

Board of Education Work Session

January 27, 2025 7:00 PM

SPCS Administration Building
765 Main Street
Springfield, NE 68059

Agenda

- I. Policy Committee
- II. Meeting Roll Call
- III. Notice of Open Meetings Act - Posted
- IV. Public Comment
- V. 2025 Board Member Appreciation Week January 26-Feb 1
- VI. Items for Discussion (Discussion Only)
 - VI.A. Board Committees for 2025
 - VI.B. Land Transfers- Belterra, Shadow Creek, and Land Transfer Interlocal Agreement
 - VI.C. SPCS Staffing Update
 - VI.D. Bond and Construction Project Updates
 - VI.E. Admin Building Facility Use Discussion
 - VI.F. 2025 Legislative Update
- VII. Action Items
 - VII.A. Approval of the PHS Curriculum Guide and Class Offerings 2025-26
 - VII.B. Consider and Take Action on Olsson proposals for Geotechnical Exploration and Topographic Survey for upcoming projects
 - VII.C. Consider and Take Action on Olsson proposal for Sewer Connection Feasibility Study
- VIII. Future Planning
- IX. Adjourn



BRETT KREIFELS

KYLE FISHER

LEE SMITH

BRIAN OSBORN

BRENDA GUENTHER

MICHAEL PATERA

Nebraska **SCHOOL BOARD**

APPRECIATION

WEEK

Jan 26 -
Feb 1

Thank You!

So many incredible things happen because of YOU! A heartfelt thank you to our dedicated SPCS School Board Members listed on the left. Your contributions and commitment are truly appreciated!





Board Committees for 2025

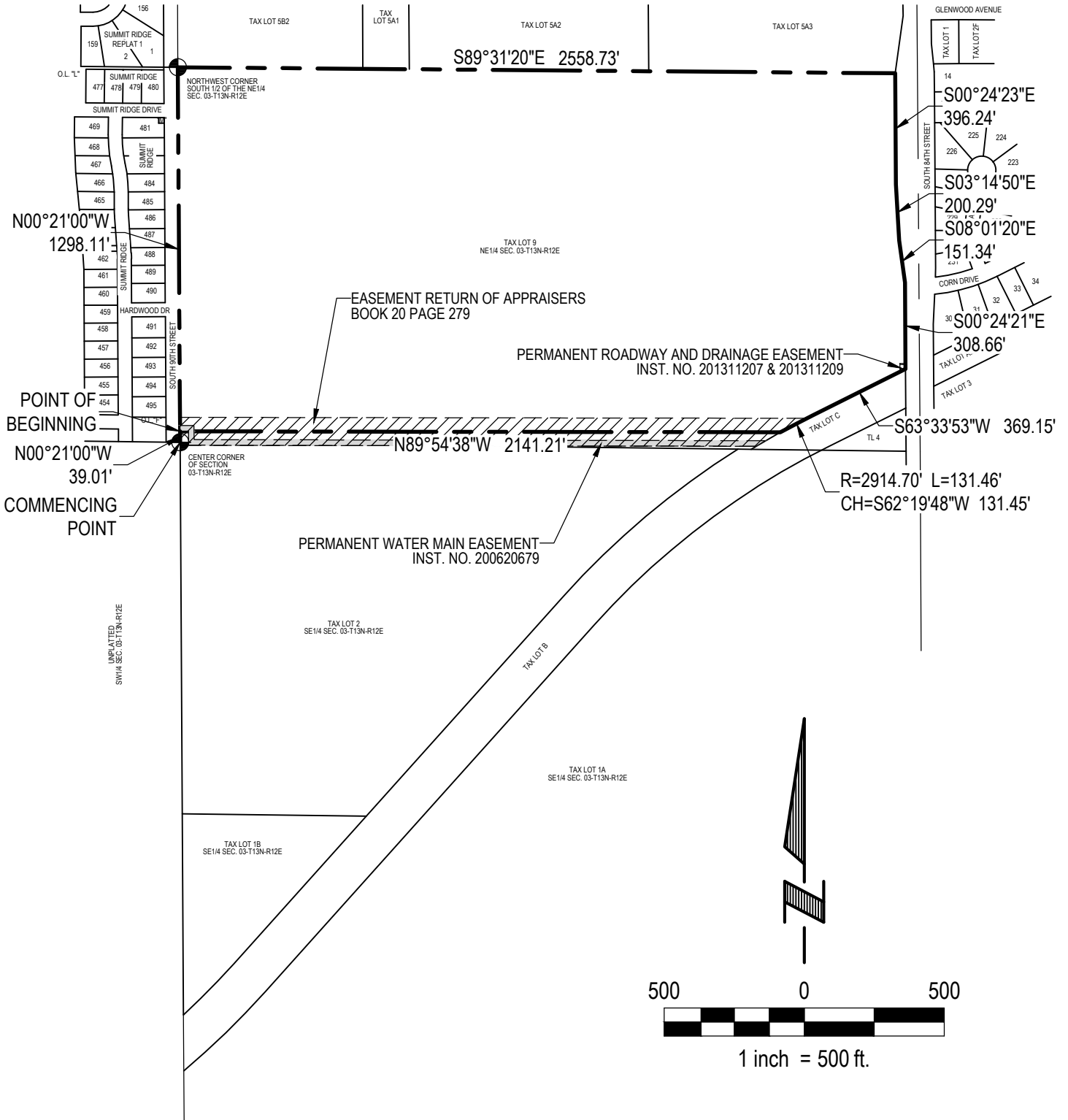
<p><u>Policy</u></p> <p>Mike Patera - Chair Brett Kreifels Brenda Guenther</p>	<p><u>Evaluation</u></p> <p>Brenda Guenther - Chair Kyle Fisher Lee Smith</p>
<p><u>Site</u></p> <p>Lee Smith - Chair Brian Osborn Brett Kreifels</p>	<p><u>Negotiations</u></p> <p>Kyle Fisher- Chair Brian Osborn Brenda Guenther</p>
<p><u>Americanism/Curriculum</u></p> <p>Brett Kreifels -Chair Mike Patera Kyle Fisher</p>	<p><u>Finance</u></p> <p>Brian Osborn - Chair Lee Smith Mike Patera</p>

Foundation Reps - Brenda Guenther & Brett Kreifels

MABE Rep - Brenda Guenther

Govt Relations - Kyle Fisher

EXHIBIT "A"



SEE SHEET 2 FOR LEGAL DESCRIPTION

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

Job No.: P2016.161.001 Date: 01-18-2022

Drawn by: CJV Scale: 1" = 500' Sht: 3 of 4

TAX LOT 9
SEC. 3, T13N, R12E
SARPY COUNTY, NEBRASKA

EXHIBIT "A"

LEGAL DESCRIPTION

A TRACT OF LAND BEING PART OF TAX LOT 9, LOCATED IN THE SE1/4 OF THE NE1/4, AND ALSO THE SW1/4 OF THE NE1/4, ALL LOCATED IN SECTION 3, TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT THE CENTER OF SAID SECTION 3, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF SAID TAX LOT 9, AND ALSO THE NORTHWEST CORNER OF TAX LOT 2, A TAX LOT LOCATED IN SAID SECTION 3, AND ALSO BEING ON THE EASTERLY RIGHT-OF-WAY LINE OF SOUTH 90TH STREET; THENCE N00°21'00"W (ASSUMED BEARING) ALONG THE WEST LINE OF SAID NE1/4 OF SECTION 3, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT 9, AND ALSO SAID EASTERLY RIGHT-OF-WAY LINE OF SOUTH 90TH STREET, A DISTANCE OF 39.01 FEET TO THE POINT OF BEGINNING; THENCE CONTINUING N00°21'00"W ALONG SAID WEST LINE OF THE NE1/4 OF SECTION 3, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT 9, AND ALSO SAID EASTERLY RIGHT-OF-WAY LINE OF SOUTH 90TH STREET, A DISTANCE OF 1298.11 FEET TO THE NORTHWEST CORNER OF THE SOUTH 1/2 OF SAID NE1/4, SECTION 3, SAID POINT ALSO BEING THE NORTHWEST CORNER OF SAID TAX LOT 9, AND ALSO THE SOUTHWEST CORNER OF TAX LOT 5B2, A TAX LOT LOCATED IN SAID SECTION 3; THENCE S89°31'20"E ALONG THE NORTH LINE OF SAID SOUTH 1/2 OF THE NE1/4, SAID LINE ALSO BEING THE NORTH LINE OF SAID TAX LOT 9, AND ALSO THE SOUTH LINE OF SAID TAX LOT 5B2, AND ALSO THE SOUTH LINE OF TAX LOTS, 5A1, 5A2 & 5A3, TAX LOTS LOCATED IN SAID SECTION 3, A DISTANCE OF 2558.73 FEET TO THE NORTHEAST CORNER OF SAID TAX LOT 9, SAID POINT ALSO BEING THE SOUTHEAST CORNER OF SAID TAX LOT 5A3, AND ALSO BEING ON THE WESTERLY RIGHT-OF-WAY LINE OF SOUTH 84TH STREET; THENCE SOUTHERLY ALONG THE EASTERLY LINE OF SAID TAX LOT 9, SAID LINE ALSO BEING SAID WESTERLY RIGHT-OF-WAY LINE OF SOUTH 84TH STREET ON THE FOLLOWING FOUR (4) DESCRIBED COURSES: (1) S00°24'23"E, A DISTANCE OF 396.24 FEET; (2) THENCE S03°14'50"E, A DISTANCE OF 200.29 FEET; (3) THENCE S08°01'20"E, A DISTANCE OF 151.34 FEET; (4) THENCE S00°24'21"E, A DISTANCE OF 308.66 FEET TO THE SOUTHEAST CORNER OF SAID TAX LOT 9, SAID POINT ALSO BEING ON NORTHERLY RIGHT-OF-WAY LINE OF THE ABANDONED ROCK ISLAND RAILROAD, SAID LINE ALSO BEING THE NORTHERLY LINE OF TAX LOT C, A TAX LOT LOCATED IN SAID SECTION 3; THENCE SOUTHWESTERLY ALONG THE SOUTHERLY LINE OF SAID TAX LOT 9, SAID LINE ALSO BEING SAID NORTHERLY RIGHT-OF-WAY LINE OF THE ABANDONED ROCK ISLAND RAILROAD, SAID LINE ALSO BEING SAID NORTHERLY LINE OF TAX LOT C ON THE FOLLOWING TWO (2) DESCRIBED COURSES: (1) S63°33'53"W, A DISTANCE OF 369.15 FEET; (2) THENCE SOUTHWESTERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 2914.70 FEET, A DISTANCE OF 131.46 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S62°19'48"W, A DISTANCE OF 131.45 FEET; THENCE N89°54'38"W, A DISTANCE OF 2141.21 FEET TO THE POINT OF BEGINNING.

SAID TRACT OF LAND CONTAINS AN AREA OF 3,268,515 SQUARE FEET OR 75.035 ACRES, MORE OR LESS.

SEE SHEET 1 FOR DRAWING.

 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		TAX LOTS 1B, 2 AND 9 SEC. 3, T13N, R12E SARPY COUNTY, NEBRASKA
	Job No.: P2016.161.001	Date: 01-18-2022	
Drawn by: CJV	Scale: 1" = 500'	Sht: 4 of 4	

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

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.

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

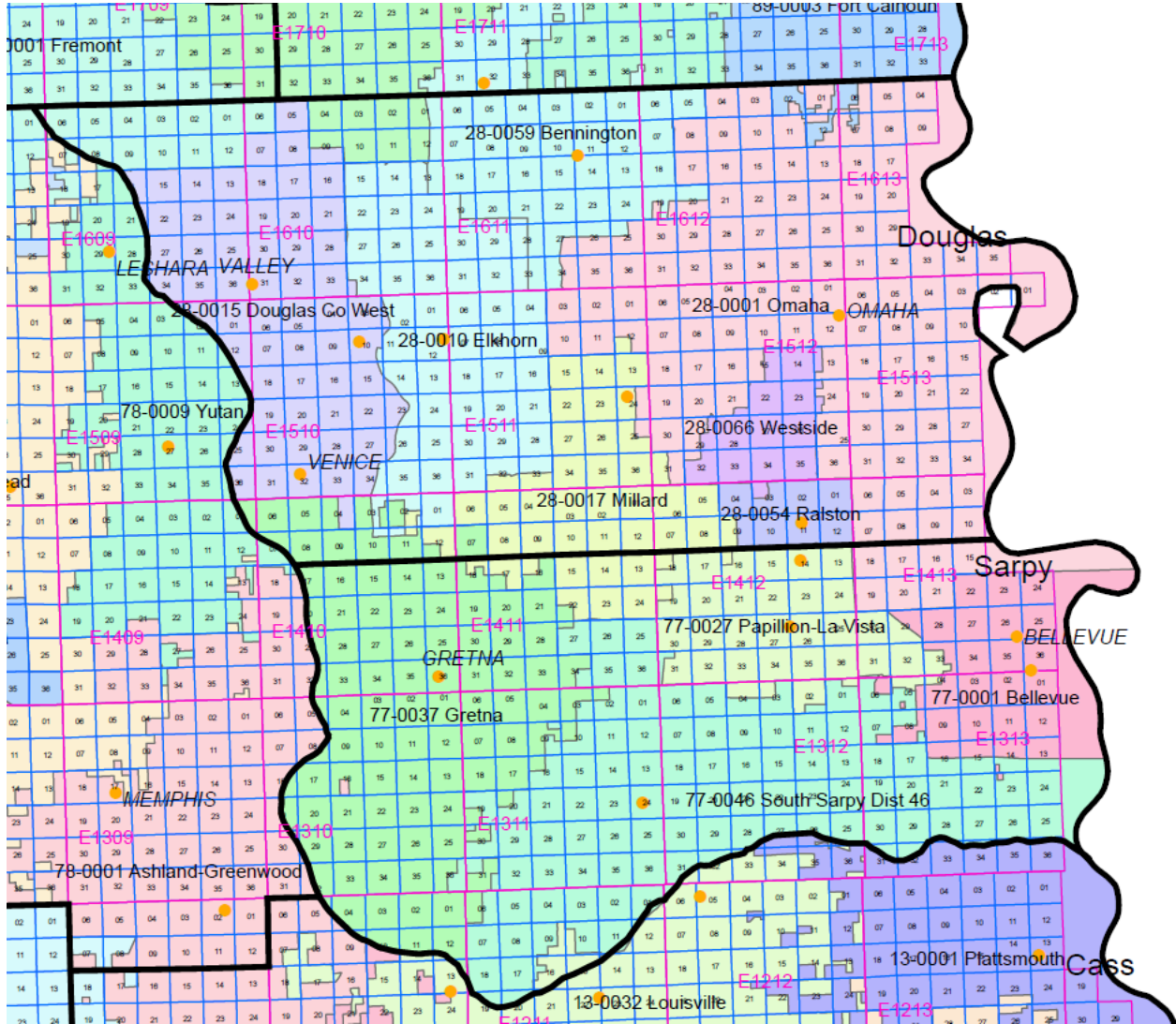
By: _____
Authorized Official

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)

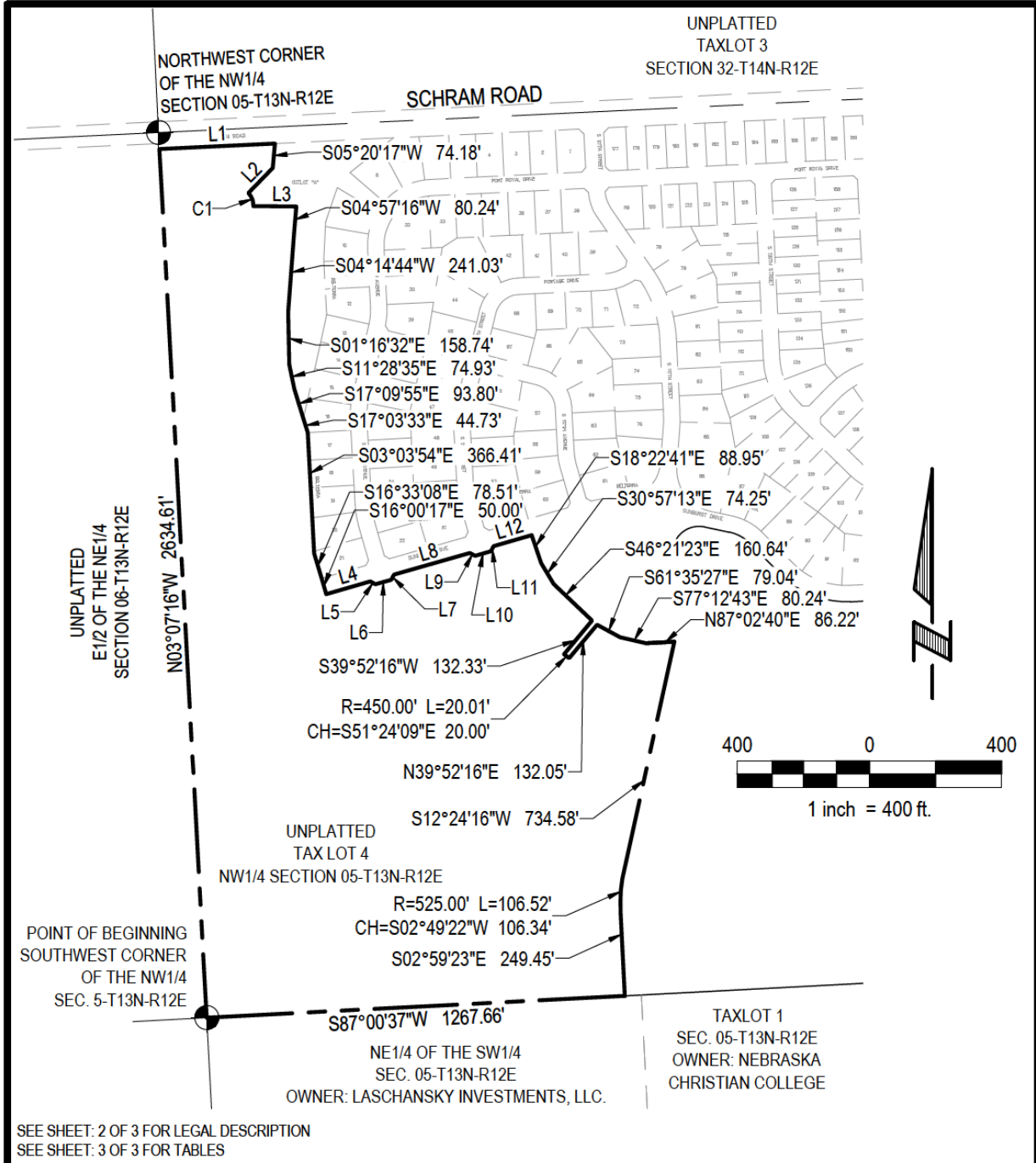
ESTABLISHED DISTRICTS



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. <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 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:

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.

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 <small>10909 Mill Valley Road, Suite 100 • Omaha, NE 68154 Phone: 402.895.4700 • Fax: 402.895.3599</small>		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	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

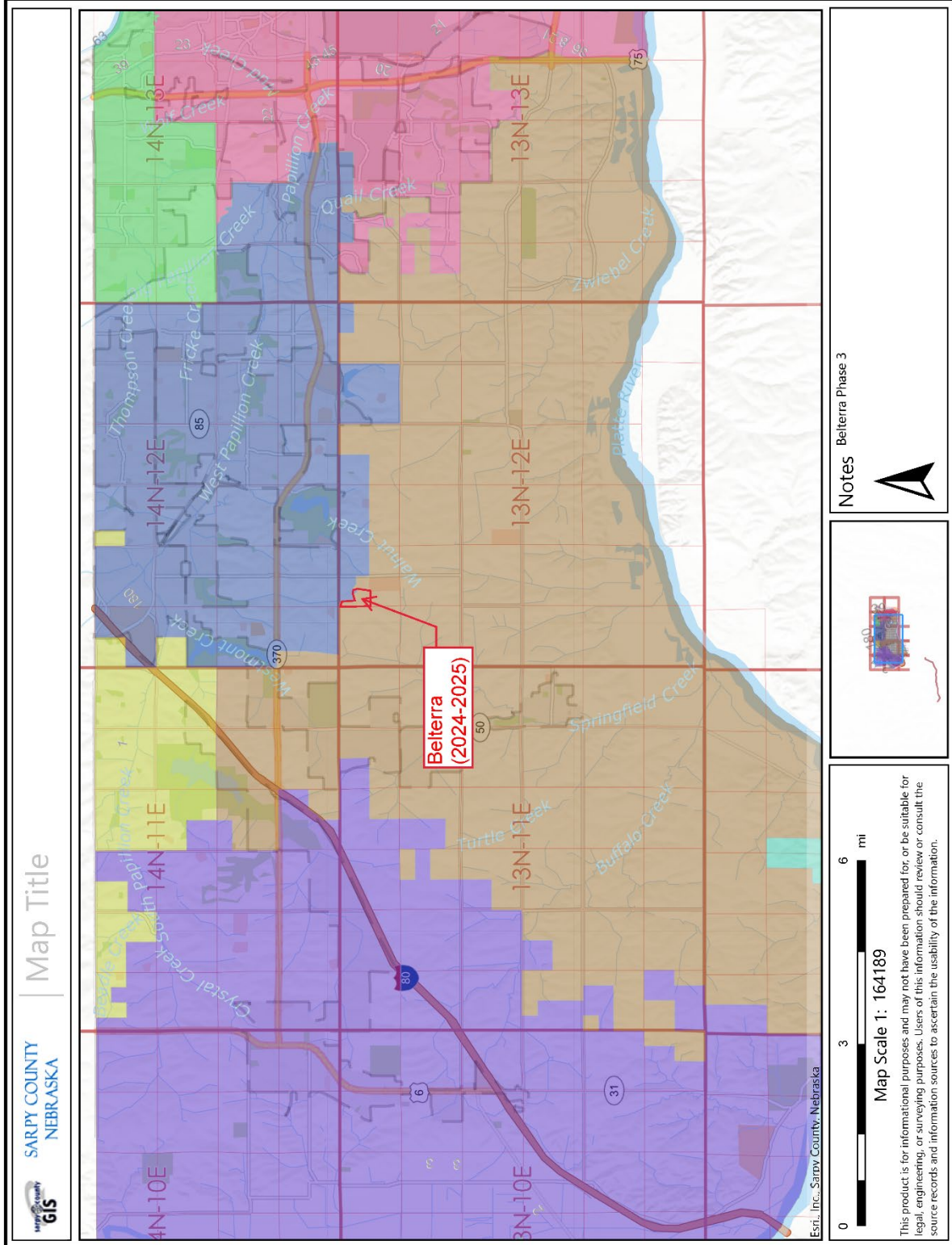
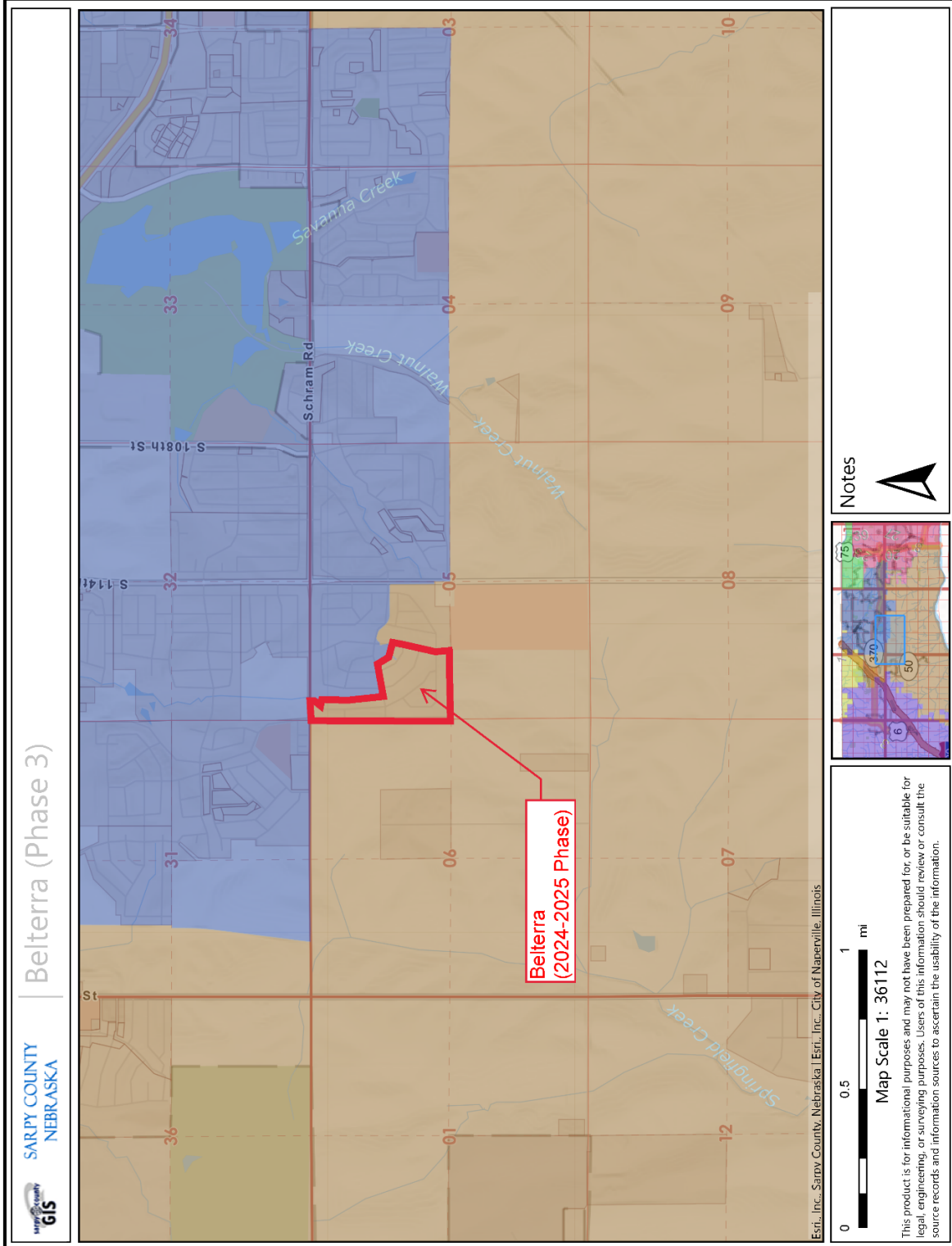


EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN



PREPAYMENT AGREEMENT
FOR BELTERRA ADDITION TRANSFER AND BOUNDARY CHANGE

This Prepayment Agreement (“Agreement”) is entered into on this February __, 2025 (“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 HRC Shadow Creek, 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 46.431 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) (\$2,610 for 2025) 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.

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 TWENTY-ONE THOUSAND, ONE HUNDRED EIGHTY-FOUR 91/100THS DOLLARS (\$121,184.91) (“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

HRC SHADOW CREEK, LLC, OWNER

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

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

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

Exhibit "A"

Diagram of Property

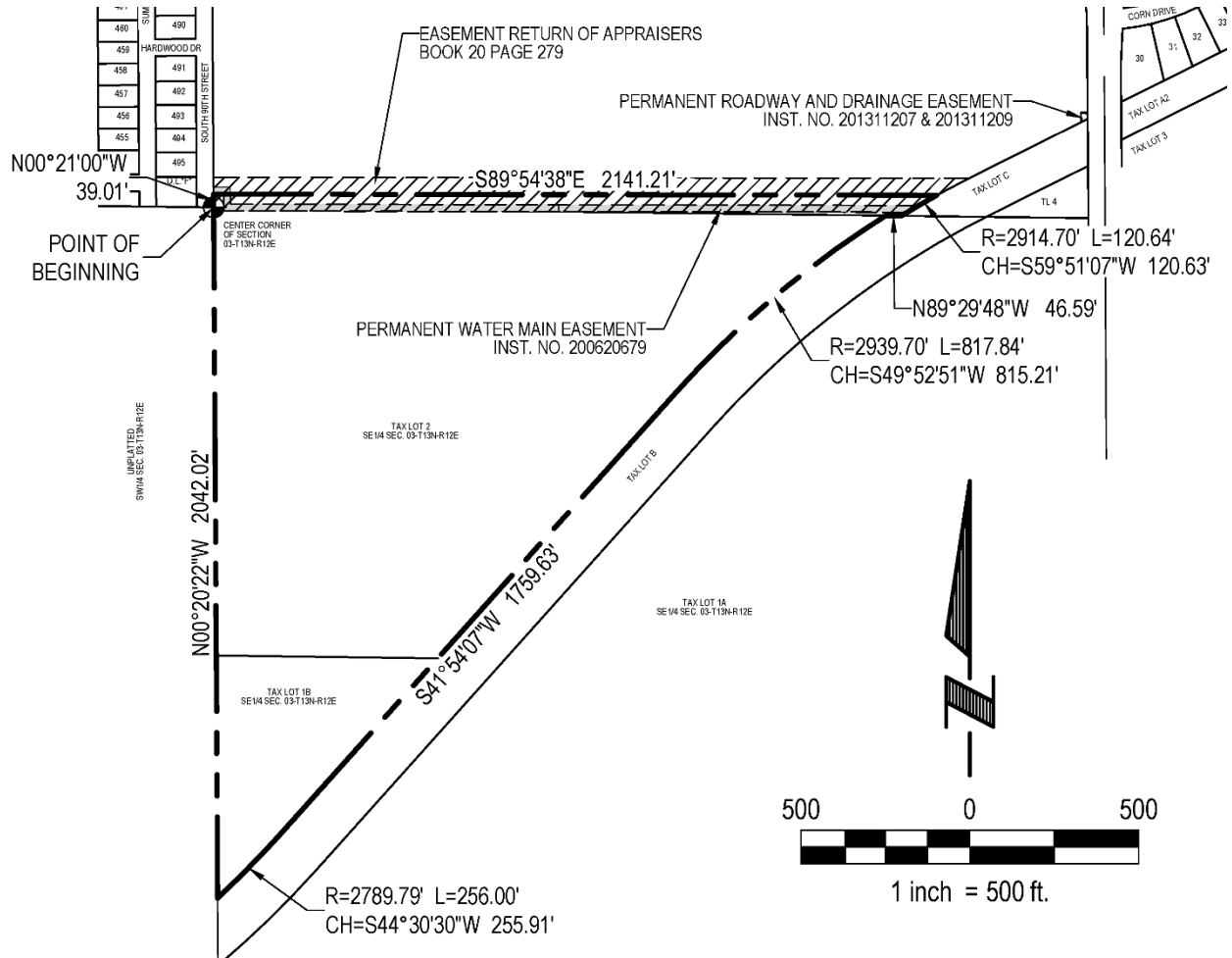


Exhibit "A"
Legal Description of Property

A TRACT OF LAND BEING PART OF TAX LOT 9, AND ALSO ALL OF TAX LOT 1B, AND ALSO ALL OF TAX LOT 2, ALL BEING TAX LOTS LOCATED IN THE SE1/4 OF THE NE1/4, AND ALSO THE SW1/4 OF THE NE1/4, AND ALSO THE NE1/4 OF THE SE1/4, AND ALSO THE SW1/4 OF THE SE1/4, AND ALSO THE NW1/4 OF THE SE1/4, ALL LOCATED IN SECTION 3, TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE CENTER OF SAID SECTION 3, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF SAID TAX LOT 9, AND ALSO THE NORTHWEST CORNER OF SAID TAX LOT 2, AND ALSO BEING ON THE EASTERLY RIGHT-OF-WAY LINE OF SOUTH 90TH STREET; THENCE N00°21'00"W (ASSUMED BEARING) ALONG THE WEST LINE OF SAID NE1/4 OF SECTION 3, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT 9, AND ALSO SAID EASTERLY RIGHT-OF-WAY LINE OF SOUTH 90TH STREET, A DISTANCE OF 39.01 FEET; THENCE S89°54'38"E, A DISTANCE OF 2141.21 FEET TO A POINT ON THE SOUTHERLY LINE OF SAID TAX LOT 9, SAID POINT ALSO BEING ON THE NORTHERLY RIGHT-OF-WAY LINE OF THE ABANDONED ROCK ISLAND RAILROAD, SAID POINT ALSO BEING ON THE NORTHERLY LINE OF SAID TAX LOT C; THENCE SOUTHWESTERLY ALONG SAID SOUTHERLY LINE OF TAX LOT 9, SAID LINE ALSO BEING SAID NORTHERLY RIGHT-OF-WAY LINE OF THE ABANDONED ROCK ISLAND RAILROAD, SAID LINE ALSO BEING SAID NORTHERLY LINE OF TAX LOT C, ON A CURVE TO THE LEFT WITH A RADIUS OF 2914.70 FEET, A DISTANCE OF 120.64 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S59°51'07"W, A DISTANCE OF 120.63 FEET TO A POINT ON THE NORTH LINE OF TAX LOT B, A TAX LOT LOCATED IN SAID SECTION 3, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF SAID TAX LOT C, SAID POINT ALSO BEING ON THE NORTH LINE OF SAID SE1/4 OF SECTION 3; THENCE N89°29'48"W ALONG SAID NORTH LINE OF TAX LOT B, SAID LINE ALSO BEING SAID NORTH LINE OF THE SE1/4 OF SECTION 3, AND ALSO SAID NORTHERLY RIGHT-OF-WAY LINE OF THE ABANDONED ROCK ISLAND RAILROAD, A DISTANCE OF 46.59 FEET TO THE NORTHWEST CORNER OF SAID TAX LOT B, SAID POINT ALSO BEING THE NORTHEAST CORNER OF SAID TAX LOT 2; THENCE SOUTHWESTERLY ALONG SAID NORTHERLY RIGHT-OF-WAY LINE OF THE ABANDONED ROCK ISLAND RAILROAD, SAID LINE ALSO BEING THE WESTERLY LINE OF SAID TAX LOT B, AND ALSO THE EASTERLY LINE OF SAID TAX LOT 2, AND ALSO THE EASTERLY LINE OF SAID TAX LOT 1B, ON THE FOLLOWING THREE (3) DESCRIBED COURSES: (1) SOUTHWESTERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 2939.70 FEET, A DISTANCE OF 817.84 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S49°52'51"W, A DISTANCE OF 815.21 FEET; (2) THENCE S41°54'07"W, A DISTANCE OF 1759.63 FEET; (3) THENCE SOUTHWESTERLY ON A CURVE TO THE RIGHT WITH A RADIUS OF 2789.79 FEET, A DISTANCE OF 256.00 FEET, SAID CURVE HAVING A LONG CORD WHICH BEARS S44°30'30"W, A DISTANCE OF 255.91 FEET TO A POINT ON THE WEST LINE OF SAID SW1/4 OF SECTION 3, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF SAID TAX LOT 1B; THENCE N00°20'22"W ALONG SAID WEST LINE OF THE SW1/4 OF SECTION 3, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT 1B, AND ALSO THE WEST LINE OF SAID TAX LOT 2, A DISTANCE OF 2042.02 FEET TO THE POINT OF BEGINNING.

SAID TRACT OF LAND CONTAINS AN AREA OF 2,022,540 SQUARE FEET OR 46.431 ACRES, MORE OR LESS.

Nebraska Council of School Administrators

NCSA Legislative Bill Summaries

109th Legislature, First Session

(Convened January 8, 2025)

Prepared by

Dr. Michael Dulaney

NCSA Executive Director

— Updated January 23, 2025 —

<i>Category</i>	<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Board of Educational Lands and Funds	LB 652	Hansen	Education	Terminate the Board of Educational Lands and Funds	1
	LR 28CA	Hansen	Education	Constitutional amendment to eliminate provisions creating the Board of Educational Lands and Funds	1
Bond Elections	LB 135	Holdcroft	Government	Provide, change, and eliminate provisions relating to elections for certain purposes related to bonds and tax levies	1
Consumption Tax	LB 331	Hardin	Revenue	Adopt the Nebraska EPIC Option Consumption Tax Act and terminate tax provisions	3
	LR 10CA	Hardin	Revenue	Constitutional amendment to require the state to impose a consumption tax or an excise tax on all new goods and services and to provide a tax exemption for grocery items	4
	LR 11CA	Hardin	Revenue	Constitutional amendment to prohibit governmental entities from imposing any taxes other than retail consumption taxes and excise taxes	4
Criminal / Juvenile Codes	LB 49	McKinney	Education	Provide for a model ban and bar policy for school districts	5
Curriculum, Assessment	LB 213	Holdcroft	Education	Require the State Board of Education to adopt academic content standards on human embryology under the science education standards	6
	LB 417	Bostar	Education	Provide for administration of the Nebraska Promise Program by the Board of Regents of the University of Nebraska, adopt the College Promise Act, and change provisions relating to the Quality Education Accountability Act	7
	LB 426	Andersen	Education	Authorize an American flag education program and change provisions relating to the distribution of lottery funds used for education	7
Cybersecurity	LB 599	DeBoer	Education	Require the State Board of Education to adopt a policy relating to cybersecurity	8

<i>Category</i>	<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Education Savings	LB 131	Sorrentino	Revenue	Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits	8
Educational Service Units	LB 389	Murman	Education	Eliminate the levy authority of educational service units and provide state funding to educational service units	9
	LB 680	Education Com	Education	Change provisions relating to educational service units	9
Employment Issues	LB 224	Guereca	Government	Require paid maternity leave for state employees	9
	LB 258	Raybould	Business and Labor	Change provisions relating to the minimum wage under the Wage and Hour Act	10
	LB 300	Murman	Education	Change provisions relating to the Superintendent Pay Transparency Act and provide a limit for superintendent and educational service unit administrator compensation	10
	LB 353	Lonowski	Education	Allow public school employees to join or terminate membership in a labor organization	11
	LB 429	Murman	Education	Provide requirements and restrictions for school boards relating to professional employees' organizations	12
	LB 589	Conrad	Education	Change provisions relating to reimbursement for special education programs and support services and require school districts to provide special education staff with professional leave as prescribed	12
Enrollment, Attendance	LB 143	Rountree	Education	Change provisions relating to student enrollment	13
Graduation Requirements	LB 296	Arch	Education	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements	13
	LB 681	Education Com	Education	Change provisions relating to the definition of graduate degree program	15
Income Taxes	LB 171	Brandt	Revenue	Change provisions relating to individual and corporate income tax rates	15
Legislative Structure	LR 19CA	Dover	Executive Board	Constitutional amendment to change legislative term limits to three consecutive terms	16
Mandates	LB 670	Murman	Education	Require schools to adopt a safety plan and provide, change requirements related to training for staff of child care and schools, and change training requirements for resource officers	16
	LR 16CA	Urban Affairs Com	Government	Constitutional amendment to require the Legislature to reimburse political subdivisions	17
	LR 18CA	Government Com	Government	Constitutional amendment to require the Legislature to reimburse political subdivisions	18

<i>Category</i>	<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Miscellaneous	LB 11	Hughes	Appropriations	Appropriate funds for the Nebraska Statewide Workforce and Education Reporting System Act	18
	LB 29	Conrad	Government	Create a review process for agency rules and regulations	19
	LB 122	Meyer	Education	Require display of the state and national motto in schools	20
	LB 282	Prokop	Education	Provide for reimbursement for teachers for school supplies	20
	LB 549	Lippincott	Education	Allow a school board to employ a chaplain, including in a volunteer capacity, at a school	21
	LB 550	Lippincott	Education	Require school districts to adopt a policy that excuses students to attend a released time course for religious instruction	21
	LB 631	Hansen	Appropriations	State intent relating to funding for the School Emergency Response Mapping Fund	23
	LB 691	Murman	Education	Require school districts and private schools to display the Ten Commandments in school buildings	23
Option Enrollment	LB 653	Murman	Education	Change provisions relating to reimbursement for special education programs, support services, and the enrollment option program, provide reimbursement for certain students under the enrollment option program, and change the uses of the Education Future Fund	23
Parental Involvement	LB 383	Storer	Government	Adopt the Parental Rights in Social Media Act	25
	LB 390	Murman	Education	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information	25
	LB 428	Murman	Education	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools	26
Property Taxes	LB 384	Storer	Revenue	Require a majority of the elected members of the governing bodies of participating political subdivisions to attend joint public hearings under the Property Tax Request Act	27
	LB 424	Andersen	Revenue	Limit increases in property tax bills	27
	LR 12CA	Kauth	Revenue	Constitutional amendment to impose a limit on ad valorem taxes for real property, provide a new method of valuing real property for tax purposes, provide certain exceptions, and eliminate conflicting constitutional provisions	28
Retirement	LB 295	Retirement Com	Retirement	Change provisions relating to the County Retirement, Judges Retirement, State Patrol Retirement, School Retirement, the State Employees Retirement, the Spousal Pension Rights Act, and the Public Employees Retirement Board	31

Category	Bill	Sponsor	Committee	Subject	Pg.
Retirement - <i>continued</i>	LB 420	Retirement Com	Retirement	Change provisions relating to the Public Employees Retirement Board	33
	LB 645	Ballard	Retirement	Change provisions relating to the School Retirement Fund	33
	LB 713	Ballard	Retirement	Change provisions of the School Employees Retirement Act	34
Sales Tax	LB 169	Brandt	Revenue	Eliminate certain sales and use tax exemptions and impose sales and use tax on certain services provided	34
	LB 170	Brandt	Revenue	Eliminate the sales tax exemptions for candy and soft drinks	35
Scholarship Plans	LB 509	Sorrentino	Revenue	Adopt the Opportunity Scholarships Act and provide for income tax credits	35
School Budget and Finance	LB 161	Juarez	Education	Redefine formula students under the school finance formula	36
	LB 249	Sanders	Education	Provide for military impact funding and change provisions relating to local formula resources under TEEOSA	36
	LB 303	Hughes	Education	Change provisions relating to foundation aid and certain certification dates and provide for base levy adjustments under TEEOSA and create the School Finance Reform Commission	37
	LB 498	Murman	Education	Change provisions relating to foundation aid and certification dates under TEEOSA	39
	LB 500	DeBoer	Education	Create the School Financing Review Commission	40
	LB 597	DeBoer	Education	Change provisions relating to foundation aid, local effort rate yield, adjusted valuations of property, and certification dates under the Tax Equity and Educational Opportunities Support Act	42
	LB 598	DeBoer	Education	Provide funding to school districts to cover extraordinary increases in LEP student expenditures, change provisions relating to the elementary site allowance and certification dates under TEEOSA and reimbursement for special education programs and support services, and change eligible uses of the Education Future Fund	43
School Participation	LB 497	Murman	Education	Provide for admission of and participation in extracurricular activities by certain students that are not residents of the school district	44
School Psychologists	LB 84	Rountree	Education	Adopt the School Psychologist Interstate Licensure Compact	44
State Budget	LB 261	Spkr Arch	Appropriations	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027, and appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021	45

<i>Category</i>	<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Student Discipline	LB 149	Hansen	Education	Eliminate the prohibition on suspending a student in prekindergarten through second grade	46
	LB 352	Ballard	Education	Change provisions relating to reports on student achievement and discipline required under the Quality Education Accountability Act	46
	LB 430	Murman	Education	Provide an additional exception to the prohibition on suspending a student in prekindergarten through second grade and change provisions relating to short-term and long-term suspension under the Student Discipline Act	47
Student Safety, Health, and Welfare	LB 14	Cavanaugh, M.	Education	Adopt the Hunger-Free Schools Act	48
	LB 140	Sanders	Education	Require school policies relating to use of electronic communication devices by students	49
	LB 329	von Gillern	Judiciary	Change provisions relating to sexual abuse by a school employee	50
	LB 517	Juarez	Education	Provide requirements for the state school security director regarding protective door assemblies and other school entry systems	50
Student Surveillance	LB 31	Conrad	Education	Require school policies relating to the use of student surveillance, monitoring, and tracking technology by school districts	51
Teacher Retention and Recruitment	LB 408	Dungan	Education	Adopt the Special Education Teacher Forgivable Loan Program Act	53
	LB 411	Dungan	Education	Change provisions relating to the Nebraska Teacher Recruitment and Retention Act	54
	LB 523	Juarez	Education	Adopt the Student Teacher Compensation Act	55
	LB 524	Juarez	Education	Authorize paraeducator grants under the Nebraska Teacher Recruitment and Retention Act and change eligible uses of the Education Future Fund	56
	LB 572	Hughes	Education	Authorize a school district to exceed its budget authority for stipends paid to a student teacher and change the applicability of the School District Property Tax Limitation Act	56
Tort Claims	LB 156	Conrad	Judiciary	Allow tort claims under the State Tort Claims Act and Political Subdivisions Tort Claims Act for sexual assaults of children in school settings	57
	LB 236	Conrad	Judiciary	Allow claims involving child abuse or sexual assault of a child under the Political Subdivisions Tort Claims Act	57
Transgender Issues	LB 89	Kauth	Government	Adopt the Stand With Women Act	58
	LB 605	Raybould	Education	Require each school board to adopt a policy relating to transgender student participation in extracurricular activities sponsored by a school or an athletics or activities association	60

Bill Number Index

LB 11Hughes18	LB 296..... Arch 13	LB 524..... Juarez..... 56
LB 14Cavanaugh, M.....48	LB 300..... Murman 10	LB 549..... Lippincott21
LB 29Conrad.....19	LB 303..... Hughes 37	LB 550..... Lippincott 21
LB 31Conrad.....51	LB 329..... von Gillern..... 50	LB 572..... Hughes..... 56
LB 49McKinney5	LB 331..... Hardin 3	LB 589..... Conrad 12
LB 84Rountree.....44	LB 352..... Ballard 46	LB 597..... DeBoer..... 42
LB 89Kauth.....58	LB 353..... Lonowski 11	LB 598..... DeBoer..... 43
LB 122Meyer.....20	LB 383..... Storer 25	LB 599..... DeBoer..... 8
LB 131Sorrentino..... 8	LB 384..... Storer 27	LB 605..... Raybould 60
LB 135Holdcroft.....1	LB 389..... Murman 9	LB 631..... Hansen 23
LB 140Sanders.....49	LB 390..... Murman 25	LB 645..... Ballard 33
LB 143Rountree.....13	LB 408..... Dungan.....53	LB 652..... Hansen 1
LB 149Hansen46	LB 411..... Dungan.....54	LB 653..... Murman 23
LB 156Conrad.....57	LB 417..... Bostar.....7	LB 670..... Murman 16
LB 161Juarez36	LB 420..... Retirement Com...33	LB 680..... Education Com 9
LB 169Brandt.....34	LB 424..... Andersen.....27	LB 681..... Education Com 15
LB 170Brandt.....35	LB 426..... Andersen.....7	LB 691..... Murman 23
LB 171Brandt.....15	LB 428..... Murman 26	LB 713..... Ballard 34
LB 213Holdcroft.....6	LB 429..... Murman 12	LR 10CA .. Hardin..... 4
LB 224Guereca9	LB 430..... Murman47	LR 11CA .. Hardin..... 4
LB 236Conrad.....57	LB 497..... Murman44	LR 12CA .. Kauth 28
LB 249Sanders.....36	LB 498..... Murman 39	LR 16CA .. Urban Affairs..... 17
LB 258Raybould.....10	LB 500..... DeBoer.....40	LR 18CA .. Government 18
LB 261Spkr Arch45	LB 509..... Sorrentino 35	LR 19CA .. Dover 16
LB 282Prokop.....20	LB 517..... Juarez 50	LR 28CA .. Hansen 1
LB 295Retirement Com...31	LB 523..... Juarez 55	

Board of Educational Lands and Funds

LB 652	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen	Education	Terminate the Board of Educational Lands and Funds

LB 652 proposes to terminate the Board of Educational Lands and Funds on July 1, 2027.

