe ● Understanding that through changing technologies and ideologies the world becomes an international arena in the 20th century ● Become familiar with the key personalities of the different historical eras. 	

Spanish

Faculty: Kirsten Ehrke and Kim Zeleny

Course #	Class Title	Course Length	Credits	Open To
060241	Spanish 1	Full Year	2	9-12
060242	Spanish 2	Full Year	2	10-12
060243	Spanish 3+	Full Year	2	11-12
060244	Spanish 4+	Full Year	2	12

Green indicates dual enrollment course

+Indicates course is weighted

Is my student ready for Spanish 1?

What is expected of the students in Spanish 1?

- Students in Spanish 1 are expected to have established study skills and a study routine. They know how to learn vocabulary, including spelling, of around 5-6 words a day in addition to their regular homework for class.
- Students need to be competent in reading, writing and speaking in their own language. A lot of what we do will require them to speak out loud in class and be willing participants in many activities. They should have a good grasp of common grammar terms.

My student struggles in English or Math.

- Students that tend to struggle in either or both of these subject areas tend to struggle with Spanish. It may be wise to give them another year of maturity and mastery of these two subject areas before throwing another difficult class at them.

My student rarely does his/her homework on time.

- Practice assigned in a level one class must be completed for the following day. Failure to practice makes it next to impossible to understand what is happening in class.
- Students are expected to study Spanish almost daily- close to 20 minutes a day- learning vocabulary, practicing verb conjugations, etc. Those with a low completion rate of homework may want to wait a year to mature into better homework completion habits.

My student is planning on only taking 2 years of this course.

- Since most 4 year universities require students to prove their mastery of 2 years of Spanish with a placement test, why not wait a year before starting Spanish? If their goal is to take the "2 years" and be done, it may be a better idea to wait a year to take it.

I heard Spanish is easy!- ALL they do is eat and sing.

- Many 4 year universities require a minimum of 2 years of a world language before they are admitted to their institution. This is due to the amount of higher level thinking skills required, plus the ability to show grit when faced with difficult concepts. This is not just a memorization class- however this skill is utilized frequently.

- If students do not master the basic skills in level 1, they will struggle in level 2. This class is such a concept building class- you can not learn something and forget what you have learned after the test.

My student needs to be challenged academically.

- Great! This class will challenge them to think in ways they have never had to think and study before. They should have a passion for learning to start Spanish 1 as a Freshman and continue through Spanish 4 as a Senior.

Spanish 1	
<u>Course #:</u> 060241	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Spanish 1 is an introduction to the Spanish language. In this class students will be introduced to Spanish vocabulary and basic grammar concepts. Students will learn about Spanish-speaking countries and some of their cultural celebrations. An emphasis is placed on vocabulary acquisition, sentence structure, and proper pronunciation.	
<u>Course Outcomes:</u> <ul style="list-style-type: none"> • Be able to use basic grammatical components. • Develop a limited, but workable vocabulary. • Discuss aspects of Spanish culture. • Combine grammar and vocabulary to develop oral and written skills. 	

Spanish 2	
<u>Course #:</u> 060242	<u>Prerequisite:</u> Successful Completion of Spanish 1 with a C or better
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Spanish 2 is a continuation of the language skills acquired in Spanish 1. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Reading practice and culture are included.	
<u>Course Outcomes:</u> <ul style="list-style-type: none"> • Review and apply aspects of level one. • Expand upon grammatical aspects of the language • Demonstrate the ability to compose writing samples. • Recognize and understand many of the differences/similarities between the cultures. 	

Spanish 3 +	
<u>Course #:</u> 060243	<u>Prerequisite:</u> Successful Completion of Spanish 2 with a C or better
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Spanish 3 is a continuation of the language skills acquired in Spanish 1 & 2.	

New grammatical costs and vocabulary are introduced to broaden the student’s ability to communicate especially in written and spoken forms. Listening and speaking skills are developed through guided oral conversation, presentations and in-class activities. Writing has advanced to encompass multiple verb tenses and a variety of vocabulary topics from Spanish 1 & 2 in addition to the new topics presented in Spanish 3. Reading becomes more of a focus through short stories and books. Hispanic culture is included where appropriate.

Course Outcomes:

- Review and apply concepts from first and second year.
- Expand upon conversing in the present, past and future tenses.
- Compare cultural values.
- Develop advanced writing skills in Spanish.
- Communicate in all aspects of the language at an advanced level.

Spanish 4 +

Course #: 060244

Prerequisite: Successful Completion of Spanish 3 with a C or better

Class Fee: N/A

Course Description: Spanish 4 is the culmination of all 3 previous levels of Spanish offered at Platteview. The purpose of this class is to develop the speaking skills of students to communicate with people who speak Spanish and to help them develop a deeper understanding and appreciation of the Hispanic culture. This course prepares students for college placement exams and/or the workforce. Reading and speaking skills are emphasized. Review of grammatical concepts and introduction of vocabulary occurs in thematic units.

Course Outcomes:

- Review and apply concepts from first, second, and third year.
- Students will converse daily using a variety of grammatical structures and vocabulary.
- Compare cultural values in an in-depth manner.
- Develop advanced listening, reading and writing skills in Spanish.
- Read cultural and authentic pieces at an advanced proficiency.

Appendix

Online Academy Agreement/ Consent Form

The Platteview High school Online Academy will allow students to enroll in online courses throughout the academic day. The intent of the PHS Online Academy is to provide students with the opportunity to pursue curricular interests in areas that are not offered on site. This program will allow students to design and pursue their individual pathways and interests as they work towards graduation and preparing themselves for college and the workplace.

This class is taken through Metropolitan Community College or another Post-Secondary institution. Platteview staff will not have the ability to see the students grades or progress throughout the semester.

Springfield Platteview Community Schools will pay for the course tuition to take this class while parents are responsible for the books and fees.

Qualifications to take an online academy course are:

- Written justification for the purpose of taking the online course.
- Students that have declared the University Bound Pathway will have priority.
- Demonstration of ability of student to handle the rigor of an online class.
- Attendance History
- Discipline History
- Documentation that the student is on-track to graduate.

For all requirements and guidelines regarding the Online Academy, please refer to the Platteview High School Parent-Student Handbook.

Agreement and Consent Section

I understand that qualify for a seat in the Online Academy is a highly selective process and that if my student is selected I agree to the following conditions:

- My son/daughter is prepared for and understands the rigor and independent nature of online courses.
- My son/daughter will complete the course in full even if the material/course is difficult.
- I agree that the Springfield Platteview Community Schools will pay for the course if taken for high school credit. If the course is taken for college credit, I will be responsible for the payment.
- I agree to abide by the terms and conditions of the syllabus for the online course.

Parent Signature: _____ Date _____



Open Period Request

Date: _____

Student Name: _____

Grade: _____ Graduation Year: _____ Period Request _____

In order to be eligible for an open period, a senior must meet (and maintain) all the following qualifications.