The Department of Administrative Services (DAS) would assume control of all school lands that had been under the general management and control of the board immediately prior to the board's termination. DAS must sell such lands as the leases for the lands expire.

The person leasing the land most recently would have the right of first refusal to purchase the land. If the person does not purchase the land, DAS must sell the land at public auction.

The proceeds of the sales of the lands would be remitted to the State Treasurer for credit to the permanent school fund of the state. In addition, any funds placed into the temporary school fund of the state by the Board of Educational Lands and Funds that remain in the fund on July 1, 2027, would be distributed to the school districts of the state.

The central problem of LB 652 is that Article VII, Section 6 recognizes the existence and authority of the Board of Educational Lands and Funds. The Constitution would have to be amended in order to make the intent of LB 652 possible.

LR 28CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen	Education	Constitutional amendment to eliminate provisions creating the Board of Educational Lands and Funds

LR 28CA would propose a constitutional amendment to repeal Article VII, Section 6 of the Nebraska Constitution.

This provision states, in part, that the general management of all lands set apart for educational purposes will be vested, under the direction of the Legislature, in a board of five members to be known as the Board of Educational Lands and Funds.

This provision has been a part of the Nebraska Constitution since 1875 and has provided a steady stream of funding to all school districts.

Bond Elections

LB 135	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Holdcroft	Government	Provide, change, and eliminate provisions relating to elections for certain purposes related to bonds and tax levies

Senator Holdcroft introduced a similar measure (LB 878) in the 2024 Session, which was placed on General File but advanced no further.

LB 135 creates a separate election process and provides limitations for school districts that call for an election to (i) approve the issuance of bonds, (ii) approve a property tax levy or levy increase, or (iii) approve exceeding a property tax levy limitation by a school district.

The election must be held in conjunction with the statewide primary or general election or, in an odd-numbered year, in conjunction with a regularly scheduled general election of a political subdivision. The school board must file the order or certify the question for the issue to be on the ballot by:

- March 1 for the statewide primary election,
- September 1 for the statewide general election, and
- the eighth Friday prior to the general election of a political subdivision.

Exception

The question may also be submitted at a special election if the purpose of the bonds, of the tax levy or levy increase, or of exceeding the tax levy limitation is to address an emergency due to circumstances beyond the control of the school board of the school district, such as the destruction of a facility or other infrastructure by fire, flood, tornado, or other emergency circumstance.

Process

The school board of the school district must:

- (a) designate the form of ballot,
- (b) reimburse the election commissioner or county clerk for the expenses of conducting the election and at the minimum rate as described in law,
- (c) give notice of the election by first-class mail at least 30 days prior to the election, and
- (d) cause the sample ballot to be published in a newspaper of general circulation in the school district one time, not more than 15 days, nor less than 7 days prior to the election. No notice of the election would be required to be given by the election commissioner or county clerk. The notice of election must state where ballots for early voting may be obtained.

The ballots would be counted by the election commissioner or county clerk conducting the election and two disinterested persons appointed by the election commissioner or county clerk. When the polls are closed, the receiving board would deliver the ballots to the election commissioner or county clerk conducting the election who, with the two disinterested persons appointed by the election commissioner or county clerk, would proceed to count the ballots. Ballots for early voting shall be furnished to the election commissioner or county clerk and ready for distribution by the election commissioner or county clerk conducting the election not less than 21 days prior to the election.

When the school district lies in more than one county, the election commissioner or county clerk in any other county containing part of such school district would, upon request, certify its registration books for those precincts in which the school district is located to the election

commissioner or county clerk conducting the election and would immediately forward all requests for ballots for early voting to the election commissioner or county clerk charged with issuing the ballots or otherwise arrange for distribution of ballots for early voting.

Not less than five days prior to the election, the school board of the school district would certify to the election commissioner or county clerk conducting the election a list of all registered voters of the school district in any other county or counties qualified to vote on the question.

Other Provisions

- All ballots cast at the election shall be counted by the same board.
- When all the ballots have been counted, the returns of such election shall be turned over to the school board of the school district in which the election was held for the purpose of making a canvass.
- The two disinterested persons appointed on the counting board would receive wages at no less than the minimum rate set in section 48-1203 for each hour of service rendered (current state minimum wage).
- The question may not be submitted at an election within ten months after being defeated at any election.
- The registered voters of the school district would be entitled to vote on the question presented at the election, and the question would be approved if a majority of the votes cast upon the question were in favor.

Consumption Tax

LB 331	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hardin	Revenue	Adopt the Nebraska EPIC Option Consumption Tax Act and terminate tax provisions

LB 331 is similar to Senator Erdman’s LB 16, which was referred to the Revenue Committee in 2024 but never advanced. A fiscal analysis of LB 331, like LB 16 (2024), is nearly impossible.

LB 331 would create the Nebraska EPIC Option Consumption Tax Act. The bill would immediately or eventually terminate the following:

- The Nebraska Budget Act,
- Tax-increment financing,
- Motor vehicle tax,
- Motor vehicle fees,
- Property tax,
- The inheritance tax,
- Sales and use taxes,
- The income tax,

- The Homestead exemption,
- The Tax Equity and Educational Opportunities Support Act (TEEOSA), and
- The Community College Aid Act

TEEOSA would apply until January 1, 2028, after which funding for public schools would be governed by the Nebraska EPIC Option Consumption Tax Act.

Consumption Tax

Under the EPIC Act, the consumption tax would begin on January 1, 2028 on taxable property or services at a rate of 7.5%.

Counties, cities, and villages could impose an additional consumption tax not to exceed 1% for the purpose of repaying bonds.

Under LB 331, beginning in 2028, the Governor would submit an annual statewide budget to the Legislature by December 1. The Appropriations Committee of the Legislature would approve and submit a bill or bills for the annual statewide budget for approval by the Legislature. The bill or bills would balance expenses with state revenue projected by the Nebraska Economic Forecasting Advisory Board.

LR 10CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hardin	Revenue	Constitutional amendment to require the state to impose a consumption tax or an excise tax on all new goods and services and to provide a tax exemption for grocery items

Similar to previous attempts by former senator Steve Erdman, LR 10CA proposes a consumption tax. The constitutional amendment provides that, beginning January 1, 2028, the state would impose a retail consumption tax or an excise tax on all new goods and services, and the Legislature may authorize political subdivisions to do the same. There shall be no exemptions except for grocery items purchased for off-premises consumption.

If approved by the Legislature, the measure would appear on the November 2026 General Election ballot.

See LR 11CA for the companion measure to LR 10CA.

LR 11CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hardin	Revenue	Constitutional amendment to prohibit governmental entities from imposing any taxes other than retail consumption taxes and excise taxes

Similar to previous attempts by former senator Steve Erdman, LR 11CA proposes that, beginning January 1, 2028, no other tax may be imposed in Nebraska except for the consumption tax proposed in the companion measure, LR 10CA.

If approved by the Legislature, the measure would appear on the November 2026 General Election ballot.

See LR 10CA for the companion measure to LR 11CA.

Criminal / Juvenile Codes

LB 49	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	McKinney	Education	Provide for a model ban and bar policy for school districts

LB 49 is the result of an interim study (LR 341), filed by Senator McKinney and received a public hearing by the Education Committee on November 1, 2024.

The interim study stated that:

School districts for Nebraska public schools are utilizing a ban and bar process by which school districts prohibit students and family members from school property with the threat of police enforcement should an individual violate a ban. There are no regulations related to the appropriate use of a ban, the length of a ban, or to whom and when a ban may be applied. There have been instances of school districts instituting bans against students and family members who have disagreed with staff or administrators regarding the educational needs of the student, even though there was no evidence of a threat by the student or family member, and some school districts have even implemented four-year bans. *There is no due process or appeal mechanism by which a student or family member can allege that a ban and bar is unreasonable or retaliatory.*

Under LB 49, a ban and bar action is defined as any action by a school district to prohibit students, family members of students, or other individuals from being on school property, attending school activities, or communicating with school officials, subject to enforcement as *criminal trespass* under the Nebraska Criminal Code (i.e., §§ 28-520 to 28-522) if an individual violates a ban and bar action.

LB 49 requires that, by January 1, 2026, the State Board of Education must develop and distribute a model policy relating to a ban and bar action. The policy must:

- (i) Specify that a *ban and bar action* by a school district may only be used in response to an immediate and significant threat of harm to a student, school official, or other individual or to facilitate the enforcement of a court order;
- (ii) Specify that any ban and bar action must be limited in scope and duration in such a manner as to accommodate the right of parents and family members to be involved in their child's education and, in no event, exceed one calendar year unless otherwise required by court order;

- (iii) Protect the right of parents to be involved in the education of their children and their right to contest, appeal, or otherwise challenge a ban and bar action;
- (iv) Not discriminate or be applied in a discriminatory manner against any family members on the basis of race, color, religion, sex, disability, or national origin;
- (v) Provide that any individual subject to a ban and bar action must be given written notice of the action that includes the term of the ban and bar action, a description of the conduct giving rise to the ban and bar action and the evidence the school district has of the conduct, and instructions on how to appeal the ban and bar action; and
- (vi) Not be used against a student of the school district.

The model policy must provide that any individual subject to a ban and bar action may request a hearing before the school board of the school district. The individual may appear at the hearing to contest the issuance or scope of the ban and bar action. An appeal must be requested in writing and delivered to the school board within 10 days after receipt of notice by the individual of the ban and bar action. The individual may be represented by counsel at the individual’s expense. The school board must hear an appeal within 30 days after receipt of an appeal request.

School District Policy

LB 49 provides that, by July 1, 2026, each public school district must *either* adopt the model policy or adopt a policy consistent with the model policy.

Curriculum, Assessment

LB 213	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Holdcroft	Education	Require the State Board of Education to adopt academic content standards on human embryology under the science education standards

LB 213 provides that, by March 1, 2026, the State Board must adopt measurable academic content standards for human embryology under the science education standards. The standards must be integrated into each school’s curriculum no later than the start of the 2026-27 school year and must include:

- (a) Instruction on human development that accurately portrays the biological science of human embryology, including the Carnegie Stages of Human Embryonic Development, in the curriculum of elementary, middle school, and high school students; and
- (b) High-definition visual recordings that are of at least four-dimensional quality, commonly referred to as 4D. The visual recordings must show the development of the brain, heart, sex organs, and other vital organs throughout fetal development.

A parent, guardian, or educational decisionmaker may opt their student out of the instruction.

The emergency clause is attached.

LB 417	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Bostar	Education	Provide for administration of the Nebraska Promise Program by the Board of Regents, adopt the College Promise Act, and change provisions relating to the Quality Education Accountability Act

LB 417 contains a number of components, but of particular significance to K-12 education relates to a National Career Readiness Certificate.

The bill provides that, beginning with school year 2025-26, in addition to the national assessment instrument recommended by the State Board of Education, the State Board must also recommend nationally recognized, portable career-readiness assessments that lead to a National Career Readiness Certificate.

The option must be made available to all twelfth-grade public students during the fall semester of a student's twelfth-grade year to retake the national assessment instrument that is also used as a standard college admission test administered OR to take any nationally recognized, portable career-readiness assessments that lead to a National Career Readiness Certificate recommended by the State Board.

Each school district is required to report individual student data for scores and sub-scores for any assessment taken according to the procedures established by the State Board and NDE for assessments.

An assessment described in LB 417 must be administered to any student who opts to take the assessment at no cost to the student.

LB 426	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Andersen	Education	Authorize an American flag education program and change provisions relating to the distribution of lottery funds used for education

LB 426 amends the law related to the Committee on American civics (§ 79-724).

The bill provides that all public or private schools may, as a part of the social studies curriculum, engage students between the commencement of fifth grade and the completion of eighth grade in a one-hour American flag education program that includes (i) the U.S. Flag Code, (ii) the thirteen folds of the American flag, (iii) proper flag etiquette and conduct in the presentation of the flag, and (iv) the historical background of the flag. The flag education program may be developed and presented in consultation and partnership with a local recognized veterans organization.

As part of such program, each student would receive one American flag that is three feet by five feet and a flag etiquette booklet.

The costs of the program would be funded using lottery funds or private donations.

Cybersecurity

LB 599	<i>Sponsor</i> DeBoer	<i>Committee</i> Education	<i>Subject</i> Require the State Board of Education to adopt a policy relating to cybersecurity
---------------	--------------------------	-------------------------------	--

LB 599 requires the State Board of Education to adopt a policy that may be used in public schools, private schools, and ESUs relating to cybersecurity. The policy must include, at a minimum:

- (1) A cybersecurity framework guide for implementing cybersecurity controls in a prioritized manner;
- (2) The creation of a cybersecurity team that acts to assist schools and ESUs with cybersecurity needs and addresses cybersecurity issues from a statewide perspective to prevent and respond to cybersecurity threats;
- (3) A curriculum component that expands and defines digital citizenship requirements for students, parents, and teachers;
- (4) A pipeline for technology careers designed to recruit, retain, and support students from rural areas in pursuing careers in technology and encouraging such students to return and contribute to their local economies; and
- (5) A funding mechanism to assist in purchasing necessary cybersecurity controls and facilitating the acquisition of cybersecurity projects.

Education Savings

LB 131	<i>Sponsor</i> Sorrentino	<i>Committee</i> Revenue	<i>Subject</i> Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits
---------------	------------------------------	-----------------------------	---

LB 131 amends the existing 529 program (NEST 529) to permit the use of savings plans for expenses for tuition in connection with enrollment or attendance at an elementary or secondary school up to \$10,000 per beneficiary per taxable year. This would make the plan applicable to private schools.

A 529 college savings plan is a tax-advantaged account for education expenses and is generally state-sponsored. Its name stems from Section 529 of the IRS tax code, which gives these plans special tax breaks to encourage saving for education.

Educational Service Units

LB 389	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Eliminate the levy authority of educational service units and provide state funding to educational service units

LB 389 provides that, beginning with fiscal year 2028-29, ESUs would no longer have the power to levy property taxes.

The measure provides that, beginning in 2029, funds would be distributed by the state to ESUs in order to offset the funds lost due to the elimination of their levy authority.

The amount to be distributed to each ESU would be equal to the amount of property taxes levied by the ESU for tax year 2027, increased by 3.5%.

For 2030 and each year thereafter, the amount to be distributed to each ESU would be equal to the amount distributed to the ESU in the prior year, increased by 3.5%.

The Department of Revenue would be required annually to determine the amount to be distributed to each ESU and certify the amounts to the State Treasurer and to the ESU. The distributions to the ESUs would occur in two equal payments, the first on or before March 31 and the second on or before August 31.

LB 680	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Education Com	Education	Change provisions relating to educational service units

LB 680 is a shell bill to be used by the Education Committee as a vehicle for other legislation as it deems necessary.

Employment Issues

LB 224	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Guereca	Government	Require paid maternity leave for state employees

LB 224 provides that maternity leave-eligible employees who work a full-time schedule will be entitled to 12 weeks of paid maternity leave for the birth of such employee's child. Maternity leave-eligible employees who are regularly employed less than 40 hours per week will be entitled to maternity leave proportionate to their regular workweek.

Maternity leave eligible employee means an employee who:

- (i) Is a state employee;
- (ii) Gives birth to a child; and
- (iii) Is assuming a parental role with respect to the child;

LB 258	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Raybould	Business and Labor	Change provisions relating to the minimum wage under the Wage and Hour Act

Currently, the minimum wage is set at \$13 per hour. In 2026, the rate will be \$15 per hour.

On January 1, 2027, the minimum wage would be increased by the increase in the cost of living as measured by the CPI.

LB 258 provides that, beginning in 2027, the minimum wage would be increased by the lesser of (a) 1.5%, rounded to the nearest cent, or (b) the increase in the cost of living as measured by the CPI.

Note: As per existing law, no later than October 15 of each year, commencing October 15, 2026, the Nebraska Department of Labor must calculate and publish the minimum wage rate that will take effect the following January 1.

LB 300	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Change provisions relating to the Superintendent Pay Transparency Act and provide a limit for superintendent and educational service unit administrator compensation

LB 300 amends the Superintendent Pay Transparency Act, which was created in 2014.

Under the measure, no school district or ESU may enter into any contract with a superintendent or ESU administrator for services to be rendered if the contract will cause the school district or ESU to pay compensation for any contract year in excess of five times the compensation for a beginning teacher in the school district or ESU for the same contract year.

“Salary” is defined as gross wages to be paid in exchange for personal services performed during the contract year and includes:

- (a) overtime pay,
- (b) member contributions pursuant to the School Employees Retirement Act or the Class V School Employees Retirement Act, and
- (c) amounts contributed to plans under section 125, 403(b), or 457 of the IRS Code or any other section of the code which defers or excludes such amounts from income.

“Compensation” is defined as a reasonable estimate of the total amount of salary and benefits to be paid by a school district or ESU in exchange for personal services performed during a contract year.

“Benefit” is defined as any amount, not included in salary, to be paid during the contract year or to be paid in the future by a school district or ESU in exchange for the personal services performed

during the contract year, resulting in a benefit for the employee or the family of the employee including, but not limited to:

- (a) employer contributions pursuant to the School Employees Retirement Act or the Class V School Employees Retirement Act,
- (b) early retirement inducements for employees of the Class V school district for employees of all other school districts and ESUs,
- (c) cash awards paid by the school district or ESU,
- (d) severance pay,
- (e) employer contributions made for the purpose of separation payments to be made at retirement,
- (f) employer contributions to annuities,
- (g) employer contributions to group life, health, or disability insurance premiums,
- (h) payments made to an employee in lieu of employer contributions to insurance premiums, and
- (i) the maximum cash payment for potential unused leave of any type that could be accrued during the contract year.

“Compensation for a beginning teacher” is defined as compensation expected to be paid by a school district or ESU for the first year of teaching by a certificated teacher, assuming the certificated teacher receives the maximum benefits generally available to a teacher who does not receive additional compensation for duties beyond the standard teaching contract.

Other Provisions

If a superintendent of a school district also receives compensation from an ESU in which the school district is a member, the compensation must be deemed compensation from the school district.

If an administrator of an ESU receives compensation from a school district that is a member of the ESU, the compensation must be deemed compensation from the ESU.

Any contract entered into in violation of the new provisions of the Superintendent Pay Transparency Act would be invalid, and money belonging to a school district or ESU may not be expended on such a contract.

Any compensation received by a superintendent or administrator in violation of the limitations in LB 300 would be forfeited by the superintendent or administrator and returned to the school district or ESU, and a notice regarding the excess compensation must be filed with the Commissioner of Education within 30 days after the superintendent, administrator, school board, or board of the ESU becomes aware of the violation.

LB 353	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Lonowski	Business and Labor	Allow public school employees to join or terminate membership in a labor organization

LB 353 provides that a labor organization representing public school employees or employers of public school employees may not, as part of any membership contract entered into or renewed after the effective date of the bill, place any restriction on when a public school employee may join or terminate membership in a labor organization.

The emergency clause is attached.

LB 429	<i>Sponsor</i> Murman	<i>Committee</i> Education	<i>Subject</i> Provide requirements and restrictions for school boards relating to professional employees’ organizations
---------------	--------------------------	-------------------------------	---

LB 429 provides that a school board may not grant access by a professional employees’ organization to the physical or electronic mailbox of any school employee without giving equal access to any other professional employees’ organization that requests such access.

If a professional employees’ organization is permitted to display information at or send a representative to attend a school employee meeting or event, including a school employee orientation meeting, in an effort to recruit new members, any other professional employees’ organization that requests permission to display information at or send a representative to attend such meeting must also be granted such permission.

If a professional employees’ organization is allowed to create and post signage or materials in a school such as an information board, a bulletin board, a poster, or a pamphlet, any other professional employees’ organization must also be granted permission to create and post signage and materials in an equal manner.

A school board may not designate any day or break in the school calendar by naming or referring to the day or break using the name of any professional employees’ organization.

“Professional employees’ organization” is defined as any organization that exists for the purpose, in whole or in part, of professional development or liability protection.

LB 589	<i>Sponsor</i> Conrad	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to reimbursement for special education programs and support services and require school districts to provide special education staff with professional leave as prescribed
---------------	--------------------------	-------------------------------	---

LB 589 amends the Nebraska Special Education Act (§ 79-1142) relating to allowable and reimbursable costs for special education and support services.

The bill permits allowable and reimbursable costs to include substitute service costs directly associated with special education programs. Each school district must provide special education staff with four days of professional leave per year, supported by substitute personnel. The leave

must be used onsite for the sole purpose of completing essential documentation for students receiving special education services on the staff's caseload.

Enrollment, Attendance

LB 143	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Rountree	Education	Change provisions relating to student enrollment

Under existing law (§ 79-215), in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children, a school board must permit children of military families to enroll “preliminarily” in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year.

LB 143 provides that the preliminary enrollment and any advanced enrollment policies related to a child of a military family shall also apply if the child has an individualized family service plan, has an IEP, or receives special education.

Graduation Requirements

LB 296	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Arch	Education	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements and the State Department of Education Improvement Grant Fund

Background: LB 705 (2023) required NDE, DHHS, the Office of Probation Administration, and the State Court Administrator to enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court. The purpose for the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students.

The memorandum would include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of the policies and procedures.

In accordance with this directive, NDE contracted with Bellwether, which is a national nonprofit organization.

The “Bellwether Report,” entitled, “Data Sharing for Youth Under the Jurisdiction of the Juvenile Court,” was issued in September 2024. The executive summary of the report states that:

In Nebraska, students under the jurisdiction of the juvenile court are educated in diverse settings such as public schools, interim-program schools, special purpose schools, and non- public schools.