- A minimum of a 2.5 cumulative GPA during the preceding semester.
- No unexcused Absences the preceding semester.
- Less than 9 countable absences in all class periods during the preceding semester.
- Less than 6 tardies to any single period the preceding semester.
- Counselor Verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than 5 days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods.

- The only periods eligible for an open period are 1st or 8th
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from.

Administrator: _____

Counselor: _____

Student: _____

Parent: _____



Application for Early Graduation

Date: _____

Student Name: _____

Grade: _____

Credit History (To be filled out by office staff)

9th Grade Credits: _____

10th Grade Credits: _____

11th grade Credits: _____

Check the statement that applies

_____ I am requesting to graduate after the first semester of my senior year.

_____ I am requesting to graduate at the end of my junior year.

Dear Parent,

Your child has requested to graduate early. When a student completes all graduation requirements and withdraws from school, the student automatically becomes ineligible to participate in any school activities regulated by the Nebraska School Activities Association.

The only formal commencement exercise held at Platteview High School is in May of each school year. We encourage all students to participate. This form is due no later than June 1 of the summer preceding the date of intent to graduate.

As a parent, I understand the nature of this request and I am executing the authorization for my child to graduate early.

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____



Independent Study Proposal

Date: _____

Student Name: _____

Grade: _____ Graduation Year: _____

1. Area of Independent Study.

2. Activities to be carried out during Independent Study.

3. Evidence the student will produce indicating the progress being made throughout the Independent Study.

4. Procedure used in evaluating the Independent Study.

5. Amount of credit to be received for Independent Study.

We understand that the undersigned agree to the above outlined proposal.

Student: _____ Date: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____



Teacher Aide Request

Student Name: _____

Grade: _____ Class Period: _____

Sponsoring Staff Member: _____

Staff Signature: _____

Description of what tasks the Teacher Aide will be doing for the Sponsoring Teacher if approved:

Guidelines:

1. The agreement is good for one semester.
2. A teacher may have only one teacher aide per period.
3. Teacher aides must be kept busy and may not use cell phones or the teacher's computer during the period serving as an aide.
4. Teacher aids must maintain good grades, attendance and discipline history while serving as an aide.
5. Teacher aides who are listed on D-F list will be removed from assignment
6. Teacher aides must report on time and remain under the supervision of sponsoring teacher during period
7. Teacher aids must have a pass to be outside of the classroom for any reason during the class period.
8. Teacher aides are not permitted to grade papers or view academic records of other students.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Administrator Signature: _____ Date: _____



Request for a Schedule Change

Student Name:

Grade: _____

This request form must be submitted within the first five days of the semester to be considered. One form must be completed for each class that the student wishes to drop.

Class to Drop: _____

Class to Add: _____

Reason for change:

Parent Signature: _____ Date: _____

If dropping a year long course at the semester, approval of the teacher is required below.

Teacher Signature: _____ Date: _____

Submit this form to the counselor for your grade. Form must be received by no later than the 5th day of the semester.

Counselor Signature: _____ Date: _____



DATA SUMMARY

Connecting Passion with Potential

2023-2024



DEMOGRAPHIC

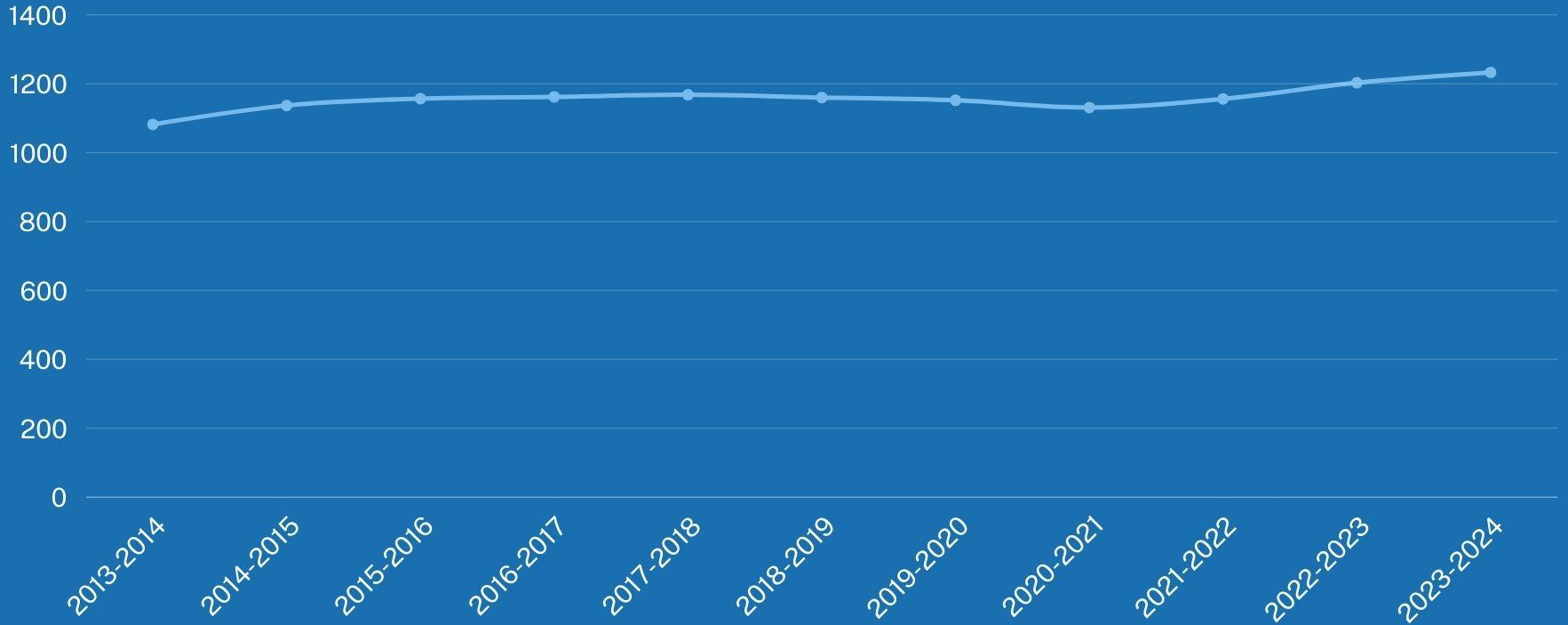
TOTAL ENROLLMENT

+12

HIGHLIGHT 1
Elementary grade sizes have increased by 12 students since 2013.

+12%

HIGHLIGHT 2
12% increase since 2013-2014 school year



STUDENT GROUP SUMMARY



BY
+2%

INCREASE NEED

The state special education percentage and the SPCS special education percentage have increased in recent years.

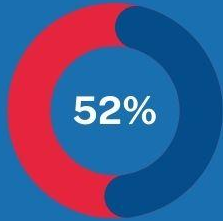


COMPARABILITY

The SPCS average is lower than the state average in all student group categories.