Historically, these students have underperformed academically compared to their non-juvenile-court-involved peers and are disproportionately students of color, students with disabilities, and students from low-income families.

A key condition for positive educational outcomes for youth under the jurisdiction of the juvenile court is the efficient transfer of education records between placements. Currently, Nebraska faces significant challenges in this area, as identified through extensive interviews, focus groups, and stakeholder meetings. The obstacles to effective data sharing include delays, mistrust, lack of system integration, reliance on low-tech solutions, privacy concerns, and inadequate knowledge. These inefficiencies contribute to negative outcomes for youth, causing them to miss crucial instructional time or be subjected to redundant coursework. This often results in disengagement, frustration, and drop-out.

To address these issues, Bellwether, in collaboration with a team of state leaders, has developed a comprehensive set of recommendations that propose establishing a centralized records service under the Nebraska Department of Education (NDE). This system aims to centralize education data collection and distribution using highly trained registrars to ensure data accuracy, resolve discrepancies, and create comprehensive student records. This centralized service would streamline the data-sharing process and ensure compliance with privacy regulations. Beyond the centralization of records, the recommendations also advocate for improvements in governance design to enhance efficiency, consistency, and accountability. Additionally, the introduction of a statewide basic high school diploma aims to increase graduation rates for youth under the jurisdiction of the juvenile court.

If enacted comprehensively, these reforms will make Nebraska a national model for education data sharing that will positively impact the educational experiences and outcomes of youth under the jurisdiction of the juvenile court, providing them with a more cohesive educational experience.

LB 296 would implement the suggestions contained within the Bellwether Report along with the original directives contained within LB 705 (2023).

Centralized Education Records System

By July 1, 2026, NDE must maintain a centralized education records system for students under the jurisdiction of a juvenile court. The system must allow for the immediate transfer of education records as appropriate. Each approved or accredited school must share education records with the department for inclusion in the centralized education records system *immediately upon request* for any student under the jurisdiction of a juvenile court.

The Commissioner of Education is directed to employ registrars who would be responsible for ensuring the education records of students under the jurisdiction of a juvenile court are maintained in an accurate and timely manner in the centralized education records system.

Registrars would also analyze the education records of high school students under the jurisdiction of a juvenile court to determine if additional credit hours should be awarded by the Commissioner of Education for academic work that has been completed by the students.

The Commissioner of Education must, either upon request or in response to an analysis conducted by a registrar, award credit hours pursuant to rules adopted by the State Board to any high school student who is or was under the jurisdiction of a juvenile court and has evidence of the completion of academic work that would generally be required for the credit hours. Any credit hours awarded

by the commissioner must be recognized by any approved or accredited school and must count toward meeting any graduation requirements related to the subject area of the credit hours.

The cost of the centralized education records system and registrars would be paid from the State Department of Education Improvement Grant Fund.

Diploma

Current law (§ 79-729) requires that each high school student must complete a minimum of 200 high school credit hours prior to graduation. At least 80% of the minimum credit hours must be core curriculum courses prescribed by the State Board.

LB 296 provides that, beginning with the 2026-27 school year, for a student who meets the above requirement and who was at any point during high school under the jurisdiction of a juvenile court and residing in an out-of-home placement under such jurisdiction:

- (i) A public high school must, upon request, allow such student to graduate with a high school diploma from such school without any additional requirements if the student was enrolled at any point in such high school; or
- (ii) If such student does not graduate from an approved or accredited high school, the Commissioner of Education must, upon request, award a state high school diploma.

The bill provides that no student, parent, or guardian may make any request that would result in a student receiving more than one high school diploma.

LB 681	<i>Sponsor</i> Education Com	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to the definition of graduate degree program
---------------	------------------------------------	-------------------------------	--

LB 681 is a shell bill to be used by the Education Committee as a vehicle for other legislation as it deems necessary.

Income Taxes

LB 171	<i>Sponsor</i> Brandt	<i>Committee</i> Revenue	<i>Subject</i> Change provisions relating to individual and corporate income tax rates
---------------	--------------------------	-----------------------------	--

Individual Income Tax

The individual income tax rate is set to be reduced to 4.55% on January 1, 2026. LB 171 increases that planned rate reduction to 4.99%. The existing law proposes to reduce the rate to 3.99% on January 1, 2027. This plan is eliminated under LB 171 and leaves the rate at 4.99% going forward after 2026.

Corporate Income Tax

The corporate income tax rate is set to be reduced to 4.55% on January 1, 2026. LB 171 increases that planned rate reduction to 4.99%. The existing law proposes to reduce the rate to 3.99% on January 1, 2027. This plan is eliminated under LB 171 and leaves the rate at 4.99% going forward after 2026.

Legislative Structure

LR 19CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Dover	Executive Board	Constitutional amendment to change legislative term limits to three consecutive terms

LR 19CA was introduced by Senator Dover and 23 co-sponsors. The constitutional amendment would change current provisions so that a state lawmaker could serve three rather than two (4-year) terms of office.

The measure contains no effective date, so presumably, some of the co-sponsors would benefit from the change.

If approved by the Legislature, the measure would appear on the 2026 General Election ballot.

Mandates

LB 670	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Require schools to adopt a safety plan and provide and change requirements related to training for staff of child care and schools

LB 670 represents the efforts of a group of NCSA members who were asked by the Governor in 2023 to help reduce or eliminate mandates on school districts. *The bill was officially introduced at the request of the Governor.*

Mandatory Training

LB 670 amends section 43-2606, which permits DHHS to adopt and promulgate rules and regulations for mandatory training requirements for providers of child care and school-age-care programs. Such requirements shall include preservice orientation and at least four hours of annual inservice training.

LB 670 changes the requirement to no more than four hours of annual inservice training.

The bill prohibits the State Board of Education from adopting and promulgating rules and regulations that require more than four hours of annual inservice training for (i) teachers, (ii) paraeducators, or (iii) home visitors who have regular contact with children in prekindergarten programs.

A local school board may elect to require additional training for the employees of the school district.

Safety Plan

LB 670 proposes a new section of law requiring each school board of a school district and each governing board of a nonpublic school to adopt and maintain a safety plan and may use the model safety plan developed by the state school security director as a guide. The plan must be updated annually and must at a minimum include:

- (a) Fire drills and instruction on fire dangers and methods of fire prevention;
- (b) Tornado or other weather-related preparedness drills and instruction;
- (c) Vehicle safety and emergency evacuation drills and instruction; and
- (d) Any other safety and emergency drills or instruction deemed appropriate by the school board or governing board.

Each school district must provide the school district's safety plan to the school security director every three years.

The state school security director may provide suggestions and offer training or other resources relating to safety plans to any school.

The idea behind this new section is give more authority and latitude to the school board or governing body and less reporting to the state.

School Resource Officer/Security Guard

LB 670 amends section 79-2704 that requires each school resource officer or security guard to attend 20 hours of training.

The bill states that each school resource officer or security guard is required to have no more than 12 hours of training.

LR 16CA	<i>Sponsor</i> Urban Affairs Com	<i>Committee</i> Government	<i>Subject</i> Constitutional amendment to require the Legislature to reimburse political subdivisions
----------------	--	--------------------------------	--

LR 16CA was introduced as a committee bill to amend the Nebraska Constitution, Article III, Section 22.

The measure would constitutionally prohibit the Legislature from imposing responsibility for a program created after the year 2026 or an increased level of service required under an existing program after the year 2026 on any political subdivision of the state unless the political subdivision is fully reimbursed by the state for the cost of such program or increase in level of service. Reimbursement by the state must be in the form of a specific appropriation or an increase in state distribution of revenue to such political subdivision.

If approved by the Legislature, the measure would appear on the 2026 General Election ballot.

LR 18CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Government Committee	Government	Constitutional amendment to require the Legislature to reimburse political subdivisions

LR 18CA was introduced by a majority of members of the Government Committee. The measure would amend the Nebraska Constitution (Article III, section 22) to provide that the Legislature may not impose responsibility for a program created after the year 2026 or an increased level of service required under an existing program after the year 2026 on any political subdivision unless the political subdivision is fully reimbursed by the state for the cost of the program or increase in level of service. Reimbursement by the state would be in the form of a specific appropriation or an increase in state distribution of revenue to the political subdivision.

If approved by the Legislature, the measure would appear on the 2026 General Election ballot.

Miscellaneous

LB 11	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hughes	Appropriations	Appropriate funds for the Nebraska Statewide Workforce and Education Reporting System Act

Background: In 2020, Senator Matt Hansen introduced LB 1160 to create the Nebraska Statewide Workforce and Education Reporting System Act to be implemented by the Nebraska Department of Labor. The Act would:

- (1) Provide workforce-outcomes data to postsecondary institutions to guide program, educator, and institutional improvement;
- (2) Support students and parents in understanding what education, training, and career pathways best prepare students for occupational success;
- (3) Provide comprehensive data about student success and workforce outcomes to policymakers to inform decisions and resource allocation;
- (4) Track workforce outcomes in order to better align programs with demands in the labor market;

- (5) Disaggregate student outcomes by race, ethnicity, gender, and economic status in order to identify and close educational attainment gaps; and
- (6) Identify the long-term return on investment from early education programs.

The 2020 measure also required the Department of Labor to execute a memorandum of understanding with the Nebraska Statewide Workforce and Education Reporting System to ensure the exchange of available data throughout the prekindergarten to postsecondary education to workforce continuum. The Department of Education was included in this memorandum of understanding.

LB 11 is an appropriation bill meant to provide funding for various entities that are a part of the memorandum of understanding for purposes of the Nebraska Statewide Workforce and Education Reporting System Act.

The bill appropriates \$130,893 for FY2025-26 and \$179,795 for FY2026-27 to each of the following entities:

- Department of Education;
- Board of Trustees of the Nebraska State Colleges;
- Board of Regents of the University of Nebraska; and
- Coordinating Commission for Postsecondary Education.

LB 29	<i>Sponsor</i> Conrad	<i>Committee</i> Government	<i>Subject</i> Create a review process for agency rules and regulations
--------------	--------------------------	--------------------------------	--

LB 29 amends the Administrative Procedure Act relating to state agency rules and regulations.

The bill provides that, beginning January 1, 2026, each agency must conduct a review of all existing and pending rules and regulations and *every three years* thereafter.

Each agency head must designate an individual who is responsible for oversight of the review. The report must indicate whether:

- (a) The rule or regulation is essential to the health, safety, or welfare of the public;
- (b) The costs of the rule or regulation outweigh the benefits;
- (c) The agency has a process in place to measure the effectiveness of the rule or regulation;
- (d) A less restrictive alternative has been considered; and
- (e) The rule or regulation was promulgated as the result of a (i) state statutory requirement, (ii) federal mandate, or (iii) court decision.

Upon receipt of the agency reports required, the Reference Committee (Executive Board) of the Legislature is required to refer each report to the appropriate standing committee of the Legislature

based on each committee’s jurisdictional oversight. The standing committee must then review the agency report and submit a report to the Clerk of the Legislature by December 15 of such year. Each standing committee report must include recommendations for legislation, if necessary, to clarify any rule or regulation or provide recommendations for clarifications to any rule or regulation.

Note: LB 29 requires that agency rulemaking and regulationmaking would be suspended during the pendency of the agency review process with the exception of any proposed rule or regulation that: (a) affects the health, safety, or welfare of the public; (b) is time sensitive; or (c) is subject to state or federal statutory deadlines.

LB 122	<i>Sponsor</i> Meyer	<i>Committee</i> Education	<i>Subject</i> Require display of the state and national motto in schools
---------------	-------------------------	-------------------------------	--

LB 122 is similar to other legislation from the past requiring the display of the state and national motto in schools.

The bill requires each school board to prominently display the national motto of the United States, “In God We Trust”, and the state motto of Nebraska, “Equality Under the Law”, written legibly in English on a poster or plaque no less than 8.5” by 11” in size, in each classroom or in another prominent place in each school building where each student is able to see and read it each day school is in session.

The bill allows a school board to accept contributions to defray the costs of implementing the legislation.

Notes: In 2021, Senator Erdman introduced LB 36 to require the display of the national motto in each school. Interestingly, in the 2021 legislation, language was included to require the Attorney General to intervene on behalf of any school board and any other party named as a defendant for their role in implementing the law.

The legislation is apparently for the benefit of only those students who have eyesight.

Arkansas, Florida, Louisiana, Mississippi, Tennessee, Utah, and Virginia have laws requiring the display of the national motto “In God We Trust” in public schools. Some states permit it but do not require it.

LB 282	<i>Sponsor</i> Prokop	<i>Committee</i> Education	<i>Subject</i> Provide for reimbursement for teachers for school supplies
---------------	--------------------------	-------------------------------	--

LB 282 provides that, beginning with the 2025-26 school year, a teacher employed at an approved or accredited public or private school in this state teaching K-12 grade may apply to NDE to

receive up to \$300 in reimbursement for school supplies paid for by the teacher. The teacher would be required to show receipts for the supplies in order to receive reimbursement.

The State Board is required to develop a policy relating to the types of school supplies that qualify for reimbursement.

The emergency clause is attached.

LB 549	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Lippincott	Education	Allow a school board to employ a chaplain, including in a volunteer capacity, at a school

LB 549 is similar to a bill offered by Senator Lippincott in 2024 (LB 1065), which was not advanced from committee.

LB 549 permits but does not require a school board to employ a chaplain, including in a volunteer capacity, to perform various duties at the school, including providing academic, career, emotional, and behavioral health supports to students. A chaplain employed under the bill would not be required to hold a certificate to teach, administer, or perform special services.

The employment of a chaplain would not be construed as an endorsement of any particular religion.

"Chaplain" is defined as a clergy member who is licensed, ordained, or endorsed by their religious organization and trained to serve in secular environments.

Prior to employment, a chaplain would be subject to a criminal history record information check and must pay any required fees for the check. A school board may not employ a chaplain if the chaplain's eligibility is denied by the Commissioner of Education based on the criminal history record information check.

A school board must, prior to employment of a chaplain, develop a policy consistent with this bill relating to employment of an uncertified individual to perform various duties at the school. The policy must include provisions relating to the employment, discipline, continued education, and termination of employment of a chaplain.

LB 550	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Lippincott	Education	Require school districts to adopt a policy that excuses students to attend a released time course for religious instruction

LB 550 is similar to a previous attempt by Senator Lippincott in 2024 (1066), which was not advanced from committee.

LB 550 provides that, by July 1, 2025, each school district must adopt a policy that excuses any student of the school district to attend a released time course for at least one class period per week. The policy must require:

- (a) The parent, guardian, or educational decisionmaker of the student to provide written consent for the student to attend the released time course;
- (b) The sponsoring entity to maintain attendance records and make such records available to the school district the student attends;
- (c) The sponsoring entity, parent, guardian, or educational decisionmaker to provide transportation to and from the place of instruction;
- (d) The sponsoring entity to make provision and assume liability for each student that attends its released time course while under the control of the sponsoring entity;
- (e) That no school district funds to be expended other than de minimis administrative costs; and
- (f) A released time course not to be held on school district property unless permitted under a neutral policy of equal access that opens school district property for use by community groups.

"Released time course" is defined as a course in religious instruction, taught by a sponsoring entity, during which a student is excused from public school to attend.

A school district may also adopt a policy that awards academic credit for the completion of a released time course. In determining the amount of credit to award for completion of the course, the school district must evaluate the course based on purely secular criteria that are substantially the same criteria used to evaluate similar courses. The decision to award credit for a released time course must be neutral to, and may not involve any test for, religious content or denominational affiliation.

For any period of time a student is excused from a school district to attend a released time course, the student must be considered as attending the school from which the student is excused for the purpose of determining school funding and satisfying attendance requirements.

The bill provides that nothing in the bill may be interpreted to deny a released time course or the sponsoring entity equal access to funds, benefits, or services that the school district may provide or make available to community groups or other independent entities.

Any person or organization aggrieved by a violation may bring an action against the school district responsible for the violation and seek appropriate relief. Appropriate relief includes:

- (a) Actual damages;
- (b) Such preliminary and other equitable or declaratory relief as may be appropriate; and
- (c) Reasonable attorney's fees and other litigation costs reasonably incurred.

The emergency clause is attached.

LB 631	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen	Appropriations	State intent relating to funding for the School Emergency Response Mapping Fund

LB 1329 (2024) provided funding for facilitating the implementation of mapping data. The legislation provided \$525,000.

LB 631 would increase this funding to \$4 million for fiscal year 2025-26.

The emergency clause is attached.

LB 691	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Require school districts and private, denominational, and parochial schools to display the Ten Commandments in school buildings as prescribed

LB 691 provides that each school board of a public school district and each governing board of a private school that receives state funds must display the Ten Commandments:

- (a) In each classroom of an elementary school; and
- (b) In each school building of a middle school or high school.

The display of the Ten Commandments would be determined by each school board or governing board but must, at a minimum:

- (a) Focus on the text of the Ten Commandments in an easy-to-read font; and
- (b) Be displayed on a poster or framed document that is at least 11" by 14" in size.

The bill does not require a public school or private school to spend funding on the purchase of the display. A school board or a governing board may accept contributions to defray the costs of implementing the bill and may accept donated displays that comply with the requirements.

Option Enrollment

LB 653	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Change provisions relating to reimbursement for special education programs, support services, and the enrollment option program, provide reimbursement for certain students under the enrollment option program, and change the authorized uses of the Education Future Fund

LB 653 is meant to make it more difficult to deny an application for option enrollment for students with an IEP.

Regardless of Capacity

The bill provides that “regardless of capacity” for special education services, the number of applications made by students with an IEP that are denied by the school district cannot exceed 16% of the total enrollment option applications denied by the school district in such school year.

A school district that accepts applications on a school building by school building basis under the enrollment option program and receives an application for a school building that is at capacity for purposes of the enrollment option program must notify the parent or guardian that submitted the application of the *other* school buildings in the school district that are not at capacity and are available to the student.

Any option school district that is not a member of a learning community must automatically accept as an option student the siblings of option students that apply to the school district.

Any option school district that is in a learning community must give first priority for enrollment to, *and automatically accept regardless of capacity*, siblings of option students enrolled in the option school district.

Notification

A school district that receives an incomplete application must notify the applicant within 10 business days after receipt of the incomplete application that the application is incomplete and will be automatically rejected if not corrected.

Funding

By October 15th of each school fiscal year, a school district that accepts an application for an option student with an IEP with expected costs for education and support services of the student that are at least five times greater than the adjusted average per pupil cost of the preceding year, may apply to NDE for a payment from the Education Future Fund to cover the expenses. The application must include detailed expected costs for providing education and support services to such student.

NDE is required to make a payment to each qualifying applicant school district by November 15th for the school fiscal year in which the application is submitted. The payment would equal the expected amount to provide education and support services for the student subtracted from the adjusted average per pupil cost of the preceding school fiscal year, except that if the sum of all payments for applicant school districts for the school fiscal year exceed the available balance for such purpose in the Education Future Fund, each payment would be reduced proportionally so the sum of all payments for applicant school districts for such school fiscal year equals the available balance for such purpose in the fund.

LB 653 amends TEEOSA, relevant to the Education Future Fund, to provide funding for education and support services of students with an IEP that are accepted as option students into a school

district to allow school districts to accept more option students and allow students to receive the best education possible.

Parental Involvement

LB 383	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Storer	Government	Adopt the Parental Rights in Social Media Act

LB 383 creates the Parental Rights in Social Media Act.

The bill provides that a social media company may not permit a minor to become an account holder. A social media platform must use a reasonable age verification method to verify the age of an individual seeking to become an account holder on the company’s social media platform. A social media company may use a third-party vendor to perform such verification.

A social media company or third-party vendor conducting the verification may not retain any identifying information of an individual after verification is complete.

However, a social media company may allow a minor to become an account holder if the parent of the minor provides express parental consent authorizing the minor to become an account holder. A social media company or third-party vendor must verify the express parental consent, which would include:

- (a) Age verification of the parent through a reasonable age verification method; and
- (b) An oath, affirmation, or form signed by the parent and returned to the social media company or third-party vendor by common carrier, facsimile, or electronic scan stating that the consenting adult is the minor user’s parent and authorizes such minor to become an account holder.

Once age and parental consent are verified, the social media company may permit the minor to become an account holder. Reverification of an account holder is not required unless parental consent is revoked by a parent.

“Social media company” means a person that is an interactive computer service and that provides a social media platform.

The Nebraska Attorney General would enforce the Parental Rights in Social Media Act and may impose a penalty of up to \$2,500 per violation.

This act becomes operative on January 1, 2026. The severability clause is attached.

LB 390	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information

LB 390 creates a new section of law. It provides that each school board of a public school district must adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials. The policy must:

- (a) Require the creation of an online catalog of all books in the school district’s library, categorized by school building, which must be accessible for viewing by a parent, guardian, or educational decisionmaker of a student attending the school district; and
- (b) Provide the opportunity for a parent, guardian, or educational decisionmaker of a student to be notified when the student of the parent, guardian, or educational decisionmaker checks out a book from the school library by means of a website or application notification or by opting in to email notifications. The notification must include:
 - (i) The title of the book checked out by the student;
 - (ii) The name of the author of the book checked out by the student; and
 - (iii) The date the book checked out by the student is due to be returned to the school library.

“Educational decisionmaker” is defined as a person designated or ordered by a court to make educational decisions on behalf of a child (§ 79-530).

LB 428	<i>Sponsor</i> Murman	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools
---------------	--------------------------	-------------------------------	---

LB 428 amends the Parental Involvement Act (§ 79-532). The Parental Involvement Act has been the subject of significant controversy in the Legislature for the past several years.

The current Parental Involvement Act requires school districts to adopt a policy, which includes a number of prescribed provisions. LB 428 makes additional requirements for the policy as follows.

- (a) If the school administers a “nonanonymous” survey requesting that students provide (i) sexual information, (ii) mental health information, (iii) medical information, (iv) information on health-risk behaviors, (v) religious information, (vi) information of political affiliation, or (vii) any other information that the school board deems to be sensitive in nature, the school district must, at least 30 days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive the survey.

The notice must be made through the school’s electronic notification system or by physical mail to the address on file for the student. The notice must describe (i) the nature and types of questions included in the survey, (ii) the purposes and age-appropriateness of the survey, (iii) how information collected by the survey will be used, (iv) who will have access to such information, (v) the steps that will be taken to protect student privacy, and (vi) whether and how any findings or results of such survey will be disclosed;

- (b) Parents, guardians, and educational decisionmakers have the right to: (i) Request that a copy of the survey be sent through the school’s electronic notification system or physical mail to the address on file for the student, (ii) review the questionnaire or survey in person at the school, and (iii) exempt their child from participating in the survey;
- (c) Unless required by federal or state law or regulation, school personnel administering any such survey may not disclose personally identifiable information of a child; and
- (d) No survey requesting sexual information of a student may be administered to any student in kindergarten through grade six.

Property Taxes

LB 384	<i>Sponsor</i> Storer	<i>Committee</i> Revenue	<i>Subject</i> Require a majority of the elected members of the governing bodies of participating political subdivisions to attend joint public hearings under the Property Tax Request Act
---------------	--------------------------	-----------------------------	--

LB 384 amends the Property Tax Request Act and requires at least a majority of the elected members of the governing body from each participating political subdivision to attend the joint public hearing.

The bill eliminates the current provision that an elected official may be the designated representative from a participating political subdivision.

LB 424	<i>Sponsor</i> Andersen	<i>Committee</i> Revenue	<i>Subject</i> Limit increases in property tax bills
---------------	----------------------------	-----------------------------	---

LB 424 provides that the property tax bill for any parcel of real property may not exceed the prior year’s property tax bill by more than the allowable growth percentage. “Property tax bill” means the amount of property taxes due for a parcel of real property, as shown on the property tax statement for the parcel.

“Allowable growth percentage” is defined as the lesser of:

- (i) The inflation rate; or
- (ii) 3%;

“Inflation rate” is defined as the percentage change in the CPI for All Urban Consumers, as prepared by the U.S. Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending on August 31 of the year in which the property tax bill is determined.

The provisions of the bill would not apply if the increase in a property tax bill is due to improvements made to the relevant parcel of real property.

LR 12CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Kauth	Revenue	Constitutional amendment to impose a limit on ad valorem taxes for real property, provide a new method of valuing real property for tax purposes, provide certain exceptions, and eliminate conflicting constitutional provisions

LR 12CA is essentially the same measure Senator Kauth introduced during the 2024 Special Session (LR 6CA), which did not advance from committee.

LR 12CA amends the Nebraska Constitution (Article VIII) as follows:

Maximum Tax Limit: Beginning January 1, 2027, the maximum amount of any ad valorem tax on real property may not exceed 1.5% of the “full cash value” of such property. The tax would be collected by the counties and apportioned as prescribed by the Legislature to the political subdivisions within the counties.

Exceptions: The limitation would not apply to ad valorem taxes or special assessments to pay the interest and redemption charges on any of the following:

- (a) Bonded indebtedness approved by the voters prior to January 1, 2027;
- (b) Bonded indebtedness for the acquisition or improvement of real property approved on or after January 1, 2027, by two-thirds of the votes cast by the voters voting on the proposition; or
- (c) Bonded indebtedness incurred by a school district or community college area for the construction, reconstruction, rehabilitation, or replacement of school or community college facilities, including the furnishing and equipping of such facilities, or the acquisition or lease of real property for such facilities, approved on or after January 1, 2027, by 55% of the votes cast. This would apply only if the proposition approved by the voters and resulting in the bonded indebtedness includes all of the following accountability requirements:
 - (i) A requirement that the proceeds from the sale of the bonds be used only for the purposes specified above;
 - (ii) A list of the specific school or community college facility projects to be funded and a requirement that the school board or community college board of governors conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed; and
 - (iii) A requirement that the school board or community college board of governors conduct an annual independent financial audit of the proceeds from the sale of the bonds until

all of those proceeds have been expended for the applicable school or community college facility project.

Full Cash Value: Full cash value means the county assessor’s valuation of real property for 2027 or, thereafter, the appraised value of real property when purchased, when newly constructed, or when a change in ownership has occurred after the 2025 assessment.

Full cash value must be adjusted from year to year by the inflationary rate, not to exceed 2% for any given year, or the deflationary rate, if applicable, as shown in the CPI or comparable data for the area subject to taxation, and may also be reduced to reflect substantial damage, destruction, or other factors causing a decline in value.

Transfer Full Cash Value: Subject to applicable procedures and definitions as provided by statute, an individual who is (i) over 55 years of age, (ii) severely disabled, or (iii) a victim of a natural disaster may transfer the full cash value of the individual’s primary residence to a replacement primary residence located in this state so long as the replacement primary residence:

- (a) Is similar in size, utility, and function to the original primary residence;
- (b) Has a fair market value that is comparable to the fair market value of the original primary residence; and
- (c) Is purchased or newly constructed by the individual within two years after the sale of the original primary residence.

Terms:

“Newly constructed” does not include the construction, installation, removal, or modification of any portion or structural component of an existing building or structure if the construction, installation, removal, or modification is for the purpose of making the building more accessible to, or more usable by, a disabled person.

“Change in ownership” does not include the acquisition of real property as a replacement for comparable property if the person acquiring the real property has been displaced from the property by eminent domain proceedings, by acquisition by a public entity, or by governmental action that has resulted in a judgment of inverse condemnation. The real property acquired must be deemed comparable to the property replaced if it is similar in size, utility, and function.

“Purchased” and “change in ownership” do not include the purchase or transfer of real property between spouses since January 1, 2027, including, but not limited to, all of the following:

- (a) Transfers to a trustee for the beneficial use of a spouse, or the surviving spouse of a deceased transferor, or by a trustee of such a trust to the spouse of the trustor;
- (b) Transfers to a spouse that take effect upon the death of a spouse;
- (c) Transfers to a spouse or former spouse in connection with a property settlement agreement or decree of dissolution of a marriage or legal separation;
- (d) The creation, transfer, or termination, solely between spouses, of any co-owner’s interest;
or

- (e) The distribution of a legal entity’s property to a spouse or former spouse in exchange for the interest of the spouse in the legal entity in connection with a property settlement agreement or a decree of dissolution of a marriage or legal separation.

“Purchased” and “change in ownership” do not include the purchase or transfer of the principal residence of the transferor in the case of a purchase or transfer between parents and their children, as defined by the Legislature, and the purchase or transfer of the first \$1 million of the full cash value of all other real property between parents and their children, as defined by the Legislature. This applies to both voluntary transfers and transfers resulting from a court order or judicial decree.

The exclusion established above also applies to a purchase or transfer of real property between grandparents and their grandchildren, as defined by the Legislature, if the purchase or transfer otherwise qualifies and if all of the parents of the grandchildren, who qualify as children of the grandparents, are deceased as of the date of the purchase or transfer.

Qualified Contaminated Property: The full cash value of “qualified contaminated property” may be transferred to a replacement property that is acquired or newly constructed as a replacement for the qualified contaminated property if the replacement real property has a fair market value that is comparable to the fair market value of the qualified contaminated property if that property were not contaminated. This applies only to replacement property that is acquired or newly constructed within five years after ownership in the qualified contaminated property is sold or otherwise transferred.

If the remediation of the environmental problems on qualified contaminated property requires the destruction of, or results in substantial damage to, a structure located on that property, the term “new construction” does not include the repair of a substantially damaged structure, or the construction of a structure replacing a destroyed structure on the qualified contaminated property, that is performed after the remediation of the environmental problems on that property, provided that the repaired or replacement structure is similar in size, utility, and function to the original structure.

“Qualified contaminated property” means residential or nonresidential real property that:

- (i) In the case of residential real property, is rendered uninhabitable, and in the case of nonresidential real property, is rendered unusable, as the result of either environmental problems, in the nature of and including, but not limited to, the presence of toxic or hazardous materials, or the remediation of those environmental problems, except where the existence of the environmental problems was known to the owner, or to a related individual or entity as described below, at the time the real property was acquired or constructed. For purposes of this subdivision, residential real property is uninhabitable if that property, as a result of health hazards caused by or associated with the environmental problems, is unfit for human habitation, and nonresidential real property is unusable if that property, as a result of health hazards caused by or associated with the environmental problems, is unhealthy and unsuitable for occupancy;
- (ii) Is located on a site that has been designated as a toxic or environmental hazard or as an environmental cleanup site by an agency of the State of Nebraska or the federal government;

- (iii) Has not been rendered uninhabitable or unusable, as described in (i), by any act or omission in which an owner of that real property participated or acquiesced.

It shall be rebuttably presumed that an owner of the real property participated or acquiesced in an act or omission that rendered the real property uninhabitable or unusable, as applicable, if that owner is related to any individual or entity that committed that act or omission in any of the following ways:

- (i) Is a spouse, parent, child, grandparent, grandchild, or sibling of that individual;
- (ii) Is a corporate parent, subsidiary, or affiliate of that entity;
- (iii) Is an owner of, or has control of, that entity; or
- (iv) Is owned or controlled by that entity.

If the presumption, noted above, is not overcome, the owner will not receive the relief provided for, as provided above. The presumption may be overcome by presentation of satisfactory evidence to the county assessor.

Retirement

LB 295	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Retirement	Retirement	Change provisions relating to the County Employees Retirement Act, the Judges Retirement Act, the Nebraska State Patrol Retirement Act, the School Employees Retirement Act, the State Employees Retirement Act, the Spousal Pension Rights Act, and the Public Employees Retirement Board

LB 295 makes technical and substantive changes to all five state-sponsored retirement plans (School Employees, Judges, State Patrol, State Employees, and County), but it also has provisions related to the Class V (OPS) Plan.

As it relates to the School Employees Plan, the following changes are proposed.

Definition of Compensation

Currently, “compensation” is defined as gross wages or salaries payable to the member for personal services performed during the plan year and includes:

- (i) overtime pay,
- (ii) member retirement contributions,
- (iii) retroactive salary payments paid pursuant to court order, arbitration, or litigation and grievance settlements, and
- (iv) amounts contributed by the member to plans under sections 125, 403(b), and 457 of the IRS Code or any other section of the code which defers or excludes such amounts from income.

LB 295 would add a fifth item, which is leave of absence pay.

Regular Employee

The current definition of “regular employee” is an employee hired by a public school or under contract in a regular full-time or part-time position who works a full-time or part-time schedule on an ongoing basis for 20 or more hours per week. An employee hired to provide service for less than 20 hours per week but who provides service for an average of 24 or more per week in each calendar month of any three calendar months of a plan year must, beginning with the next full payroll period, commence contributions and would be deemed a regular employee for all future employment with the same employer.

LB 295 specifies that the 24-hour-per-week threshold would be calculated by dividing the total number of hours of service provided for the same employer in a calendar month by the total number of calendar days in the month and multiplying such number by seven.

Repayment of Benefit

Currently, if the Public Employees Retirement Board (PERB) determines that termination of employment has not occurred and a retirement benefit has been paid to a member of the Plan, the member must repay the benefit to the retirement system.

LB 295 stipulates that the PERB may determine that all or any portion of such benefit was the result of an inadvertent overpayment. (What is not stipulated in this proposed change is whether the member must still repay the inadvertent overpayment.)

Lawfully Present Employees

Currently, no school employee would be authorized to participate in the Plan unless the employee is a U.S. citizen or is lawfully present in the U.S.

The law requires the employing public school and the school employee to maintain at least one of the documents listed below, which must be unexpired. LB 295 provides that the document is still valid if it has an expiration date that has been extended by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services.

Currently, the permitted documents include:

- (a) A state-issued driver’s license;
- (b) A state-issued identification card;
- (c) A certified copy of a birth certificate or delayed birth certificate issued in any state, territory, or possession of the U.S.;
- (d) A Consular Report of Birth Abroad issued by the U.S. Department of State;
- (e) A U.S. passport;
- (f) A foreign passport with a U.S. visa;
- (g) A U.S. Certificate of Naturalization;
- (h) A U.S. Certificate of Citizenship;
- (i) A tribal certificate of Native American blood or similar document;

- (j) A U.S. Citizenship and Immigration Services Employment Authorization Document, Form I-766;
- (k) A U.S. Citizenship and Immigration Services Permanent Resident Card, Form I-551; or
- (l) Any other document issued by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services granting employment authorization in the U.S. and approved by the retirement board.

LB 295 would add an additional permitted document type: A state-issued motor vehicle learner’s permit.

LB 420	<i>Sponsor</i> Retirement Committee	<i>Committee</i> Retirement	<i>Subject</i> Change provisions relating to the Public Employees Retirement Board
---------------	---	--------------------------------	--

The Public Employees Retirement Board (PERB) is comprised of nine appointed members and the state investment officer as a nonvoting, ex officio member.

Seven of the appointed members must be active or retired participants in the retirement systems administered by the board.

Two of the appointed members (i) may not be employees of the State of Nebraska or any of its political subdivisions, and (ii) must have at least 10 years of experience in the management of a public or private organization or have at least 5 years of experience in the field of actuarial analysis or the administration of an employee benefit plan.

LB 420 provides that the two appointed members noted above must have at least 10 years of experience in the field of actuarial analysis or the administration of an employee benefit plan.

LB 645	<i>Sponsor</i> Ballard	<i>Committee</i> Retirement	<i>Subject</i> Change provisions relating to the School Retirement Fund
---------------	---------------------------	--------------------------------	---

In 2013, the Legislature took action to override a gubernatorial veto of LB 553, which, in part, increased the state's contribution to the School Employees Retirement Plan to 2% per school employee.

In 2024, the Public Employees Retirement Board (PERB) heard from the state actuary that the School Plan was doing exceedingly well with a funding ratio of 99%.

LB 645 was introduced in part to save the state money and to provide a new state contribution calculation for the School Plan.

Beginning on July 1, 2025, the state contribution to the School Plan would be determined as follows:

- (a) If the actuarially funded ratio is less than 92%, an amount equal to 2% of the compensation of all members of the retirement system;
- (b) If the actuarially funded ratio is 92% or greater and less than 94%, an amount equal to 1.6% of the compensation of all members of the retirement system;
- (c) If the actuarially funded ratio is 94% or greater and less than 96%, an amount equal to 1.2% of the compensation of all members of the retirement system;
- (d) If the actuarially funded ratio is 96% or greater and less than 98%, an amount equal to .8% of the compensation of all members of the retirement system;
- (e) If the actuarially funded ratio is 98% or greater and less than 100%, an amount equal to .4% of the compensation of all members of the retirement system; and
- (f) If the actuarially funded ratio is 100% or greater, the state would not be required to provide a state contribution.

LB 713	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Ballard	Retirement	Change provisions of the School Employees Retirement Act

LB 713 is a shell bill for the Retirement Committee to use as a vehicle as it deems necessary.

Sales Tax

LB 169	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brandt	Revenue	Eliminate certain sales and use tax exemptions and impose sales and use tax on certain services

LB 169 eliminates sales tax exemptions for:

- Chartered flights;
- Cleaning of clothing,
- Dating services;
- Hair care and hair removal services, except for the cutting of hair;
- Interior design and decorating services;
- Lobbying services;
- Local passenger transportation by chartered road vehicles, including limousines and similar luxury vehicles;
- Marketing and telemarketing services;
- Massage services;
- Nail care services;
- Personal instruction services for dance, golf, or tennis;
- Sightseeing services by ground vehicles;

- Skin care services;
- Swimming pool cleaning and maintenance services;
- Tattoo and body modification services;
- Telefloral delivery services, defined as amounts received by florists in this state who make deliveries in this state under instructions received from florists in other states;
- Travel agency services; and
- Weight loss services.

LB 170	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brandt	Revenue	Eliminate the sales tax exemptions for candy and soft drinks

LB 170 would eliminate the sales tax exemption (and thereby increase state revenue) for candy and soft drinks.

Under the bill, “candy” is defined as a preparation of sugar, honey, or other natural or artificial sweeteners in combination with chocolate, fruits, nuts, or other ingredients or flavorings in the form of bars, drops, or pieces. Candy does not include any preparation that contains flour or that requires refrigeration.

“Soft drinks” is defined as nonalcoholic beverages that contain natural or artificial sweeteners. Soft drinks do not include beverages that contain milk or milk products, soy, rice, or similar milk substitutes or that contain greater than 50% vegetable or fruit juice by volume.

Scholarship Plans

LB 509	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Sorrentino	Revenue	Adopt the Opportunity Scholarships Act and provide for income tax credits

LB 509 is very similar to LB 753 (2023), which was the subject of a referendum to repeal but was replaced by LB 1402, which was also the subject of a successful referendum to repeal.

LB 509 creates the Opportunity Scholarships Act. Under the Act, individual and corporate taxpayers would qualify for a non-refundable tax credit equal to the amount the taxpayer contributed to a scholarship-granting organization.

Scholarship-granting organizations would then funnel the contributions to qualified students attending a private school.

No taxpayer may receive tax credits in an amount exceeding 50% of their state income tax liability. Each nonprofit, scholarship-granting organization certified by the Nebraska Department of Revenue must provide education scholarships to assist eligible students to attend a qualified, nonprofit, private elementary or secondary school.

The annual limit on the total amount of tax credits for calendar years 2025, 2026, and 2027 would be \$25 million. The annual limit on the total amount of tax credits for calendar year 2028 and each year thereafter would be calculated by taking the annual limit from the prior calendar year and then multiplying the amount by:

- (a) 125% if the intended tax credit amounts in the prior calendar year exceeded 90% of the annual limit applicable to that calendar year or
- (b) 100% if the intended tax credit amounts in the prior calendar year did not exceed 90% of the annual limit applicable to that calendar year.

The annual limit may be increased until it reaches \$100 million.

School Budget and Finance

LB 161	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Juarez	Education	Redefine formula students under the Tax Equity and Educational Opportunities Support Act

Under the current provisions of TEEOSA, the final calculation of state aid uses the sum of average daily membership (ADM) plus 60% of the qualified early childhood education average daily membership.

LB 161 would enhance the calculation by using 100% of the qualified early childhood education average daily membership.

LB 249	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Sanders	Education	Provide for military impact funding and change provisions relating to local formula resources under the Tax Equity and Educational Opportunities Support Act

LB 249 amends TEEOSA and provides that, beginning for school fiscal year 2025-26, NDE must determine the military impact funding to be paid to each school district in accordance with this bill. The measure was introduced due to the decrease in federal impact aid to some school districts.

Under the bill, a district would receive military impact funding if the district received a basic support payment of federal impact aid under section 7003 of the federal Elementary and Secondary Education Act of 1965 in the school fiscal year immediately preceding the school fiscal year for which the aid is to be calculated and the district provides free public education to federally connected children whose parents are on active duty in the uniformed services.

The amount of military impact funding provided to a district would be calculated by:

- (A) subtracting the per-pupil federal impact aid from the per-pupil general fund tax levy and

- (B) multiplying the amount calculated in (A) by the number of federally connected children whose parents are on active duty in the uniformed services actually enrolled in the district as of the day of the fall membership count.

LB 249 provides that a district’s military impact funding would be zero if the amount in (A) produces a negative result.

“Per-pupil federal impact aid amount” means the amount calculated by dividing:

- (i) the amount the district received as a basic support payment of federal impact aid under section 7003 of the federal Elementary and Secondary Education Act of 1965 in the school fiscal year immediately preceding the school fiscal year for which the aid is to be calculated BY
- (ii) the number of federally connected children whose parents are on active duty in the uniformed services actually enrolled in the district as of the day of the fall membership count.

“Per-pupil general fund tax levy” means the amount calculated by dividing:

- (i) the total local property tax levy receipts of such district from the preceding school fiscal year BY
- (ii) the fall membership of the district, without the inclusion of federally connected children whose parents are on active duty in the uniformed services and who otherwise are included in the calculation of the fall membership.

For state aid calculated beginning in school fiscal year 2025-26, local system formula resources would include military impact funding.

LB 303	<i>Sponsor</i> Hughes	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to foundation aid and certain certification dates and provide for base levy adjustments under TEEOSA and create the School Finance Reform Commission
---------------	--------------------------	-------------------------------	---

LB 303 incorporates three major components relating to school finance and was introduced by Senator Hughes at the request of the Governor. The bill was the subject of discussion through the Governor’s office and included representatives of the school community beginning in 2024.

Maximum Levy

The current maximum levy of \$1.05 would end with the 2024-25 fiscal year. Beginning with fiscal year 2025-26, the maximum school district levy would be \$1.02.

Changes in TEEOSA

Foundation Aid

Beginning with school fiscal year 2025-26, the foundation aid to be paid to each school district would be calculated as follows:

- (i) The amount of \$1,590 multiplied by
- (ii) the number of formula students for the school district.

The current amount is \$1,500.

Base Levy Adjustment

LB 303 creates a new section of TEEOSA. Beginning in school fiscal year 2025-26, NDE must calculate a “base levy adjustment” for each school district to adjust the calculated state aid amount for the ensuing school fiscal year prior to certification.

The “base levy” would be equal to 30 cents per one hundred dollars of taxable valuation.

The “potential general fund levy” for the ensuing school fiscal year would equal the general fund levy for the school fiscal year immediately preceding the school fiscal year for which aid is being calculated, plus the potential general fund levy change calculated below.

The “potential general fund levy change” would equal the difference between the amount of state aid for the school fiscal year immediately preceding the school fiscal year for which aid is being calculated and the state aid calculated for the ensuing school fiscal year divided by the adjusted valuation and multiplied by 100.

If the potential general fund levy for the ensuing school fiscal year is less than the base levy, the difference between such amounts would be multiplied by the adjusted valuation and divided by 100.

The amount would then be subtracted from the state aid calculated for the ensuing school fiscal year to determine the adjusted amount of state aid to be distributed to the school district in the ensuing school fiscal year.

School Finance Reform Commission

LB 303 creates the School Finance Reform Commission. The purpose of the commission is to study and provide advisory recommendations relating to school funding in Nebraska.

The commission shall:

- (a) Evaluate the current formula under the Tax Equity and Educational Opportunities Support Act for funding education and make recommendations for adjustments or changes that may be necessary to help prevent the increase of local property taxes;
- (b) Regularly review the resources side of the formula;
- (c) Regularly review the needs side of the formula; and

- (d) Analyze options for how to minimize the negative impact on schools during times when the state may be unable to fully fund the formula.

By December 1 of each year, the commission must prepare and electronically deliver to the Clerk of the Legislature an annual report with the observations and recommendations.

The commission would consist of 11 voting members and four consulting members for a total of 15 members. The 11 voting members would be:

- (a) Two members appointed to serve at the pleasure of the Governor;
- (b) The Chairperson of the Education Committee of the Legislature;
- (c) The Chairperson of the Revenue Committee of the Legislature;
- (d) The Chairperson of the Appropriations Committee of the Legislature;
- (e) A superintendent of a Class I school district appointed by the Governor;
- (f) A superintendent of a Class II school district appointed by the Governor;
- (g) Two superintendents of a Class III school district appointed by the Governor;
- (h) A superintendent of a Class IV school district appointed by the Governor; and
- (i) A superintendent of a Class V school district appointed by the Governor.

The four nonvoting, consulting members would be:

- (a) The Commissioner of Education or designee;
- (b) The finance officer of NDE or designee;
- (c) The Legislative Fiscal Analyst or designee; and
- (d) The budget administrator of the budget division of the Department of Administrative Services or designee.

The members of the commission would serve for a term of two years or until their successor is appointed and qualified. If at any point a member no longer meets the qualification for the member's position on the commission, the member must vacate membership on the commission. Any vacancy in the commission would be filled in the same manner or qualification as the original appointment.

The commission must annually elect a chairperson from among its members. The commission would meet at the call of the chairperson or at the request of any five members and may meet as often as necessary to carry out its duties, but at least once per year.

LB 498	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Change provisions relating to foundation aid and certification dates under TEEOSA

The current amount of foundation aid to be paid to each school district equals (i) \$1,500 multiplied by (ii) the number of formula students for the school district.

Under LB 498, beginning in fiscal year 2025-26, the foundation aid to be paid to each school district would equal:

- (i) the amount of foundation aid paid per formula student in the immediately preceding school fiscal year, increased by the percentage increase in the CPI for the previous calendar year, multiplied by
- (ii) the number of formula students for the school district.