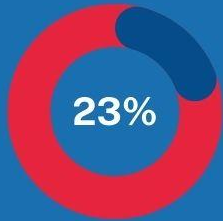
FREE AND REDUCE POPULATION

2023-2024



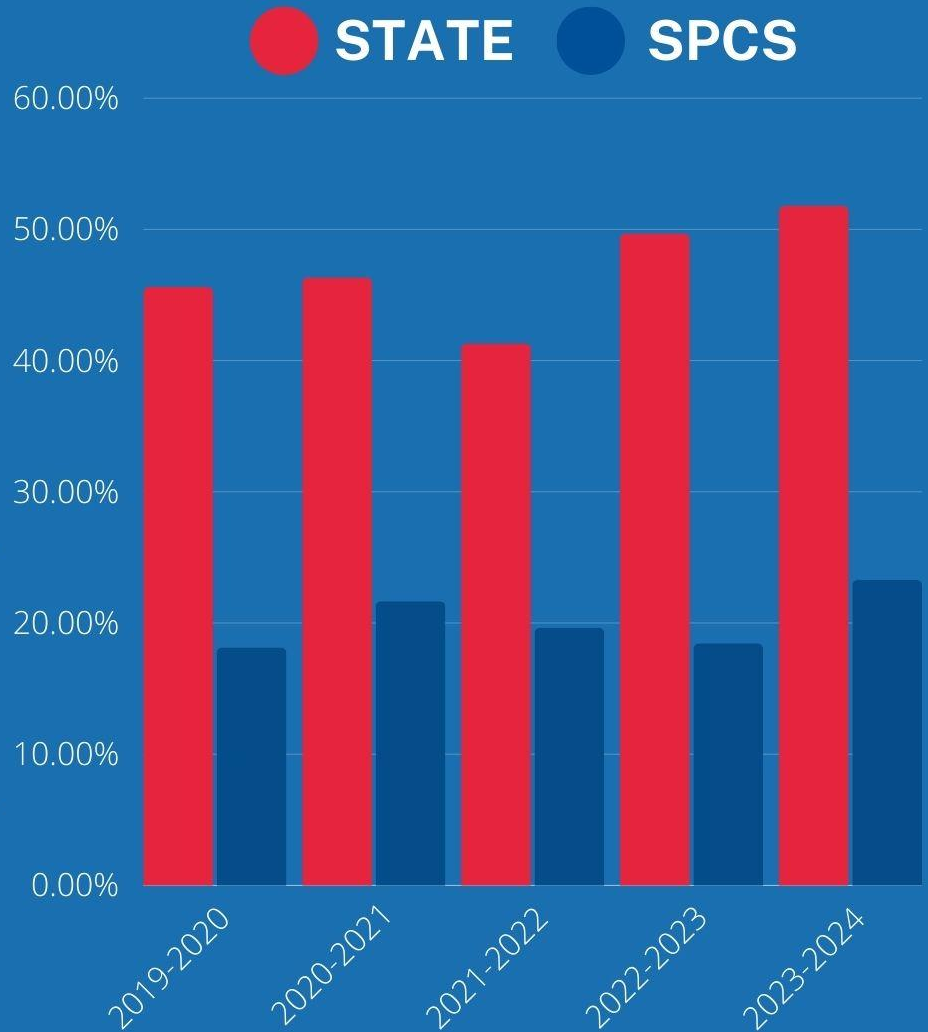
STATE DATA

Free and Reduce Percent is the highest it has been since the 2013-2014 school year.



SPCS DATA

Free and Reduce Percent is the highest it has been since the 2013-2014 school year.



CHRONIC ABSENTEEISM

10%

IMPACT ON ACADEMIC SUCCESS

Chronic absenteeism, often defined as missing 10% or more of school days in a year, can have a significant impact on a student's academic performance.



REDUCING DISPARITIES

Affects students from low-income families, students with disabilities, and minority groups.



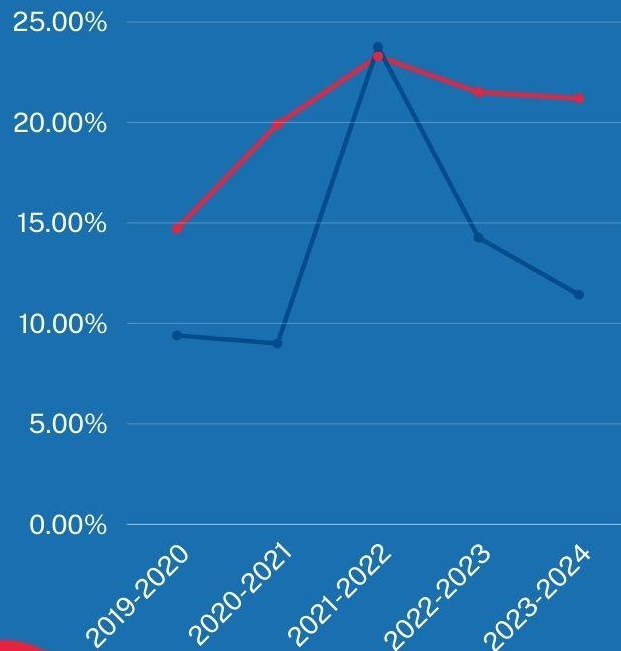
IMPROVING LONG-TERM OUTCOMES

Chronic absenteeism in early grades is linked to higher dropout rates and lower rates of high school graduation.

-12%

DECREASE IN CHRONIC ABSENTEEISM

Since 2021, the district has decreased its chronic absenteeism by 12%.



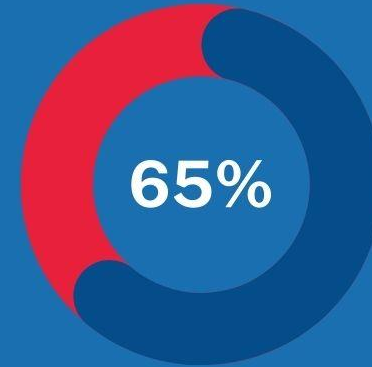
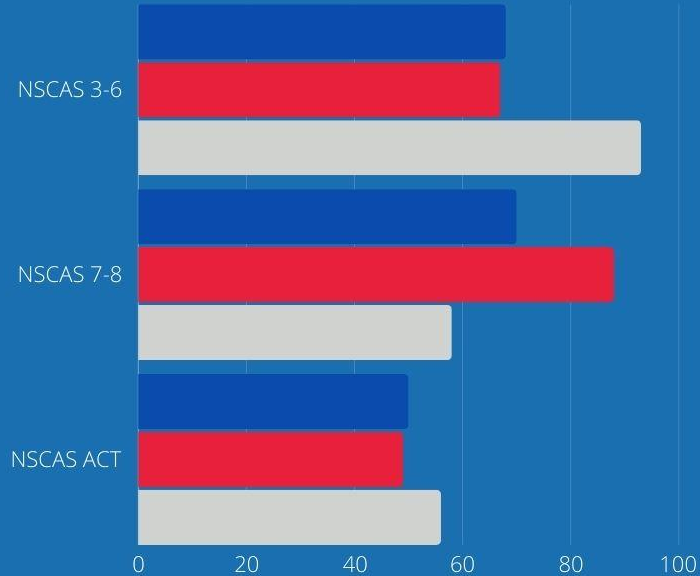


STUDENT LEARNING

NSCAS SUMMARY SLIDE

COMPREHENSIVE PROFICIENCY

NSCAS includes the MAP assessment in grades 3-8 and the ACT and grade 11. The sub tests include English Language Arts, Math and Science.