The emergency clause is attached.

LB 500	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	DeBoer	Education	Create the School Financing Review Commission

LB 500 is similar to, but not identical, to a bill that Senator DeBoer offered in 2021 (LB 132), which advanced to Select File but did not pass.

LB 500 creates the School Financing Review Commission. The commission would consist of 21 members, including (note that Class I and II districts would not have representation):

- (a) The Commissioner of Education or designee;
- (b) One representative of the Governor appointed by the Governor;
- (c) Three members of the Legislature, who shall be nonvoting members of the commission, one from each congressional district with no more than two from the same political party and with one being a member of the Education Committee and one being a member of the Revenue Committee;
- (d) The Property Tax Administrator or designee;
- (e) One representative of postsecondary education with expertise in school finance;
- (f) One member of the ESUCC;
- (g) One school board member and one school administrator, each representing a Class III school district with not more than 1,200 students;
- (h) One school board member and one school administrator, each representing a Class III school district with more than 1,200 students but not more than 10,000 students;
- (i) One representative of a Class IV school district and one representative of a Class V school district. One member appointed must be a school board member of the school district being represented, and the other member appointed must be a school administrator in the other school district being represented;

- (j) One member who is teaching as a certificated teacher in a public school; and
- (k) Six members from the state at large, two from each congressional district, who reside in school districts of varied sizes and with varying percentages of limited English proficiency students and poverty students. At least one of the members appointed must have experience in business, and at least one must have experience in farming.

The members described in (e) through (k) would be appointed by the Governor within 30 days after the bill becomes law to serve through December 31, 2034, and any vacancy would be filled by the Governor for the remainder of the vacated term.

The Commissioner of Education or designee would be the chairperson of the commission, and the commission would elect a vice-chairperson from among its members.

The staff of NDE may assist as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission.

The commission must conduct an in-depth review of the financing of the public elementary and secondary schools. As a part of such in-depth review, the commission must:

- (a) Examine methods of financing public elementary and secondary schools, including methods used in other states, which would provide equitable educational opportunities across the state and offer alternatives to a heavy reliance on property tax;
- (b) Examine the option of using a measure of income as a component in the financing of public elementary and secondary schools;
- (c) Examine the option of using sales tax as a component in the financing of public elementary and secondary schools, including an examination of the experience of any other states with such option;
- (d) Examine financing issues as they relate to the quality and performance of public elementary and secondary schools;
- (e) Examine options for funding public prekindergarten services;
- (f) Examine options for funding college-readiness and career readiness programs, including, but not limited to, programs of excellence, dual-enrollment courses, and career academies;
- (g) Examine the costs and resources necessary to meet the diverse and growing needs of students across the state, including the needs of poverty students and limited English proficiency students;
- (h) Examine methods used by other states to fund public elementary and secondary school infrastructure needs;
- (i) Examine other issues related to public elementary and secondary school finance as necessary and as determined by the chairperson; and
- (j) Prepare a preliminary report and present it to the Legislative Council in November 2025. A final report with recommendations on maintaining adequate and equitable funding for

public schools in light of information gathered through the review would be presented to the Governor, to the State Board of Education, and to the Legislature by December 1, 2025.

After submission of its final report and to assure that every Nebraskan is educated for success, the School Financing Review Commission must:

- (a) Review the mission of providing Nebraskans the opportunity to acquire the necessary skills and knowledge to be productive individuals;
- (b) Review, make recommendations on, and report on progress toward achieving any goals established by the Legislature and NDE related to the mission. The commission may solicit comments, concerns, and case studies from schools of all sizes in Nebraska and develop best practices for implementing and achieving such goals; and
- (c) Review the implementation of the TEEOSA and the implementation of any recommendations contained in the reports.

The emergency clause is attached.

LB 597	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	DeBoer	Education	Change provisions relating to foundation aid, local effort rate yield, adjusted valuations of property, and certification dates under TEEOSA

LB 597 amends TEEOSA in three areas: (i) changes foundation aid; (ii) changes local effort rate; and (iii) changes state aid value.

Foundation Aid

LB 597 provides that, beginning in school fiscal year 2025-26, the foundation aid to be paid to each school district in each school fiscal year would equal the greater of:

- (i) \$1,500 multiplied by the number of formula students for the school district; or
- (ii) 7.5% of the basic funding calculated under TEEOSA for the school district.

Local Effort Rate

LB 597 provides that, beginning with school fiscal year 2025-26:

- (a) For state aid certified, the local effort rate would be the maximum levy for the school fiscal year for which aid is being certified, less 10 cents;
- (b) for the final calculation of state aid, the local effort rate would be the rate which, when multiplied by the total adjusted valuation of all taxable property in local systems receiving equalization aid, will produce the amount needed to support the total formula need of the local systems when added to state aid appropriated by the Legislature and *other actual receipts* of local systems; and

- (c) the local effort rate yield for the school fiscal years must be determined by multiplying each local system's total adjusted valuation by the local effort rate.

State Aid Value

For purposes of calculating state aid value, LB 597 would decrease the adjusted valuation for agricultural land and special valuation land from 72% (currently) to 65% of the actual value.

The emergency clause is attached.

LB 598	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	DeBoer	Education	Provide funding to school districts to cover extraordinary increases in limited English proficiency student expenditures, change provisions relating to the elementary site allowance and certification dates under TEEOSA and reimbursement for special education programs and support services, and change eligible uses of the Education Future Fund

LB 598 intends to add a new section to TEEOSA relating to limited English proficiency (LEP) students.

- (A) The bill provides that, by January 15 of each school fiscal year, a school district with expected expenditures for LEP students that total the greater of:
 - (i) at least \$50,000 annually, or
 - (ii) one-half percent or more of the school district's annual budget.

Such district may submit an application to NDE for a payment from the Education Future Fund to cover an *extraordinary increase in limited English proficiency student expenditures*.

The application must include the LEP student expenditures of the applicant school district as of the immediately preceding December 31 for the school fiscal year in which the application is submitted.

- (B) NDE would divide the LEP student expenditures for the school fiscal year immediately preceding the school fiscal year in which an application is submitted by two and multiply the result by 107% for each applicant school district.

Each applicant school district would qualify for a maximum payment equal to the difference of the LEP student expenditures for the current school fiscal year (A) minus the amount calculated in (B) for the school district for the school fiscal year.

NDE is required to make a payment to each applicant school district by January 31 for the school fiscal year in which the application is submitted. The payment would equal the maximum payment determined above, except that if the sum of all maximum payments for applicant school districts for the school fiscal year exceeds the available balance for such purpose in the Education Future

Fund, each payment would be reduced proportionally so that the sum of all payments for applicant school districts for such school fiscal year equals the available balance for such purpose in the fund.

School Participation

LB 497	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Provide for admission of and participation in extracurricular activities by certain students that are not residents of the school district

LB 497 is essentially the same bill that Senator Murman in 2024 (LB 1273). LB 1273 was placed on General File but advanced no further.

LB 497 provides that a school board must admit a student who is also enrolled (i) in a private school or (ii) in a home school, without charge for part-time enrollment in the school district for purposes of participation in extracurricular activities IF the school district where the student or student's parent resides does not offer the extracurricular activity in which the student desires to participate through part-time enrollment AND the school district in which the student is attempting to attend part-time is the closest school district to where the student or student's parent resides that offers the extracurricular activity.

School Psychologists

LB 84	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Rountree	Education	Adopt the School Psychologist Interstate Licensure Compact

LB 84 is the model legislation promoted by the National Center for Interstate Compacts for the School Psychologist Interstate Licensure Compact. Once seven states enact the ICSP model legislation, the compact member states can begin the process of making the Compact operational. Only West Virginia and Colorado have adopted the Compact so far.

The purpose of this Compact is to facilitate the interstate practice of School Psychology in educational or school settings, and, in so doing, to improve the availability of School Psychological Services to the public. The Compact is intended to establish a pathway to allow School Psychologists to obtain equivalent licenses to provide School Psychological Services in any Member State. In this way, this Compact would enable the member states to ensure that safe and effective School Psychological Services are available and delivered by appropriately qualified professionals in their educational settings.

The objectives of the Compact are to:

- A. Enable School Psychologists who qualify for receipt of an Equivalent License to practice in other Member States without first satisfying burdensome and duplicative requirements;
- B. Promote the mobility of School Psychologists between and among the Member States in order to address workforce shortages and to ensure that safe and reliable School Psychological Services are available in each Member State;
- C. Enhance the public accessibility of School Psychological Services by increasing the availability of qualified, licensed School Psychologists through the establishment of an efficient and streamlined pathway for Licensees to practice in other Member States;
- D. Preserve and respect the authority of each Member State to protect the health and safety of its residents by ensuring that only qualified, licensed professionals are authorized to provide School Psychological Services within that State;
- E. Require School Psychologists practicing within a Member State to comply with the Scope of Practice laws present in the State where the School Psychological Services are being provided;
- F. Promote cooperation between the Member States in regulating the practice of School Psychology within those States; and
- G. Facilitate the relocation of military members and their spouses who are licensed to provide School Psychological Services.

Under LB 84, “School Psychological Services” means academic, mental, and behavioral health services, including assessment, prevention, consultation and collaboration, intervention, and evaluation provided by a School Psychologist in a school, as outlined in applicable professional standards as determined by Commission Rule.

“School Psychologist” means an individual who has met the requirements to obtain a Home State License that legally conveys the professional title of School Psychologist or its equivalent as determined by the Rules of the Commission.

State Budget

LB 261	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Speaker Arch	Appropriations	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027, and appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021

LB 261 represents the mainline biennium budget bill for 2025-26, introduced by Speaker Arch on behalf of the Governor. LB 261 is one measure in a package of bills that comprise the budget proposal, including:

- LB 260 (Speaker Arch) Provide, change, and eliminate provisions relating to appropriations
- LB 262 (Speaker Arch) Appropriate funds for salaries of members of the Legislature
- LB 263 (Speaker Arch) Appropriate funds for salaries of constitutional officers
- LB 264 (Speaker Arch) Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various statutory programs.

Student Discipline

LB 149	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen	Education	Eliminate the prohibition on suspending a student in prekindergarten through second grade

Background: In 2023, LB 705 was passed and signed into law, which, in part, prohibited an elementary school from suspending a student in prekindergarten through second grade. Each school district was required to develop a policy to implement this provision. Under the law, an elementary school was allowed to suspend a student in prekindergarten through second grade if the student brings a “deadly weapon” on school grounds.

The heart of LB 149 (2025) is contained within the outright repealer provision (Section 5 of the bill), which repeals Section 79-265.01. LB 149 would eliminate the law created in 2023 and permit suspension of any student under the provisions of the Student Discipline Act.

LB 352	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Ballard	Education	Change provisions relating to reports on student achievement and discipline required under the Quality Education Accountability Act

In 2021, the Legislature passed a measure (LB 154 - Wayne) to require the State Board to implement a statewide system for tracking individual student discipline, using the student identifier system of the department, that can be aggregated to track student discipline by type of discipline and demographic characteristics, including race, poverty, high mobility, attendance, disability, and limited English proficiency.

LB 352 takes Senator Wayne’s efforts to another level. The bill requires the State Board to create a database for the public that contains all student discipline data, de-identified. The database must be searchable by school district, school building, offense, type of discipline imposed, type of school resource officer or other law enforcement involvement, type of restraint, if any, and type of seclusion, if any.

The measure requires the Commissioner of Education to oversee compliance with the requirement. The commissioner is required to take appropriate remedial action within the commissioner’s

authority, up to and including qualifying the noncompliance as a violation of the rules and regulations for the accreditation of schools.

LB 430	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Murman	Education	Provide an additional exception to the prohibition on suspending a student in prekindergarten through second grade and change provisions relating to short-term and long-term suspension under the Student Discipline Act

LB 430 makes three changes to the Student Discipline Act, most notably changes to the legislation passed in 2023 (LB 705).

Prohibited Suspension

In 2023, the Legislature passed LB 705, which, in part, would prohibit an elementary school from suspending a student in pre-kindergarten through second grade. The only exception would be if the student brings a deadly weapon onto school grounds, into a vehicle owned, leased, or contracted by a school, or at a school-sponsored activity or athletic event.

LB 430 would add a second exception if the student engages in violent behavior capable of causing physical harm to another student or school employee.

Short-term Suspension

Currently, the principal must send a written statement to the student and his/her parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken.

LB 430 requires additional information in the written statement, including:

- (a) The actions made by the school to try to discontinue or alleviate the behavior of the student prior to considering suspension;
- (b) Resources the school can provide or recommend to assist the student; and
- (c) How the school plans to handle such behavior moving forward, including an actionable plan aimed at maximizing strategies to keep the student in school.

Long-term Suspension, Expulsion, or Mandatory Reassignment

Currently, the school must send written notice by registered or certified mail to the student and his/her parent or guardian informing them of the rights established under the Student Discipline Act. The written notice must include the following:

- (a) The rule or standard of conduct allegedly violated, and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student; and

- (b) The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject.

LB 430 would require additional information in the written notice as follows:

- (a) Resources the school can provide or recommend to assist the student; and
- (b) How the school plans to handle such behavior moving forward, including an actionable plan aimed at maximizing strategies to keep the student in school.

Student Safety, Health, and Welfare

LB 14	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Cavanaugh, M.	Education	Adopt the Hunger-Free Schools Act

LB 14 is nearly identical to previous attempts by the sponsor on the topic of free meals for students. LB 99 (2023) and LB 117 (2021) were also introduced by Senator Cavanaugh.

The difference between LB 14 and previous versions is that the measure applies not only to public schools but also nonprofit private schools.

LB 14 creates the Hunger-Free Schools Act. To qualify, a school must:

- (1) Offer “eligible breakfasts” and “eligible lunches” at no cost to all students for any school breakfast program or school lunch program operated by the school during the school day;
- (2) Submit information regarding the number of eligible breakfasts and eligible lunches served in a manner prescribed by NDE; and
- (3) Maximize federal reimbursement for eligible breakfasts and eligible lunches by operating under the community eligibility provision if the school has an identified student percentage greater than or equal to 62.5%.

NDE is required to reimburse each qualified school a portion of the cost of each eligible breakfast and each eligible lunch served by such school during the second preceding school fiscal year in an amount intended to offset the cost of the provision of the eligible breakfasts and eligible lunches at no cost to all students. NDE must make disbursements annually to each qualified school that complies with the requirements of the Program in the amount of:

- (a) For each qualified school that has adopted the community eligibility provision for the school fiscal year that such eligible breakfasts and eligible lunches were served:
 - (i) The difference between the federal reimbursement rate for a free breakfast and the federal reimbursement rate for a fully paid breakfast for each fully paid breakfast served; and
 - (ii) The difference between the federal reimbursement rate for a free lunch and the federal reimbursement rate for a fully paid lunch for each fully paid lunch served; and

- (b) For each qualified school that has not adopted the community eligibility provision in the year that the eligible breakfasts and eligible lunches were served:
 - (i) 30 cents for each eligible breakfast served to a student eligible for a reduced-price breakfast;
 - (ii) 40 cents for each eligible lunch served to a student eligible for a reduced-price lunch;
 - (iii) The difference between the federal reimbursement rate for a free breakfast and the federal reimbursement rate for a fully paid breakfast for each fully paid breakfast served; and
 - (iv) The difference between the federal reimbursement rate for a free lunch and the federal reimbursement rate for a fully paid lunch for each fully paid lunch served.

The bill provides intent language to appropriate funds to carry out the Hunger-Free Schools Act. In 2023, the fiscal note for LB 99 indicated a cost of \$55 million for the Program.

The legislation permits a school to collect information from the parent or guardian of a student to determine eligibility for other services of the school district.

Note: Eligible breakfast and eligible lunch is defined as a school breakfast or school lunch served to a student that is reimbursable, in total or in part, with federal funds, as specified under regulations promulgated by the U.S. Department of Agriculture under the federal Child Nutrition Act of 1966.

LB 140	<i>Sponsor</i> Sanders	<i>Committee</i> Education	<i>Subject</i> Require school policies relating to use of electronic communication devices by students
---------------	---------------------------	-------------------------------	---

LB 140 was introduced at the request of the Governor. The bill provides that, prior to school year 2025-26, each school board must adopt a policy that establishes rules and standards concerning the use of “electronic communication devices” by students while on school property or attending a school function.

The bill defines “electronic communication device” as any device that transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication device includes a cell phone.

The development of the policy must include stakeholder participation to ensure that the policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy:

- (a) Must prohibit the use of an electronic communication device by students while on school property or attending a school function (except as provided below); and

- (b) May include student discipline and enforcement mechanisms that limit access to cell phones by students only if the school board adopts the policy as part of the rules and standards adopted in accordance with the requirements of section 79-262 (Student Discipline Act).

Exceptions:

The policy may not prohibit a student from using an electronic communication device while on school property or attending a school function under any of the following circumstances:

- (a) When required by a student’s IEP;
- (b) When authorized by a teacher for educational purposes during instructional time;
- (c) In the case of an emergency or perceived threat of danger;
- (d) When necessary to monitor or manage a student’s health care; or
- (e) When determined appropriate by the school board or otherwise allowed by an appropriate school employee.

Note: The bill is not meant to authorize monitoring, collecting, or otherwise accessing any information on an electronic communicating device not owned by or provided for academic use by the school district.

LB 329	<i>Sponsor</i> von Gillern	<i>Committee</i> Judiciary	<i>Subject</i> Change provisions relating to sexual abuse by a school employee
---------------	-------------------------------	-------------------------------	---

In 2020, the Legislature passed legislation (LB 881) to create the criminal offense of sexual abuse by a school employee (§ 28-316.01).

Under the law, a person commits the offense of sexual abuse by a school employee if a school employee subjects a student in the school to which such employee is assigned for work to sexual penetration or sexual contact or engages in a pattern or scheme of conduct to subject a student in the school to which such employee is assigned for work to sexual penetration or sexual contact.

LB 329 would broaden this law to include “school contract worker,” which is defined as a person 19 years of age or older who, as part of such person’s employment, spends time working at a public or private school approved or accredited by NDE but is not employed by the school, including, but not limited to, a school resource officer, a construction worker, or a school consultant or independent contractor.

LB 517	<i>Sponsor</i> Juarez	<i>Committee</i> Education	<i>Subject</i> Provide requirements for the state school security director regarding protective door assemblies and other school entry systems
---------------	--------------------------	-------------------------------	---

Current law requires school districts to provide the state school security director with the safety and security plans of the school district. LB 517 would expand this requirement to include annual inspection information of protective door assemblies, door-locking systems, and double-entry doors of school buildings within the school district.

LB 517 also requires the state school security director to establish standards related to protective door assemblies in each school building that is used for the instruction of students, which must include requiring that every school board have an annual inspection of all applicable protective door assemblies to be conducted by a trained inspector with appropriate knowledge, training, and experience relating to door assemblies and building security.

"Protective door assemblies" is defined as:

- (a) doors with panic hardware or fire exit hardware,
- (b) door assemblies in exit enclosures,
- (c) electronically controlled egress doors, and
- (d) door assemblies with special locking arrangements, such as delayed egress, sensor-released egress doors, and elevator lobby doors.

Student Surveillance

LB 31	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Conrad	Education	Require school policies relating to the use of student surveillance, monitoring, and tracking technology by school districts

LB 31 is the result of an interim study, filed by Senator Conrad. The study was granted a public hearing before the Education Committee on November 1, 2024.

In the bill, Senator Conrad declares that the:

[U]se of student surveillance, monitoring, and tracking technology tools by school districts, other governmental entities, and companies contracting with schools for the use of student surveys and student surveillance, monitoring, and tracking has grown exponentially in recent years, *raising serious concerns about transparency, use of taxpayer dollars, parental rights, and student privacy*;

She also notes that numerous public schools in Nebraska have instituted various tracking systems that surveil and monitor students, including digital hall passes, anti-vaping devices, fingerprint swipes, cameras, and electronic surveys. And that tools of mass surveillance are being purchased and utilized with taxpayer funds through contracts with private companies.

The bill provides that parents have a well-established and fundamental right to control their children's education. Students have a well-established and fundamental right to privacy from unwarranted government surveillance. Taxpayers have a well-established right to ensure public

entities are good stewards of public funds and a well-established right to transparency for governmental operations and expenditures.

LB 31 requires that, by December 1, 2025, the State Board of Education must develop and distribute a model policy relating to the use by school districts of student surveillance, monitoring, and tracking technology. The policy must require school districts to:

- (1) Specifically identify and inventory the type of surveillance tools or student surveys that gather personal information considered for use or actually used in the school district, including:
 - (a) The name and contact information for each private company, vendor, or governmental entity, providing such technology;
 - (b) The cost of each surveillance, monitoring, and tracking technology tool to purchase and maintain;
 - (c) A description of each student surveillance, monitoring, and tracking technology tool, including a description of privacy protection measures for each tool and data collection and data sharing and usage activities;
 - (d) Whether or not parents may opt their student out of being subjected to a student surveillance, monitoring, and tracking tool;
 - (e) If and how the data from a student surveillance monitoring and tracking technology tool will be shared with law enforcement or implicate punitive actions under the Student Discipline Act;
 - (f) How student surveillance monitoring and tracking technology tools ensure proper accommodations for students with disabilities or individualized education programs;
 - (g) How biometric or personally identifiable information is stored, shared, or sold with the private companies, vendors, or governmental entities providing such tools; and
 - (h) Clearly delineate what remedies are available to students and parents for violations of personal privacy related to such surveillance, monitoring, and tracking technology tools, including the Consumer Protection Act, the Political Subdivisions Tort Claims Act and section 79-2,104 (access to school files or records); and
- (2) Post the inventory and information related to surveillance, monitoring, and tracking technology tools considered for use or actually utilized by the school district on the school district's website and ensure such inventory and information is available in hard copy upon request.

School District Policy

LB 31 requires that, beginning May 1, 2026, each school board must adopt a written policy to be implemented by the school district at the start of school year 2026-27 that provides for standards and guidelines for the purchase and use of tools of mass surveillance. The policy must include procedures and provisions in conformance with the minimum standards set forth in the model

policy developed by the State Board of Education and may include any other procedures and provisions the school board deems necessary to conform with the spirit and intent of the legislation.

Teacher Retention and Recruitment

LB 408	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Dungan	Education	Adopt the Special Education Teacher Forgivable Loan Program Act

LB 408 creates the Special Education Teacher Forgivable Loan Program Act, a measure similar to a previous effort by Senator Dungan in 2024 (2024).

The Program would be administered by NDE. The department may award a forgivable loan to an eligible student to pay for in-state tuition or the equivalent of in-state tuition at any eligible institution. The department may award up to 25 forgivable loans each academic year for each eligible institution.

An eligible student who is awarded a forgivable loan under the Program must enter a contract with the department prior to the department dispersing any money for such loan. The contract must contain at least the following terms:

- (a) The eligible student must only be eligible to receive a loan under the program for the first five years that the eligible student is enrolled in a teacher education program;
- (b) The loan would only be used to pay for any remaining tuition due to the eligible institution attended by the eligible student after applying all awarded federal and state financial aid grants and scholarships;
- (c) The eligible student must begin teaching special education at a Nebraska elementary or secondary school within one year after graduating with a degree in education; and
- (d) The eligible student must teach special education at a Nebraska elementary or secondary school for:
 - (i) Five consecutive years after graduating with a degree in education; or
 - (ii) The equivalent number of years of loans taken.