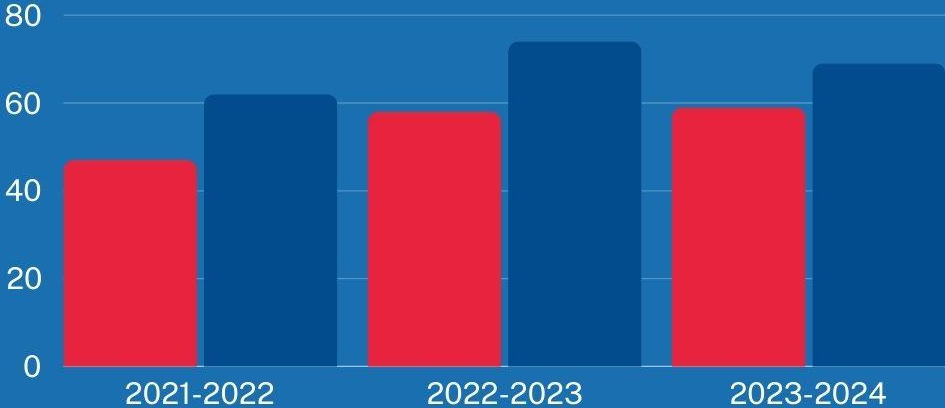


Information is shared per grade span for each of the content areas for NSCAS. This includes grades 3-6, 7-8 and 11th grade.



ENGLISH LANGUAGE ARTS

The district academic goal is in reading. As part of the continuous school improvement process, we monitor our growth by reviewing the percent of students who are proficient in reading.



● STATE ● SPCS





CLASSIFICATIONS



EXCELLENT



EXCELLENT



GREAT



GREAT



PLATTEVIEW
HIGH SCHOOL & CENTRAL JUNIOR HIGH

HOUSTON ROJANS 

**MISSION,
STANDARDS FOR SUCCESS, AND
CONTINUOUS SCHOOL IMPROVEMENT PROCESS**

DISTRICT MISSION

The mission of Springfield Platteview Community Schools is to ensure that all students acquire the college and career ready skills and behaviors necessary for each student to succeed now and into his/her future.

STRATEGIC PLAN



GOAL 1

Planning for growth as it relates to facilities, staff, systems, and processes.

GOAL 3

Implement a comprehensive safety plan to maximize the security of our stakeholders.



GOAL 2

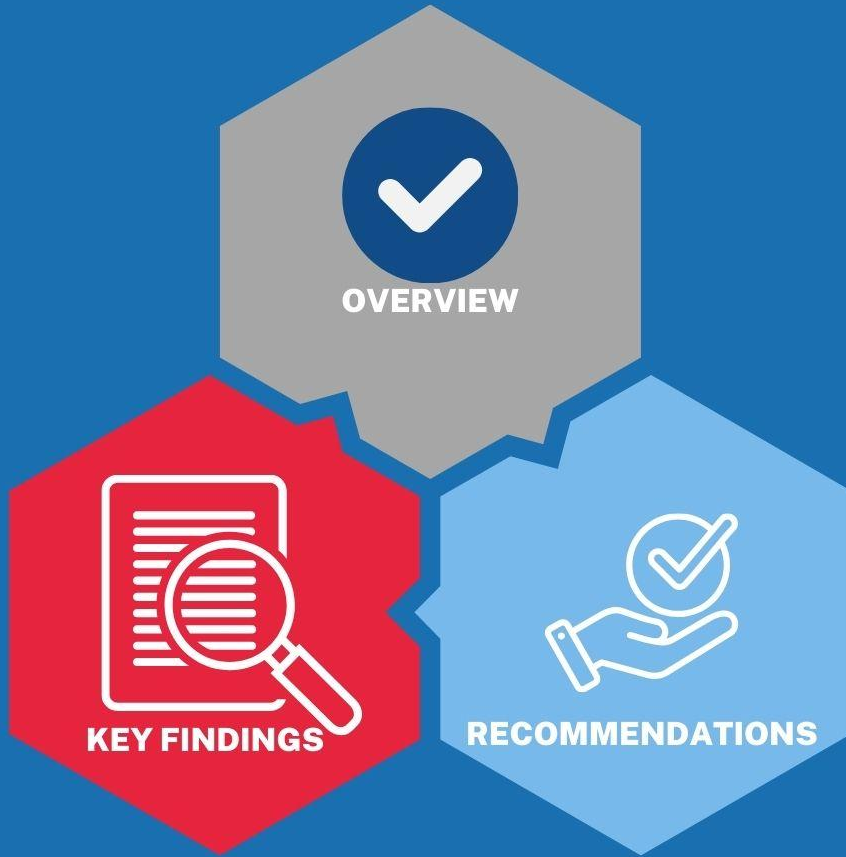
Implement and revise the Multi-Tiered System of Support (MTSS) model with fidelity throughout the district to support the academic career and behavioral instruction and intention to prepare and empower students.



CONTINUOUS SCHOOL

IMPROVEMENT PROCESS

VISIT SUMMARY



DATES



SPCS hosted the external team on November 12th and 13th.

EXTERNAL TEAM



The external team included educators from across the state, including public school teachers, administrators, and staff from educational service units and the state.

STAKEHOLDER INVOLVEMENT

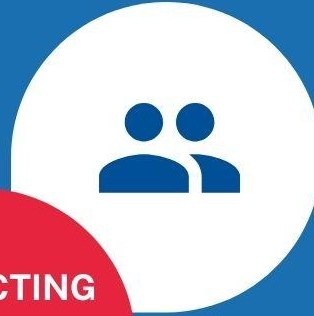


The external team met with over 100 stakeholders, including students, parents, teachers, administration and community members. They conducted interviews, classroom observations, and building presentations.

KEY FINDINGS

PASSIONATE ATMOSPHERE

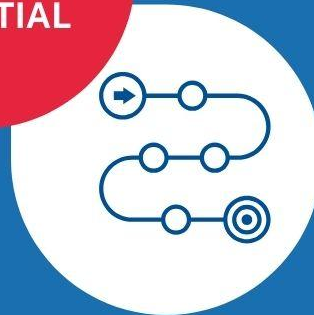
A strong sense of pride and belonging. High levels of pride and effective communication with parents and stakeholders.



**CONNECTING
PASSION WITH
POTENTIAL**

COMMUNITY SUPPORT

Great kids, supportive families, and dedicated professionals that are engaged, supportive, collaborative, respectful, visionary, and committed to success.