The bill provides that when an eligible student, who was awarded any forgivable loan, graduates from an eligible institution, the department must determine the dollar amount of forgivable loans the student received each year and the overall total dollar amount of forgivable loans paid to the eligible student.

An eligible student is defined as:

- (a) Is a United States citizen or an eligible noncitizen;
- (b) Is a high school graduate or the equivalent of a high school graduate;
- (c) Is enrolled in good standing at a state college in Nebraska or the University of Nebraska;

- (d) Is seeking initial certification as a teacher with an endorsement in special education; and
- (e) Has applied for federal financial aid grants and state scholarships and grants to cover tuition and fees; and

For each year after graduating from an eligible institution that an eligible student complies with the terms of the contract, the department must forgive 20% of the total dollar amount of forgivable loans paid to the eligible student. After the fifth consecutive year of compliance with the terms of the contract, the department must notify the eligible student that the total amount of forgivable loans that were owed by such eligible student are forgiven.

For an eligible student that received less than five total years of forgivable loans, for each year after graduating from an eligible institution that an eligible student complies with the terms of the contract, the department must forgive the amount of one year's worth of forgivable loans paid to the eligible student. After the eligible student complies with the terms of the contract for the number of years that the eligible student received a forgivable loan, the department must notify the eligible student that the total amount of forgivable loans that were owed by the eligible student are forgiven.

If an eligible student who accepted a forgivable loan fails to comply with the terms of the contract, the eligible student may receive a deferment from the obligation of repayment.

Any eligible student who accepted a forgivable loan who fails to comply with the terms of the contract and who does not receive a deferment from the obligation of repayment must repay the remaining balance of any forgivable loan with simple interest at a rate of 5% per year.

LB 411	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Dungan	Education	Change provisions relating to the Nebraska Teacher Recruitment and Retention Act

LB 411 amends the Nebraska Teacher Recruitment and Retention Act, which was created in 2023 under LB 705.

Beginning on July 1, 2025, NDE must automatically provide a retention grant to a teacher who is eligible.

A teacher is eligible to receive:

- (i) For the teacher's first through sixth school year of full-time employment teaching at a Nebraska school, a retention grant of \$2,500 per school year;
- (ii) For the teacher's seventh through fifteenth school year of full-time employment teaching at a Nebraska school, a retention grant of \$3,000 per school year;
- (iii) Beginning with the teacher's sixteenth year of full-time employment teaching at a Nebraska school and each year of full-time employment teaching at a Nebraska school thereafter, a retention grant of \$4,000 per school year; and

- (iv) (A) A high-need retention grant of \$5,000 if, on or after July 1, 2025, a teacher:
 - (I) Obtains an endorsement in special education, mathematics, science, technology, or dual-credit; and
 - (II) Signs a contract to complete a year of full-time employment as a teacher to teach in such endorsement area at a Nebraska school.
- (B) A teacher may only be eligible to receive one high-need retention grant. A teacher who received a high-need retention grant prior to July 1, 2025, may not be eligible for a high-need retention grant.

LB 523	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Juarez	Education	Adopt the Student Teacher Compensation Act

LB 523 creates the Student Teacher Compensation Act to provide financial compensation to student teachers and support the academic and professional success of those students while encouraging more individuals to enter and complete a teacher education program.

"Student teacher" is defined as an individual enrolled in an accredited teacher education program who is completing a supervised teaching practicum in a participating school as part of the requirements for teacher certification.

The bill is applicable to both public and private schools in Nebraska hosting a student teacher.

Under LB 523, NDE is required to develop a stipend program to provide financial compensation to student teachers. The department must provide a stipend of \$4,000 per student-teaching semester to any student teacher who applies for the stipend and is eligible.

The application for a stipend must include:

- (a) The name of the student-teacher;
- (b) The name of the accredited teacher education program in which the student teacher is enrolled;
- (c) The participating school in which the student teacher is completing a supervised teaching practicum;
- (d) A demonstration of financial hardship in a manner determined by NDE; and
- (e) Any other information NDE may require.

A student teacher would be eligible for a stipend if the student teacher:

- (a) Is enrolled in an accredited teacher education program in Nebraska;
- (b) Is in the process of completing or signing a contract to complete a supervised teaching practicum at a participating school; and
- (c) Demonstrates a financial need in a manner determined by NDE.

NDE is required to submit an annual report to the Clerk of the Legislature and the Governor detailing the implementation of the Student Teacher Compensation Act. The report must include:

- (a) The number of student teachers receiving a stipend;
- (b) The distribution by geographic area and subject matter area of student teachers receiving a stipend; and
- (c) Feedback from participants and schools regarding the effectiveness of the Student Teacher Compensation Act.

LB 523 provides intent for funding from the Legislature, grants, private donations, or federal programs.

This act becomes operative on July 1, 2025. The emergency clause is attached.

LB 524	<i>Sponsor</i> Juarez	<i>Committee</i> Education	<i>Subject</i> Authorize paraeducator grants under the Nebraska Teacher Recruitment and Retention Act and change eligible uses of the Education Future Fund
---------------	--------------------------	-------------------------------	--

LB 524 amends the Nebraska Teacher Recruitment and Retention Act, which was enacted in 2023 under LB 705.

LB 524 is designed to make it possible for paraeducators to receive retention grants. The bill provides that a paraeducator is eligible to receive:

- (a) A retention grant of \$1,000 if the paraeducator signs a contract to work as a paraeducator and works on average 28 hours or more per week during the school year in school year 2025-26 or 2026-27; and
- (b) A retention grant in an amount proportional to the grant provided in (a) based on the actual number of hours worked if the paraeducator signs a contract to work as a paraeducator and works on average less than 28 hours per week during the school year in school year 2025-26 or 2026-27.

The bill defines "paraeducator" as an individual who is employed by a school in Nebraska to provide instructional support and noninstructional services to students and teachers in schools but who is not required to hold a certificate to teach.

LB 572	<i>Sponsor</i> Hughes	<i>Committee</i> Education	<i>Subject</i> Authorize a school district to exceed its budget authority for stipends paid to a student teacher and change the applicability of the School District Property Tax Limitation Act
---------------	--------------------------	-------------------------------	---

LB 572 amends both TEEOSA and the School District Property Tax Limitation Act.

The bill amends TEEOSA and creates a spending limit exception for expenditures for stipends paid to any student teacher or intern who is completing a supervised teaching practicum in a Nebraska public or private school as part of the requirements for teacher certification.

Current law defines "student teacher" or "intern" as a student who is enrolled in a postsecondary educational institution approved by the State Board of Education for teacher training and who is jointly assigned by such institution and a board of education to student-teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Student teaching may include duties granted to a certificated teacher under the rules and regulations of such board and any other part of the school program for which either the cooperating teacher or the principal is responsible. [Ref. § 79-875]

LB 572 also amends the School District Property Tax Limitation Act, which currently only excludes that portion of a school district's property tax request that is needed to pay the principal and interest on approved bonds. LB 572 provides for a second exception to pay for stipends to student teachers or interns.

Tort Claims

LB 156	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Conrad	Judiciary	Allow tort claims under the State Tort Claims Act and Political Subdivisions Tort Claims Act for sexual assaults of children in school settings

LB 156 amends the Political Subdivisions Tort Claims Act and makes the provisions of the Act applicable when the claim arises out of a sexual assault of a child that occurred:

- (a) On school grounds;
- (b) In a vehicle owned, leased, or contracted by a school and being used for a school purpose;
- (c) In a vehicle being driven for a school purpose by a school employee or person designated by the school; or
- (d) At a school-sponsored activity or athletic event.

LB 236	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Conrad	Judiciary	Allow claims involving child abuse or sexual assault of a child under the Political Subdivisions Tort Claims Act

LB 236 is the same measure offered by Senator Wayne (LB 25) in 2023. LB 25 was passed narrowly on April 18, 2024, by a 28-17 vote. On the same day, Governor Pillen vetoed the measure.

LB 236 amends the Political Subdivisions Tort Claims Act and makes the provisions of the Act applicable when the harm caused by child abuse or sexual assault of a child is a proximate result of the failure of a political subdivision or an employee of the political subdivision to exercise reasonable care to either:

- (i) Control a person over whom it has taken charge; or
- (ii) Protect a person who is in the political subdivision’s care, custody, or control from harm caused by a non-employee actor.

Transgender Issues

LB 89	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Kauth	Government	Adopt the Stand With Women Act

Senator Kauth, along with 20 co-sponsors, introduced LB 89, which is a much broader version of LB 575 (2023). Four of the eight members of the Government Committee, which has jurisdiction over LB 89, are co-sponsors.

LB 89 creates the Stand With Women Act. In part, the measure is meant to address inconsistencies in court rulings and policy initiatives with respect to the definitions of sex, male, female, man, and woman, which have led to “endangerment of single-sex spaces and resources,” necessitating clarification of certain terms.

The bill applies to educational institutions, including public, private, denominational, or parochial schools offering instruction in elementary or high school grades and postsecondary educational institutions. It also applies to state agencies.

LB 89 provides various definitions:

- (a) “Boy” means an adolescent human male;
- (b) “Female” means a person whose biological reproductive system is organized around the production of ova. Female includes a woman and a girl;
- (c) “Girl” means an adolescent human female;
- (d) “Male” means a person whose biological reproductive system is organized around the production of sperm. Male includes a man and a boy;
- (e) “Man” means an adult human male;
- (f) “Woman” means an adult human female.

Restrooms and Locker Rooms

LB 89 provides that the governing body of a school must designate each group restroom and locker room within each school building as either for use by females or for use by males.

With exceptions noted below, the governing body of a school may not:

- (a) Allow a male to use a restroom facility designated for use by females;
- (b) Allow a female to use a restroom facility designated for use by males;
- (c) Allow a male to enter or use a locker room designated for and being used at such time by one or more females; or
- (d) Allow a female to enter or use a locker room designated for and being used at such time by one or more males.

Exceptions:

- (a) An individual entering a restroom under the following circumstances:
 - (i) Entrance for custodial, maintenance, or inspection purposes; or
 - (ii) Entrance to render emergency assistance; or
- (b) A parent or caregiver bringing a minor child or an individual with a disability that is of the opposite sex of such parent or caregiver into a restroom designated for such parent's or caregiver's biological sex.
- (c) An individual entering a locker room under the following circumstances:
 - (i) Entrance for custodial, maintenance, or inspection purposes;
 - (ii) Entrance to render emergency assistance; or
 - (iii) Entrance by a coach, athletic trainer, or other authorized official or school employee.

Retaliation for Reporting

The governing body of a school or any school official or employee of a school may not retaliate against any person for reporting a violation of this legislation or related rules, regulations, or policies.

Athletics

An interscholastic or intramural athletic team or sport that is sponsored by a school or athletic association (NSAA) must be expressly designated as one of the following based on biological sex:

- (a) Males, men, or boys;
- (b) Females, women, or girls; or
- (c) Coed or mixed.

An interscholastic or intramural athletic team or sport sponsored by a school or NSAA and designated for females, women, or girls may not be open to a male student.

An interscholastic or intramural athletic team or sport sponsored by a school or NSAA and designated for males, men, or boys may not be open to a female student *unless* there is no female team offered or available for such sport for such female student.

The legislation would not restrict the eligibility of any student to participate in any interscholastic or intramural athletic teams or sports designated as coed or mixed.

Policy

LB 89 requires the governing body of each school to adopt a policy implementing the Stand With Women Act. (The measure does not provide details on the policy provisions.)

If the Commissioner of Education determines that any school district has intentionally refused, in a material manner, to comply with the Stand With Women Act, the commissioner must notify the school district of the non-compliance and allow the school district a *reasonable* time to comply.

If the commissioner determines, after such time has elapsed, that the school district is not in compliance and has not made a good-faith attempt to comply, the commissioner must take appropriate remedial action within the commissioner’s authority, up to and including qualifying such noncompliance as a violation of the rules and regulations for the *accreditation* of schools.

Other Provisions

LB 89 provides that an individual born with a diagnosis of a disorder or difference in sex development would have the relevant legal protections and accommodations afforded under the federal Americans with Disabilities Act of 1990, as amended.

The bill contains the severability clause so that if any section in the act or any part of any section is declared invalid or unconstitutional, the declaration may not affect the validity or constitutionality of the remaining portions.

LB 89 provides that a government entity, licensing or accrediting organization, or athletic association shall not entertain a complaint, open an investigation, or take any other adverse action against a school for maintaining any separate interscholastic or intramural athletic team or sport for female students.

LB 605	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Raybould	Education	Require each school board to adopt a policy relating to transgender student participation in extracurricular activities sponsored by a school or an athletics or activities association

LB 605 requires each school board to develop and adopt a policy relating to student participation in extracurricular activities as a transgender student. The policy must:

- (1) Require a student's medical information, which may include information regarding a student's transgender status, legal name, or gender assignment at birth, be kept confidential by the

school in accordance with applicable local, state, and federal privacy laws unless required to be shared by law or policy or otherwise authorized by a student and such student's family;

- (2) Require the following procedures in regard to allowing participation by a transgender student in extracurricular activities sponsored by a school or an athletics or activities association (NSAA) to which the school is a member:
 - (a) That a transgender student and such student's parent contact a school administrator or athletic director, in writing, indicating that the student is a transgender student, having a consistent gender identity different than the biological sex on the student's birth certificate, and list the activities in which the student wishes to participate. The writing must be provided to the school board by the school administrator or athletic director;
 - (b) That the school board determine if the student meets the eligibility standards for participation as a transgender student pursuant to the policy developed and adopted and if the student is likely to meet the requirements of participation of any applicable athletics or activities association to which the school is a member; and
 - (c) That, if the school board determines that the student meets the eligibility requirements of the school for participation as a transgender student in an extracurricular activity sponsored by the school or NSAA, the school board submit the eligibility application to any necessary and NSAA required for participation by the transgender student;
- (3) Require the following information be provided to the school board and authorize such information to be shared with NSAA if required by such association for a request by a student to participate in an extracurricular activity as a transgender student:
 - (a) The current school registration information of the student;
 - (b) A written statement from the student and the student's parent or guardian affirming the consistent gender identity and expression to which the student self-relates;
 - (c) Documentation from individuals including, but not limited to, parents, friends, and teachers affirming the actions, attitudes, dress, and manner of the student that demonstrate the student's consistent gender identification and expression;
 - (d) Written verification from an appropriate health care professional of the student's consistent gender identification and expression;
 - (e) Medical documentation of any hormonal therapy, sexual reassignment surgery, physiological testing, counseling, or medical or psychological interventions on behalf of the student; and
 - (f) Any other relevant documentation and information provided by the student or the student's parent or guardian;
- (4) Require the following review criteria be used as part of a determination by the school board as to the approval or denial by the school board of a student's application to participate in an extracurricular activity as a transgender student:
 - (a) That the documentation has been submitted to the school board; and

- (b) For a student applying to participate in an extracurricular athletic activity as a transgender female, that creditable medical documentation of hormonal therapy, sexual reassignment surgery, or physiological testing has been submitted to the school board and establishes that the transgender female student has either completed a minimum of one year of hormone treatment related to gender transition or undergone medically confirmed gender reassignment surgery and demonstrates to the school board through a medical examination and physiological testing that the transgender female student-athlete does not possess physical or physiological advantages over biological females of the same age group;
- (5) Require that any hormone supplementation or suppression therapy by a student applying for participation in an extracurricular activity as a transgender student (i) is taken under the supervision of, and monitored by, a licensed physician and (ii) does not violate any performance-enhancing supplement policy of the school board or NSAA;
- (6) Require that upon approval by the school board and NSAA, the student may not return to such student's gender identified on the birth certificate for purposes of participation in an extracurricular activity sponsored by the school or NSAA unless another evaluation is undertaken by the school board and applicable association, except that a transgender female student that has been approved for participation on a female team pursuant to such policy may participate on a male team when there is no female team available or offered by the school in such sport or a comparable sport. A transgender male student who has been approved for participation on a male team pursuant to this policy shall not be eligible for participation on a female team unless reevaluated and approved pursuant to the policy developed pursuant to this section;
- (7) Require that if a student evaluated pursuant to the school board's policy is denied participation as a transgender student, the student's eligibility for extracurricular activities sponsored by the school or an athletics or activities association to which the school is a member remains with the team of the gender identified on the student's birth certificate;
- (8) Require an appeals process be developed by the school board for a student evaluated pursuant to the school board's policy and require that the school board comply with the requirements of any appeals process not inconsistent with this policy that is adopted by an applicable athletics or activities association to which the school is a member;
- (9) Require that a student approved to participate in an extracurricular activity as a transgender student pursuant to the policy developed and adopted pursuant to this section, use the restroom, shower, and locker room associated with the student's biological sex when necessary and appropriate or be assigned a separate restroom, shower, or locker room for use when appropriate and available; and
- (10) Require that if a school board approves an application for a student to participate in an extracurricular activity as a transgender student in an activity that also requires such transgender student eligibility be approved by an athletics or activities association to which such school is a member, the school board shall cooperate with, and submit, any documentation required by the association in order for such student to receive a determination from such association relating to the transgender student's participation eligibility.

A school board must require eligibility for an extracurricular activity separated by male and female teams to be based on the student's gender as determined by the biological sex noted on the student's birth certificate unless approved for participation as a transgender student pursuant to the policy developed and adopted or by a policy relating to cross-gender participation in sports.

Nothing in the policy developed and adopted may be construed to encourage any student to undergo hormone therapy, sex reassignment surgery, or other medical treatment, resulting in a change to the student's gender.

Nothing in the policy developed and adopted may be construed to affect a policy relating to cross-gender participation in sports that authorizes a female to participate on a male team when there is no female team offered or available by the school in that sport or a comparable sport.

For purposes of LB 605:

- (a) "Biological sex" means the biological sex of an individual as the male or female gender assigned at birth;
- (b) "Gender" means the state of being male or female;
- (c) "Gender eligibility" means a student's gender for purposes of eligibility for activities sponsored by a school or by NSAA, which must be determined by the biological sex noted on the student's birth certificate;
- (d) "Gender expression" means external appearance, characteristics, or behaviors typically associated with a specific gender;
- (e) "Gender identity" means an innate sense of an individual's own gender; and
- (f) "Transgender" means having a gender identity or gender expression that differs from societal expectations based on gender assigned at birth.

Platteview High School

Curriculum

Description Guide



2025-26

p hs.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 START

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

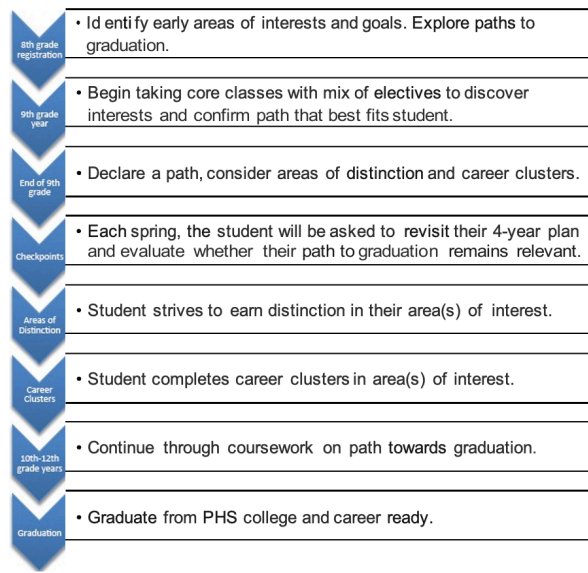
6

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.

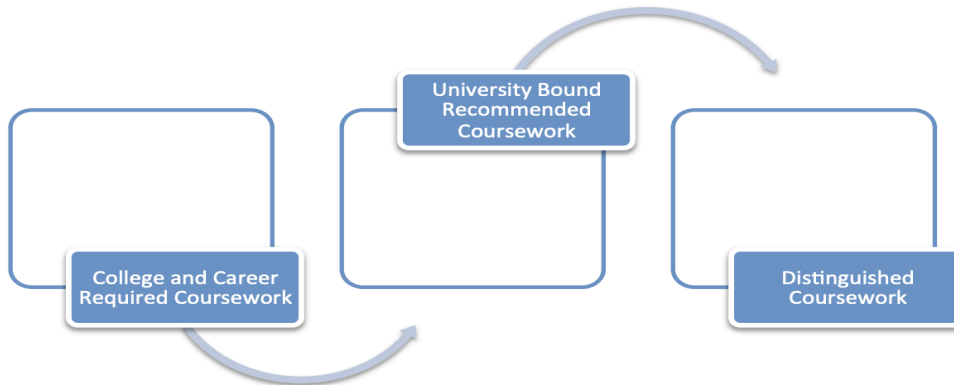
Each spring students will update their four-year plan. Although students will declare a graduation path during their sophomore year, a student may elect to move between the plans at any time.

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
--------------------	------------	------------	--



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>
--------------------	--------------------	-----------------------------------	----------------------------	------------------------	------------------------

			<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
--	--

Course Description: 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.

Course Outcomes: The student will...

- 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
------------------------------	---

Course Description: 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.

Course Outcomes: The student will...

- 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

Course #: 270710

Prerequisite: Algebra 1 with a "C" or better

Class Fee: dual credit option fees apply

Pathway(s): Software Development

Course Description: 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.

Course Outcomes: The students will....

- 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

Course #: 270710

Prerequisite: N/A

Class Fee: N/A

Pathway(s): Computer Science, IT Operations Management, Web Development

Course Description: 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.

Course Outcomes: The students will....

- 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>Course Description: 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>Course Outcomes: 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>Course Description: 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>Course Outcomes: 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 all 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 for 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: _____

PHS GUIDE CHANGES

2025

DISTRICT GOAL

JAG

JAG supports the district's ongoing commitment to college and career readiness.

Adding coursework at PC and PHS.

SCIENCE UPDATES

Science courses go to year-long offerings

Add Dual Credit Physical Science

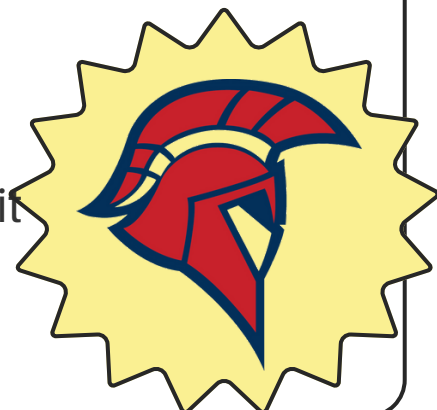
ADDITIONAL CHANGES

Academic Letter- students named to the honor roll for the year will letter.