SHARED LEADERSHIP

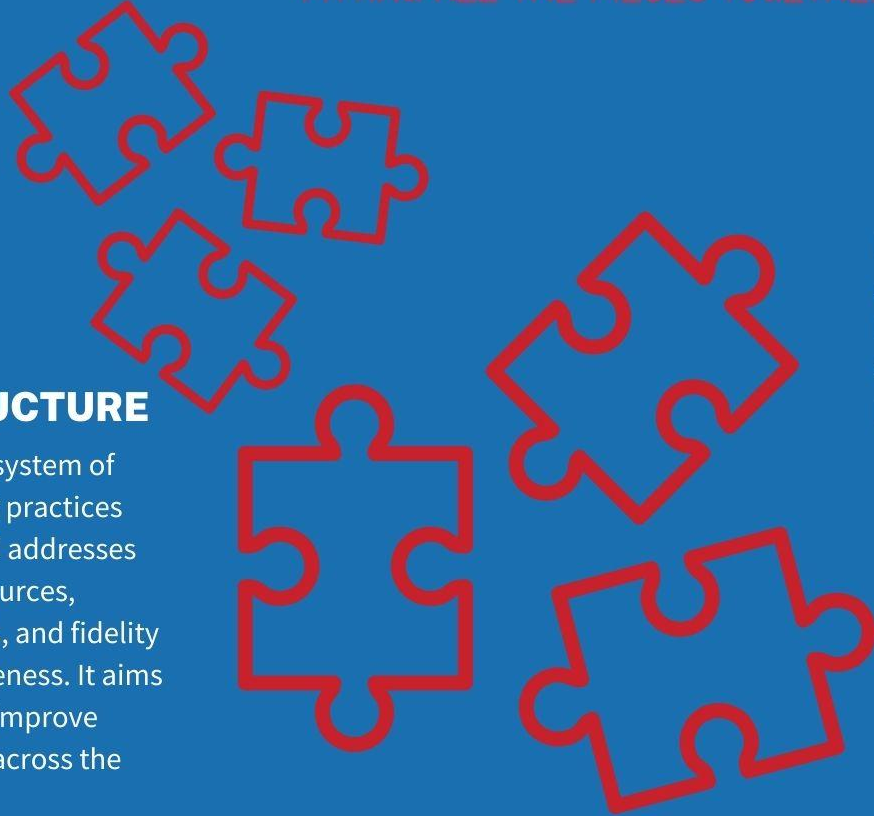
Strong shared leadership is a collaborative approach where leaders and stakeholders collectively share decision-making, responsibility, and vision.

ENHANCE MTSS FOUNDATION

Ensure a solid MTSS process to ensure consistent, data-driven support for all students through tiered interventions, collaboration, and continuous progress monitoring in all buildings.

RECOMMENDATIONS

FITTING ALL THE PIECES TOGETHER



SCHOOL IMPROVEMENT PROCESS ALIGNMENT

Enhance and deepen connections between AQUESTT Tenets (NDE), the District Vision and Mission, the Strategic Plan (District), the Standards for Success (Principles), and the Building Goals.

MTSS STRUCTURE

MTSS (multi-tiered system of support) aligns best practices across a district and addresses gaps in current resources, collaboration needs, and fidelity to program effectiveness. It aims to standardize and improve building processes across the district.

DISTRICT GROWTH

Through conversations with multiple stakeholders, the external team knows that we have something unique and shared that we need to ensure that we can maintain the culture and small-town feel through growth.

ADDITIONAL INFORMATION



District Data is updated in the late fall of every academic school year. For additional information, please see the NDE Profile.

Springfield Platteview Community Schools
ANNUAL REPORT
2023-2024



SPRINGFIELD PLATEVIEW

EXCELLENT

SCHOOL DISTRICT RANKING

2022-2023



SPRINGFIELD PLATEVIEW

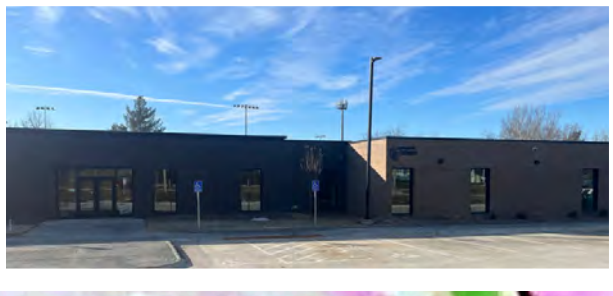
EXCELLENT

SCHOOL DISTRICT RANKING

2023-2024



SPCS ACHIEVED TOP RANK FOR TWO STRAIGHT YEARS!



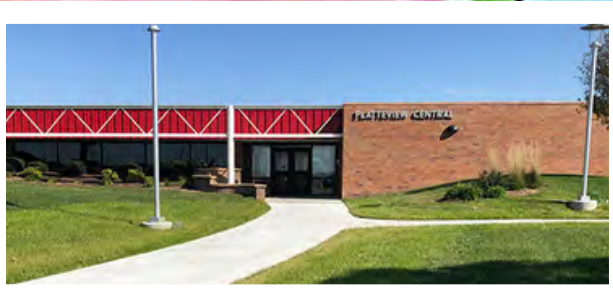
ADMINISTRATION BUILDING

Springfield Platteview Community Schools
Superintendent: Dr. Ryan Saunders
765 Main St.
Springfield, NE 68059
P: (402) 592-1300



PLATTEVIEW HIGH SCHOOL

Grades Served: 9-12
Principal: Michael McLaughlin; Vice Principal &
Athletics/Activities Director: Josh Siske
14801 S. 108th St., Springfield, NE 68059
P: (402) 339-3606



PLATTEVIEW CENTRAL JR. HIGH SCHOOL

Grades Served: 7-8
Principal: Darin Johnson
14801 S. 108th St.
Springfield, NE 68059
P: (402) 339-5052



SPRINGFIELD ELEMENTARY SCHOOL

Grades Served: Preschool-6
Principal: Dr. Kaela Heneger
940 Main St.
Springfield, NE 68059
P: (402) 253-2245



WESTMONT ELEMENTARY SCHOOL

Grades Served: Preschool-6
Principal: Melissa Hasty
13210 Glenn St.
Omaha, NE 68138
P: (402) 895-9602

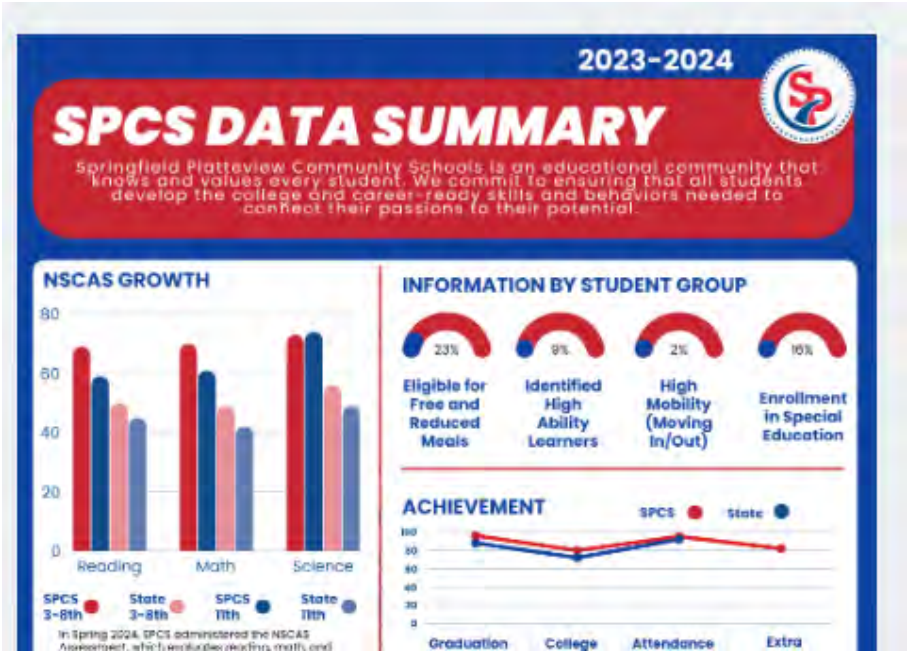
The artwork featured on these pages is created by our talented students at SPCS. To view the full pieces, we invite you to visit the SPCS Administration Building, where they are proudly displayed throughout the rooms.

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File done - just need to put it in here





Dear Springfield Platteview Community,

The 2023-24 school year provides an opportunity to highlight the wonderful achievements taking place in our district and to showcase the reasons why our students and staff make us proud every day.

In November, we proudly hosted our Nebraska Continuous School Improvement Accreditation Visit, showcasing the pride of our school district. Through tours, interviews, and classroom visits, the external team engaged with nearly 100 stakeholders, including community members, students, and staff. They praised our district as friendly, welcoming, caring, family-oriented, fun, and exceptional communicators. Their observations reflected our dedication for our school, highlighting the unwavering support from our families and the passion of our professionals, all of which contribute to our positive culture. Effective communication and shared leadership were also emphasized, underscoring our commitment to excellence.

Looking ahead, the team's recommendations will guide us as we refine and align our systems, enhance the MTSS process, and strengthen the connections among our district's goals and standards. All while preserving our cherished culture and small-town feel, these recommendations align closely with our strategic plan, allowing us to build on the many remarkable achievements we've established together.

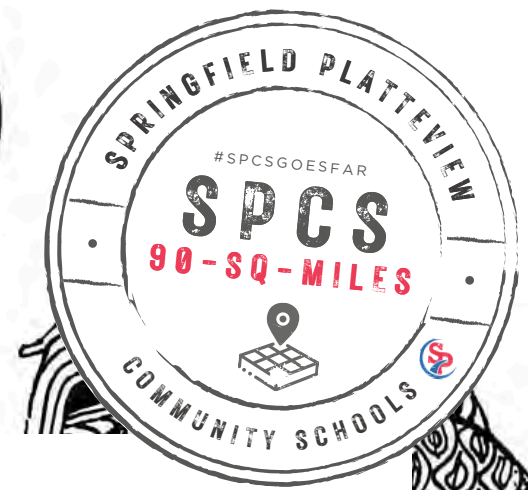
We are excited to share our Annual Report, which provides a comprehensive overview of our finances, enrollment, and assessment results. This report reflects our accomplishments and highlights the vision that drives the success of our students, teachers, and district. We encourage all stakeholders to explore the complete profile at <https://nep.education.ne.gov/#/profiles/district/snapshot?agencyId=77-0046-000&dataYears=20232024>.

The remarkable success of our students, teachers, and district is a testament to the invaluable support from our patrons, parents, and community members. Your commitment to prioritizing education creates a nurturing environment where all students can thrive and connect their passions with their potential.

THANK YOU FOR BEING AN ESSENTIAL PART OF OUR EDUCATIONAL JOURNEY!



OUR DISTRICT



Springfield Platteview Community Schools is an educational community where we know and value every student. We believe there is something different here. Our small schools and class sizes allow our students to experience learning in a safe, supportive, and caring environment.

We have an excellent professional faculty and staff, along with a supportive community and group of parents who want the best for our students. Our district is at the cutting edge of technology with a 1-to-1 iPad initiative in kindergarten through twelfth grade. This allows our students every opportunity in organization, productivity, and content area engagement. Our students are developing the skills to compete in their future careers by "Connecting Passion with Potential."

OUR COMMUNITY

Springfield Platteview Community Schools includes two pre-school programs, two elementary schools K-6; one junior high, grades 7-8; and one high school, grades 9-12. Springfield Platteview Community Schools is approximately 90 sq/mi south of the Omaha metro area. It is located in southern Sarpy County. The district includes the communities of Springfield and many other Sanitary Improvement Districts in south Sarpy County acreages and farmland.

OUR MISSION

The mission of Springfield Platteview Community Schools is to ensure that all students acquire the college and career-ready skills and behaviors necessary for each student to succeed now and into their future. Personalized attention and small-town values make Springfield Platteview Community Schools a great place to learn and grow. Due to these attributes, we pride ourselves on high achievement scores, graduation rates, and lower discipline issues.

ENROLLMENT

390

**PLATTEVIEW
HIGH
SCHOOL**

192

**PLATTEVIEW
CENTRAL JR.
HIGH SCHOOL**

379

**SPRINGFIELD
ELEMENTARY
SCHOOL**

272

**WESTMONT
ELEMENTARY
SCHOOL**

TOTAL PREK-12

1233

LOOKING AHEAD

The district and the Board of Education continue to monitor growth and be strategic to have an understanding of the needs and prepare for the future needs at Springfield Platteview Community Schools. The Board plays a crucial role in the SPCS Strategic Plan. See page 11 for more information.

TAX LEVY RATES

The district's general, bond, building, and Quality Capital Funds determined the tax levy. Springfield Platteview Community Schools has the lowest tax rates in the Omaha Metro area.

As a district, we have always believed that we are distinctive and have a strong community. When reviewing the financial data, we know that we are providing our students with an outstanding education while closely monitoring the district's spending.

The district decreased the tax levy again for 2023-2024. The tax levy is expected to be stable or decrease until more residential growth occurs. Since The Learning Community's common levy was removed in the 2017- 2018 school year, the district has been able to use the additional funding to improve facilities and programs.

AREA SCHOOL DISTRICT TAX LEVY RATES

Springfield Platteview	0.6856
DC West	0.7973
Millard	1.0981
Ralston	1.1272
Louisville	1.1395
Westside	1.1468
Papillion	1.1500
Bellevue	1.1700
Elkhorn	1.2097
Omaha	1.2311
Plattsmouth	1.2412
Bennington	1.3589
Gretna	1.3630

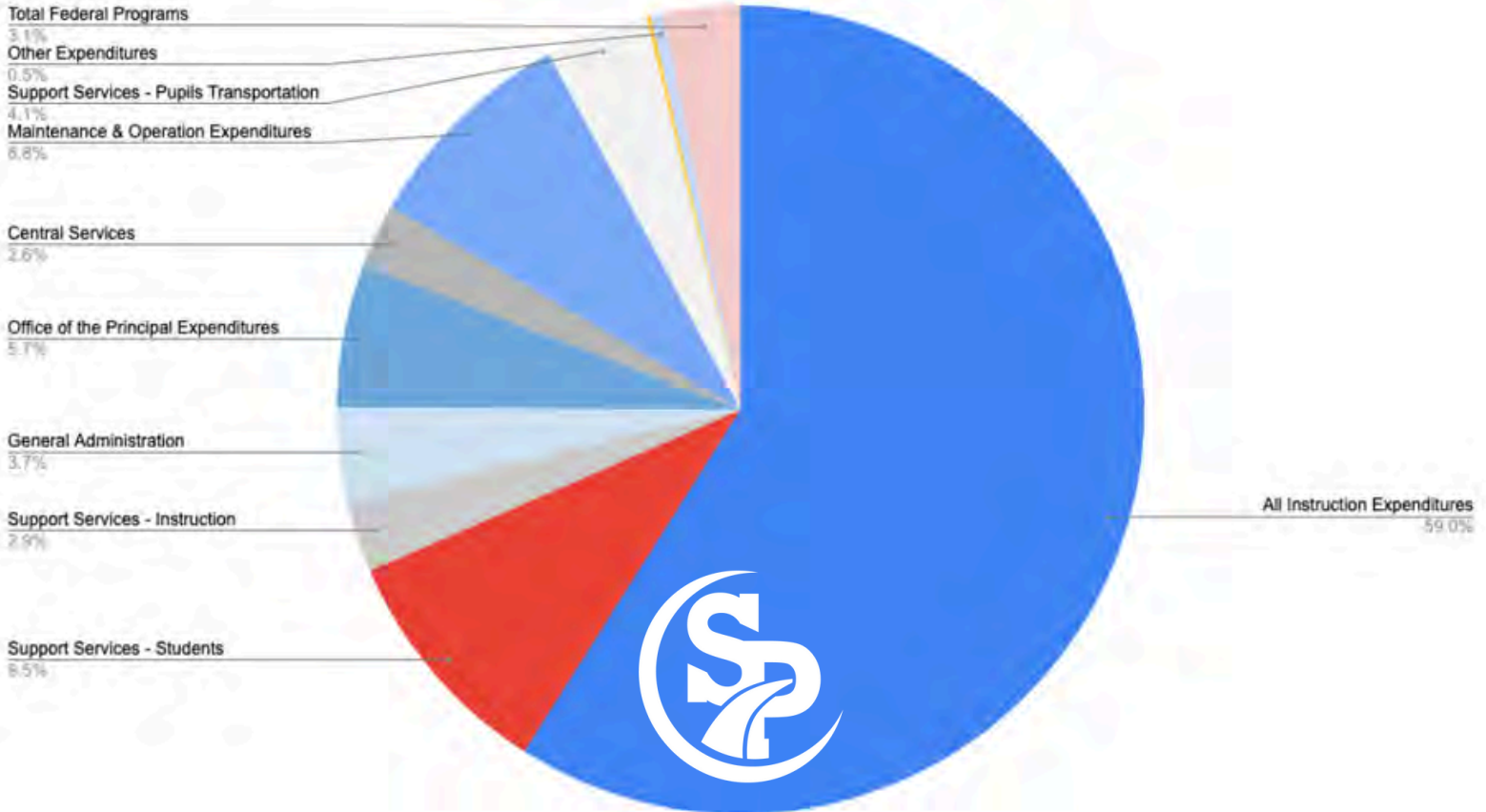
SPCCS RATE

\$.6856

EXPENDITURES

2022-2023

Springfield Platteview
Community Schools continues
to prioritize student learning.



DISTRICT REVENUE SUMMARY

Categories	Amount
District Revenue Summary	
Local Receipts	\$14,418,840.41
County Receipts	\$30,365.64
State Receipts other than TEEOSA	\$3,033,770.65
State Aid (TEEOSA)	\$2,921,829.00
Federal Receipts	\$368,294.06
Total Other Financing Sources	\$69,326.73
Total Receipts	\$20,842,426.49

Expenditure information is the most recent available for district reporting from the Nebraska Department of Education (NDE).



PUBLIC SCHOOL CLASSIFICATIONS

District Classification

EXCELLENT

GREAT

GOOD

NEEDS SUPPORT TO IMPROVE

AQuESTT, the Accountability Education System Today and Tomorrow is used to rate public schools in Nebraska. The state has gone beyond measuring against standard requirements to create a next-generation accountability system that supports and rewards continuous improvement for every student, school, and educator.

The result is an innovative approach that views each student holistically, classifying all schools into four performance levels. Using this system, districts across the state are classified as Excellent, Great, Good, or Needs Improvement.

The information is broken into three domains and then broken up into different tenants. We are proud of the work that has been accomplished to receive a classification of excellent as a district. Each building in our district received a classification of great or excellent.

The 2023-2024 classification and designation of schools and districts are based on data from 23-24. Typically, the annual report includes information regarding assessment data. As a district, we continue to work for the highest classification and are proud of how each school was classified.

THE FOLLOWING IS EACH BUILDING'S CLASSIFICATION:

GREAT

Platteview High School



GREAT

Platteview Central Jr. High School



EXCELLENT

Springfield Elementary School



EXCELLENT

Westmont Elementary School



STRATEGIC PLAN

In the Spring of 2023, Springfield Platteview Community Schools met to clarify and reconfirm our commitment to quality and continuous improvement through our strategic plan. SPCS strategic plan infuses the tenants from AQuESTT through our standards for success that drive our strategic plan that incorporates our continuous school improvement model.

THE 5 STANDARDS OF SUCCESS

The 5 Standards of Success are represented with the icons in the graphic: School Culture, Curriculum/Extra Curricular, Teacher Effectiveness, Stakeholder Involvement, and Leadership/Operations.



3 STRATEGIC GOALS

- Planning for growth as it relates to facilities, staffing, systems, and processes.
- Implement and revise the Multi Tiered System of Support (MTSS) model with fidelity throughout the district to support the academic, career, and behavioral instruction and intervention to prepare and empower students.
- Implement a comprehensive safety plan to maximize the security of our stakeholders.

BOARD OF EDUCATION

The Springfield Platteview Community Schools Board of Education oversees the management of the district schools and is the policy-making body. The board has overall responsibility for the curriculum, school taxes, budget, employment of the superintendent and other professional staff, and facilities.

The Board has played a pivotal role in shaping the district's strategic vision, driving exceptional student achievement on both state and national assessments, and ensuring that every student, regardless of their path—college-bound or career-focused—has access to the opportunities and resources they need to succeed.

The Board of Education believes in creating an outstanding culture in which our teachers can teach and our students can learn. They also believe in a rigorous curriculum, effective teachers, competitive facilities, and exceptional parent involvement.

BOARD MEMBERS

Lisa Roseland - President

Kyle Fisher - Vice President

Brenda Guenther - Board Secretary

Lee Smith - Board Treasurer

Adam Larson - Member

Brian Osborn - Member

The newly elected members that will be starting in January of the 2025 Board include:

Brett Kreifels

Michael Patera

SPRINGFIELD PLATTEVIEW EDUCATION FOUNDATION

FUNDING & ENHANCING EDUCATIONAL PROGRAMS

The SPCS Foundation provides avenues where individuals, organizations, and businesses can help support the school system through tax-deductible contributions. We use these monies to supplement our programs and provide for the unfunded needs of our educational community. The Foundation is a legally incorporated and non-profit organization established in accordance with state and federal tax guidelines.

The goals and objectives of the SPCS Education Foundation are very simple. We want to improve educational opportunities within the district by providing additional resources for a variety of academic, vocational, and extracurricular programs. These programs directly benefit students, faculty, and the community.

BOARD OF DIRECTORS

- Gene Lieneman, President
- Keith Hentzen, Vice President
- Dr. Ryan Saunders, Treasurer
- Chris Dill, Member
- Kyle Fisher, Member
- Tim Lorenz, Member
- Tom Marshall, Member
- Brenda Guenther, Member
- Jodi Kohl, Executive Director
- Financial Advisors, John Wright & Morgan Stanley



MISSION

The mission of the Springfield Platteview Education Foundation is to support students and staff by funding and enhancing educational programs within the Springfield Platteview Community School district.





NOTICES *2023-2024*

NEBRASKA SEAT BELT/SAFETY REMINDER

All children up to age eight must ride correctly secured in a federally-approved car seat or booster seat. This requirement is effective for all persons operating a motor vehicle within the State of Nebraska. No matter the length of the trip, all riders should buckle up at all times in a motor vehicle.

NOTICE OF NON-DISCRIMINATION

The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator. The school district's Title IX policy, notice, and other information may be accessed at the following link: <https://www.spcsne.org/Title-IX-Information>. Title IX Coordinator: Jacci Lucas, 765 Main Street, Springfield, NE 68059; jacci.lucas@spcsne.org.

SPECIAL EDUCATION CHILD FIND

Any resident of the Springfield Platteview Community Schools may refer a child for special education services because of speech, language, hearing, visual, physical or behavioral impairment, learning disabilities, or struggles with meeting developmental milestones. Additional information can be found at: <https://www.springfieldplatteview.org/Special-Education>.

STUDENT ASSISTANCE PROGRAM

The Springfield Platteview Community Schools makes available a student assistance team through each school building to provide problem solving and assistance for students and families who may be experiencing obstacles academically and/or emotionally. Please contact your child's school to discuss this in further detail.

DISTRICT WELLNESS

The District is committed to being responsive to community input, which begins with awareness of the district wellness policy. If anyone is interested in helping to support the work of this committee, please visit the district website at <https://www.springfieldplatteview.org/Teaching-and-Learning> to learn more.

TEACHER QUALIFICATION

As part of the federal No Child Left Behind legislation, all parents have the right to request information about teacher qualifications. General information about district teacher qualifications is available on the Nebraska Department of Education website (www.education.ne.gov) as part of the State of the Schools report. Specific requests for teacher qualification information should be directed to the Superintendent of Springfield Platteview Community Schools.



DISTRICT ADMINISTRATORS

**SPRINGFIELD PLATTEVIEW
COMMUNITY SCHOOLS**
ADMINISTRATION BUILDING
765 MAIN STREET
SPRINGFIELD, NE 68059

DR. RYAN SAUNDERS
SUPERINTENDENT

HEIDI ZIEROTT
DIRECTOR OF LEARNING

JACCI LUCAS
DIRECTOR OF SPECIAL SERVICES





The artwork featured on these pages is created by our talented students at SPCS. To view the full pieces, we invite you to visit the SPCS Administration Building, where they are proudly displayed throughout the rooms.

Springfield Platteview Community Schools
 ESSER-III Review Summary

Funding Category	Title of Activity	Ordering February 2024	Summary of Update
11- Mental Health Services and Support	Behavioral Health Therapist	Complete	The district contracted with an individual to help support behaviors in our district. They work with students one-on-one and support staff through training and support. In previous years, the district could fund this in other ways. So, even though it was an initiative through ESSER-III, the district did not use ESSER funds to support this initiative.
13-Renewal and Acceleration	Social/Emotional Staff Training/Materials	Complete	Materials were purchased to support Zones of Regulation training. Most elementary staff have completed training through the program or a book study. The district has spent 100% of the allocated dollars to this category for the zones training allocated during the 22-23 school year.
13-Renewal and Acceleration	Professional Development	Complete	Professional development was offered in reading and math, and enhanced educational strategies in our 9-12th grade were offered to support students who need to close gaps in these areas and support research-based quality instruction. This also includes professional development that was held out of their contract days in the summer.
13-Renewal and Acceleration	ELA Resources	Complete	The district reviewed options for the K-6 reading materials. It was important to support students with deficiencies who needed to close gaps in all aspects of reading. Most of these dollars are paid for adopting the Tier 1 curriculum in reading. This will cover the cost of the K-6 ELA adoption. This was about 45% of the total ESSER III dollars.
15-Air Quality	HVAC Unit	Complete	A new unit was installed, and the project was completed in August of 2021 to help promote better airflow and, in return, better air quality at Platteview High School.
16-Other Activities	COVID Sick Days	Complete	At the start of the 22-23 school year, the district collected information regarding which staff were absent due to COVID-19 illness or quarantine when provided the appropriate documentation. The district updated individual staff sick banks. For certified staff, 106.5 days were returned, and ESSER-III covered 72 planning periods. For classified staff, 151 hours were returned.

Updated: December 2024

100% of funds have been allocated.
 All ESSER-III dollars have been requested and the grant has been completed
 From the Nebraska Department of Education through the GMS.



**Future Planning
December 2024**

12/11/24	New Board Member WorkShop - LaVista
12/18-12/20	Early Dismissal
12/20/24	Foundation Work Session Meeting 7:30 a.m.
12/23/24	No Board Work Session
12/23-1/3/25	No School - Winter Break
1/3/25	Teacher Work Day
1/6/25	Start of Second Semester
1/13/25	Finance Committee 6:30 p.m. Board Meeting 7:00 p.m.
1/20/25	No School
1/20/25	Foundation Board Meeting 7:30 a.m.
1/26-1/27	Legislative Issues Conference - Lincoln
1/27/25	Board Work Session 7:00 p.m.
4/4-4/6/25	NSBA Conference - Atlanta