POSSIBLE ADDS

Revise Already Theater Course for Dual Credit

Add a creative writing course for Dual Credit





LETTER AGREEMENT FOR PROFESSIONAL SERVICES

January 21, 2025

Springfield Platteview Community Schools (SPCS)
Attn: Ryan Saunders
765 Main Street
Springfield, NE

Re: LETTER AGREEMENT FOR PROFESSIONAL SERVICES
SPCS Platteview High School Tennis Courts
Springfield, NE

It is our understanding that Springfield Platteview Community Schools (“Client”) requests Olsson to perform the services described herein pursuant to the terms of this Letter Agreement for Professional Services, Olsson’s General Provisions and any exhibits attached hereto (all documents constitute and are referred to herein as the “Agreement”) for the Project.

Olsson has acquainted itself with the information provided by Client relative to the Project and based upon such information offers to provide the services described below for the Project. Client warrants that it is either the legal owner of the property to be improved by this Project or that Client is acting as the duly authorized agent of the legal owner of such property. Client acknowledges that it has reviewed the General Provisions and any exhibits attached hereto, which are expressly made a part of and incorporated into the Agreement by this reference. In the event of any conflict or inconsistency between this Letter Agreement, and the General Provisions regarding the services to be performed by Olsson, the terms of the General Provisions shall take precedence.

Olsson shall provide the Client basic services for the Project as more specifically described in Scope of Services attached hereto. Should Client request work in addition to the Scope of Services, Olsson shall invoice Client for such additional services (Optional Additional Services) at the standard hourly billing labor rate charged for those employees actually performing the work, plus reimbursable expenses if any. Olsson shall not commence work on Optional Additional Services without Client’s prior written approval.

Olsson agrees to provide all of its services in a timely, competent and professional manner, in accordance with applicable standards of care, for projects of similar geographic location, quality and scope.

SCHEDULE FOR OLSSON’S SERVICES

Unless otherwise agreed, Olsson expects to perform its services under the Agreement as an agreed upon date between Olsson and SPCS.

Olsson will endeavor to start its services on the Anticipated Start Date and to complete its services on the Anticipated Completion Date. However, the Anticipated Start Date, the Anticipated Completion Date, and any milestone dates are approximate only, and Olsson reserves the right to adjust its schedule and any or all of those dates at its sole discretion, for any reason, including, but not limited to, delays caused by Client or delays caused by third parties.

COMPENSATION

Client shall pay to Olsson for the performance of the Scope of Services, a fee as outlined in the Scope of Services attached hereto. Olsson shall submit invoices on a monthly basis and payment is due within 30 calendar days of invoice date.


TERMS AND CONDITIONS OF SERVICE

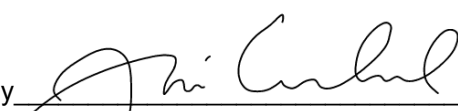
We have discussed with you the risks, rewards and benefits of the Project, the Scope of Services, and our fees for such services and the Agreement represents the entire understanding between Client and Olsson with respect to the Project. The Agreement may only be modified in writing signed by both parties.

Client’s designated Project Representative shall be _____.

If this Agreement satisfactorily sets forth your understanding of our agreement, please sign in the space provided below. Retain one original for your files and return an executed original to Olsson. This proposal will be open for acceptance for a period of 15 days from the date set forth above, unless changed by us in writing.

OLSSON

By 
Brian Emmerich, P.E.

By 
Jim Underwood, P.E.

By signing below, you acknowledge that you have full authority to bind Client to the terms of the Agreement. If you accept the terms set forth herein, please sign:

Springfield Platteview Community Schools “Client”

By _____
Signature

Print Name _____

Title _____

Dated _____

- Attachments
- Scope of Services
- Google Map of location
- General Provisions

Geotechnical SCOPE OF SERVICES

PROJECT DESCRIPTION AND LOCATION

Project will be located at: 14801 S. 108th Street, Springfield, Nebraska

Project Description: New Tennis Courts

Project Background:

We understand that this project comprises the construction of a new 138-foot by 253-foot post tensioned concrete tennis court. As proposed the new tennis courts will be located just north of the track in an agricultural field. We anticipate new grading will be limited to 2 feet of cut or fill.

Upon reviewing soil logs in the area, we estimate that the subsoil profile will likely consist of native clays. Based on our evaluation of the expected conditions, the proposed boring depths will provide sufficient delineation of the subsurface strata to prepare our recommendations.

SCOPE OF SERVICES

Olsson will provide the following services (Scope of Services) to Client for the Project:

Phase 100 – Geotechnical Exploration

Task 101 – Drilling Services

1. Field Exploration

a. We propose to use a truck-mounted drill rig to complete the following soil test borings for the geotechnical exploration:

- Three (3) soil test borings to a depth of 10 feet each, and
- One (1) bulk sample.

The soil borings will be advanced to the depths proposed, or to refusal, whichever is shallower. This proposal is based on a total drilling footage of 30 linear feet.

b. Soils will be sampled via thin-walled tubes and split-spoon samplers.

c. We will obtain subsurface water levels in the test borings at the time of drilling and upon completion of the drilling operations.

d. After obtaining subsurface water level readings, we will backfill the borings with the drilling spoils.

2. Field Exploration General Notes and Assumptions

a. Olsson will contact Nebraska 811 to issue utility locate tickets in areas where drilling services are to be performed. The Nebraska 811 utility locate center only notifies participating operators, which typically include water and sewer transmission, fiber optic or telecom transmission, natural gas pipelines, and electrical distribution (up to electric meter). To ensure the safety of the crew onsite, Client must inform Olsson of the location of all known private utilities and private utility service connections.

b. Each boring location must be readily accessible by conventional truck-mounted drilling rig.

c. Drilling equipment may cause disturbance to natural surroundings including but not limited to soil indentations, concrete and asphalt pavement damage, and damage to underground sprinkler systems.

Task 102 – Laboratory Services

As soil conditions dictate, laboratory testing may include visual soil classification, unconfined compression tests, thin-walled tube density tests, moisture content tests, Atterberg limit tests, Standard Proctor tests, and one-dimensional consolidation tests.

Task 103 – Geotechnical Engineering Services

1. Engineering Analysis and Report Preparation

Olsson will perform engineering analyses and provide conclusions and recommendations regarding the following:

- a. Lift thickness, moisture control, and compaction criteria for backfill and structural fill. OSHA standards for soil excavation criteria will be included or referenced.
- b. Anticipated groundwater concerns, along with recommendations for addressing these concerns during construction, if required.
- c. Shrink/swell characteristics of the on-site soils and the potential for reuse of on-site soils as structural fill.
- d. Preparation of subgrade soils supporting concrete floor slabs, including an estimate of the modulus of subgrade reaction based on laboratory test results.
- e. Slab-on-grade drainage requirements.

We will present our conclusions and recommendations in a written report that will include a map of boring locations, soil boring logs, and a summary of laboratory tests.

EXCLUSIONS

The following is excluded from this scope of services:

- Fees for private utility locating and/or hydro-excavation.
- Fees resulting from the use of mud-matting, clearing, or other operations to achieve access to boring locations is Client's responsibility.
- Fees for site restoration efforts of any site disturbance resulting from bringing drilling equipment onsite is Client's responsibility.
- Traffic control; village, city, district, county, and state right-of-way occupation permitting; street use permitting; and utility permitting necessary to allow for drilling services.
- Design and recommendations for gravity block or mechanically stabilized earth (MSE) retaining walls.

Please contact the geotechnical engineer if such services are required.

FEE ESTIMATE

The fees for the geotechnical exploration services listed above will be invoiced monthly on a percent completed basis as follows:

Phase Description	Total	Fee Type
Geotechnical Exploration	\$7,200.00	Lump Sum
Topographical Survey	\$6,900.00	Lump Sump
Total	\$14,100.00	

CLOSURE

Olsson is committed to providing quality service to its clients, commensurate with their wants, needs and desired level of risk. If a portion of this proposal does not meet your needs, or if those needs have changed, Olsson stands ready to consider appropriate modifications, subject to the standards of care to which we adhere as professionals. If you have any questions or concerns, please contact Pat Deacon by email: pdeacon@olsson.com or by phone at 402-616-6251 (mobile). We look forward to hearing from you and working with you on this project.

Survey

SCOPE OF SERVICES

PROJECT DESCRIPTION AND LOCATION

Projects will be located at Springfield Platteview High School, Springfield, Nebraska.

Project Description: Topographic Survey Proposed Tennis Courts location

SCOPE OF SERVICES

Olsson shall provide the following services (Scope of Services) to Client for the Project:

TOPOGRAPHIC SURVEY

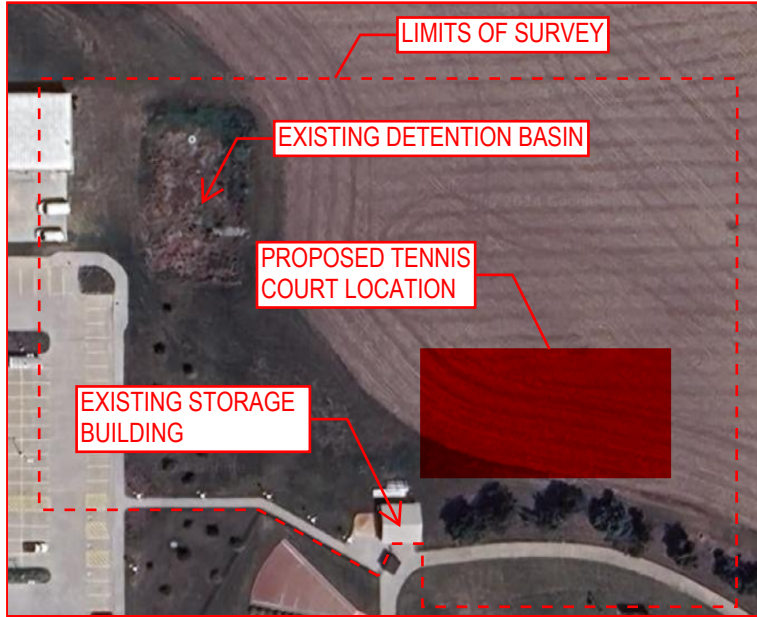
- Topographic features will be surveyed to create a surface represented by 1-foot contours. Improvements within the limits will be located, including buildings, roads, structures, pipes, fences, gravel surfaces, concrete surfaces, asphalt surfaces, trees, and utilities.
- Vertical Datum to be used: NAVD 88 (Geoid-12A).
- Horizontal Coordinates will be based on the Douglas/Sarpy County Low Distortion Coordinate System. **International Feet**. Unless Specified by the Client.

Assumptions

- Olsson will place an 811 ticket for utility locations. Private utility locating is not part of this agreement.



Platteview Senior High School



Platteview Senior High School

4.0 ★★★★★ (6)
High school · [📍](#)

Overview

Reviews

About



Directions



Save



Nearby



Send to phone



Share

14801 S 108th St, Springfield, NE 68059

[p hs.springfieldplatteview.org](https://phs.springfieldplatteview.org)

(402) 339-3606

3WRC+M4 Springfield, Nebraska

Imagery ©2025 Airbus, Maxar Technologies, USDA/FPAC/GEO, Map data ©2025 200 ft

GENERAL PROVISIONS

These General Provisions are attached to and made a part of the respective Letter Agreement or Master Agreement, dated January 21, 2025 between Springfield Platteview Community Schools ("Client") and Olsson, Inc. ("Olsson") for professional services in connection with the project or projects arising under such Letter Agreement or Master Agreement (the "Project(s)").

As used herein, the term "this Agreement" refers to these General Provisions, the applicable Letter Agreement or Master Agreement, and any other exhibits or attachments thereto as if they were part of one and the same document.

SECTION 1—OLSSON'S SCOPE OF SERVICES

Olsson's scope of services for the Project(s) is set forth in the applicable Letter Agreement or Master Agreement ("Scope of Services").

SECTION 2—ADDITIONAL SERVICES

2.1 Unless otherwise expressly included, Scope of Services does not include the categories of additional services set forth in Sections 2.2 and 2.3.

2.2 If Client and Olsson mutually agree for Olsson to perform any optional additional services as set forth in this Section 2.2 ("Optional Additional Services"), Client will provide written approval of the agreed-upon Optional Additional Services, and Olsson shall perform or obtain from others such services and will be entitled to an increase in compensation at rates provided in this Agreement. Olsson may elect not to perform all or any of the Optional Additional Services without cause or explanation:

2.2.1 Preparation of applications and supporting documents for governmental financial support of the Project(s); preparation or review of environmental studies and related services; and assistance in obtaining environmental approvals.

2.2.2 Services to make measured drawings of or to investigate existing conditions of facilities.

2.2.3 Services resulting from changes in the general scope, extent or character of the Project(s) or major changes in documentation previously accepted by Client where changes are due to causes beyond Olsson's control.

2.2.4 Services resulting from the discovery of conditions or circumstances which were not contemplated by Olsson at the commencement of this Agreement. Olsson shall notify Client of the newly discovered conditions or circumstances and Client and Olsson shall renegotiate, in good faith, the compensation for this Agreement, if amended terms cannot be agreed upon, Olsson may terminate this Agreement and Olsson shall be paid for its services through the date of termination.

2.2.5 Providing renderings or models.

2.2.6 Preparing documents for alternate bids requested by Client.

2.2.7 Analysis of operations, maintenance or overhead expenses; value engineering; the preparation of rate

schedules; earnings or expense statements; cash flow or economic evaluations or; feasibility studies, appraisals or valuations.

2.2.8 Furnishing the services of independent professional associates or consultants for work beyond the Scope of Services.

2.2.9 Services necessary due to the Client's award of more than one prime contract for the Project(s); services necessary due to the construction contract containing cost plus or incentive-savings provisions; services necessary in order to arrange for performance by persons other than the prime contractor; or those services necessary to administer Client's contract(s).

2.2.10 Services in connection with staking out the work of contractor(s).

2.2.11 Services during out-of-town travel or visits to the site beyond those specifically identified in this Agreement.

2.2.12 Preparation of operating and maintenance manuals.

2.2.13 Services to redesign some or all of the Project(s).

2.2.14 Preparing to serve or serving as a consultant or witness or assisting Client with any litigation, arbitration or other legal or administrative proceeding.

2.2.15 Services relating to Construction Observation, Certification, Inspection, Construction Cost Estimating, project observation, construction management, construction scheduling, construction phasing or review of Contractor's performance means or methods.

2.3 Whenever, in its sole discretion, Olsson determines additional services as set forth in this Section 2.3 are necessary to avoid a delay in the completion of the Project(s) ("Necessary Additional Services"), Olsson shall perform or obtain from others such services without waiting for specific instructions from Client, and Olsson will be entitled to an increase in compensation for such services at the standard hourly billing rate charged for those employees performing the services, plus reimbursable expenses, if any:

2.3.1 Services in connection with work directive changes and/or change orders directed by the Client to any contractors.

2.3.2 Services in making revisions to drawings and specifications occasioned by the acceptance of substitutions proposed by contractor(s); services after the award of each contract in evaluating and determining the acceptability of an unreasonable or excessive number of substitutions proposed by contractor(s); or evaluating an unreasonable or extensive number of claims submitted by contractor(s) or others in connection with the Project(s).

2.3.3 Services resulting from significant delays, changes or price increases occurring as a direct or indirect result of material, equipment or energy shortages.

2.3.4 Additional or extended services during construction made necessary by (1) work damaged during construction, (2) a defective, inefficient or neglected work by any contractor, (3) acceleration of the progress schedule involving services beyond normal working hours, or (4) default by any contractor.

SECTION 3—CLIENT'S RESPONSIBILITIES

3.1. Client shall provide all criteria and full information as to Client's requirements for the Project(s); designate and identify in writing a person to act with authority on Client's behalf in respect of all aspects of the Project(s); examine and respond promptly to Olsson's submissions; and give prompt written notice to Olsson whenever Client observes or otherwise becomes aware of any defect in the Olsson's services.

3.2 Client agrees to pay Olsson the amounts due for services rendered and expenses within thirty (30) days after Olsson has provided its invoice for such services. In the event Client disputes any invoice item, Client shall give Olsson written notice of such disputed item within fifteen (15) days after receipt of such invoice and shall pay to Olsson the undisputed portion of the invoice according to the provisions hereof. If Client fails to pay any invoiced amounts when due, interest will accrue on each unpaid amount at the rate of thirteen percent (13%) per annum from the date due until paid according to the provisions of this Agreement. Interest shall not be charged on any disputed invoice item which is finally resolved in Client's favor. Payment of interest shall not excuse or cure any default or delay in payment of amounts due.

3.2.1 If Client fails to make any payment due Olsson for services and expenses within thirty (30) days after receipt of Olsson's statement therefore, Olsson may, after giving seven (7) days written notice to Client, suspend services to Client under this Agreement until Olsson has been paid in full all amounts due for services, expenses and charges and Client will not obtain any license to any Work Product or be entitled to retain or use any Work Product pursuant to Section 7.1 unless and until Olsson has been paid in full and Client has fully satisfied all of its obligations under this Agreement.

3.3 Payments to Olsson shall not be withheld, postponed or made contingent on the construction, completion or success of the Project(s) or upon receipt by the Client of offsetting reimbursements or credit from other parties who may have caused the need for additional services. No withholdings, deductions or offsets shall be made from Olsson's compensation for any reason unless and until Olsson has been found to be legally liable for such amounts.

3.4 Client shall also do the following and pay all costs incident thereto:

3.4.1 Furnish to Olsson any existing and/or required borings, probings or subsurface explorations; hydrographic surveys; laboratory tests or inspections of samples, materials or equipment; appropriate professional interpretations of any of the foregoing; environmental assessment and impact statements; property, boundary, easement, right-of-way, topographic or utility surveys; property descriptions; and/or zoning or deed restrictions; all of which Olsson may rely upon in performing services hereunder.

3.4.2 Guarantee access to and make all provisions for Olsson to enter upon public and private property reasonably necessary to perform its services on the Project(s).

3.4.3 Provide such legal, accounting, independent cost estimating or insurance counseling services as may be required for the Project(s); any auditing service required in respect of contractor(s) applications for payment; and/or any inspection services to determine if contractor(s) are performing the work legally.

3.4.4 Provide engineering surveys to establish reference points for construction unless specifically included in Olsson's Scope of Services.

3.4.5 Furnish approvals and permits from all governmental authorities having jurisdiction over the Project(s).

3.4.6 If more than one prime contractor is to be awarded the contract for construction, designate a party to have responsibility and authority for coordinating and interfacing the activities of the various prime contractors.

3.4.7 All fees and other amounts payable by Client under this Agreement are exclusive of taxes and similar assessments. Without limiting the foregoing, Client is responsible and liable for all sales, service, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any federal, state, county or local governmental authority on any amounts payable by Client under this Agreement, other than any taxes imposed on Olsson's income. In the event any governmental authority assesses Olsson for taxes, duties, or charges of any kind in connection with Scope of Services provided by Olsson to Client, Olsson shall be entitled to submit an invoice to Client, its successors or assigns, for the amount of said assessment and related interest and penalties. Client shall pay such invoice in accordance with Olsson's standard payment terms.

3.5 Client shall pay all costs incident to obtaining bids or proposals from contractor(s).

3.6 Client shall pay all permit application review costs for government authorities having jurisdiction over the Project(s).

3.7 Contemporaneously with the execution of this Agreement, Client shall designate in writing an individual to act as its duly authorized Project(s) representative.

3.8 Client shall bear sole responsibility for:

3.8.1 Jobsite safety. Neither the professional activities of Olsson, nor the presence of Olsson or its employees or sub-consultants at the Project shall impose any duty on Olsson relating to any health or safety laws, regulations, rules, programs or procedures.

3.8.2 Notifying third parties including any governmental agency or prospective purchaser, of the existence of any hazardous or dangerous materials located in or around the Project(s) site.

3.8.3 Providing and updating Olsson with accurate information regarding existing conditions, including the existence of hazardous or dangerous materials, proposed

Project(s) site uses, any change in Project(s) plans, and all subsurface installations, such as pipes, tanks, cables and utilities within the Project(s) site.

3.8.4 Providing and assuming all responsibility for: interpretation of contract documents; Construction Observations; Certifications; Inspections; Construction Cost Estimating; project observations; construction management; construction scheduling; construction phasing; and review of Contractor's performance, means and methods. Client waives any claims against Olsson and releases Olsson from liability relating to or arising out of such services and agrees, to the fullest extent permitted by law, to indemnify and hold Olsson harmless from any and all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, relating to such actions and services.

3.9 Client releases Olsson from liability for any incorrect advice, judgment or decision based on inaccurate information furnished by Client or others.

3.10 If reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including hazardous materials, encountered on the site, Olsson may immediately stop work in the affected area and report the condition to Client. Client shall be solely responsible for retaining independent consultant(s) to determine the nature of the material and to abate or remove the material. Olsson shall not be required to perform any services or work relating to or in the area of such material until the material has been removed or rendered harmless and only after approval, if necessary of the government agency with jurisdiction.

SECTION 4—MEANING OF TERMS

4.1 The "Cost of Construction" of the entire Project(s) (herein referred to as "Cost of Construction") means the total cost to Client of those portions of the entire Project(s) designed and specified by Olsson, but it will not include Olsson's compensation and expenses, the cost of land, rights-of-way, or compensation for or damages to, properties unless this Agreement so specifies, nor will it include Client's legal, accounting, insurance counseling or auditing services, or interest and financing charges incurred in connection with the Project(s) or the cost of other services to be provided by others to Client pursuant to Section 3.

4.2 The "Salary Costs": Used as a basis for payment mean salaries and wages (base and incentive) paid to all Olsson's personnel engaged directly on the Project(s), including, but not limited to, engineers, architects, surveyors, designers, draftsmen, specification writers, estimators, other technical and business personnel; plus the cost of customary and statutory benefits, including, but not limited to, social security contributions, unemployment, excise and payroll taxes, workers' compensation, health and retirement benefits, sick leave, vacation and holiday pay and other group benefits.

4.3 "Certify" or "a Certification": If included in the Scope of Services, such services shall be limited to a statement of Olsson's opinion, to the best of Olsson's professional knowledge, information and belief, based upon its periodic observations and reasonable review of reports and tests created by Olsson or provided to Olsson. Olsson shall not be responsible for constant or exhaustive observation of the work. Client

understands and agrees that any certifications based upon discrete sampling observations and that such observations indicate conditions that exist only at the locations and times the observations were performed. Performance of such observation services and certification does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the work may occur. Olsson shall have no responsibility for the means, methods, techniques, sequences or procedures selected by the contractor(s) or for the contractor's safety precautions and programs nor for failure by the contractor(s) to comply with any laws or regulations relating to the performance or furnishing of any work by the contractor(s). Client shall hold its contractor(s) solely responsible for the quality and completion of the Project(s), including construction in accordance with the construction documents. Any duty under this Agreement is for the sole benefit of the Client and not for any third party, including the contractor(s) or any subcontractor(s). Olsson shall sign pre-printed form certifications only if (a) Olsson approves the form of such certification prior to the commencement of its services, (b) such certification is expressly included in the Scope of Services, (c) the certification is limited to a statement of professional opinion and does not constitute a warranty or guarantee, express or implied. It is understood that any certification by Olsson shall not relieve the Client or the Client's contractors of any responsibility or obligation they may have by industry custom or under any contract.

4.4 "Opinion of Probable Cost": An opinion of probable construction cost made by Olsson. In providing opinions of probable construction cost, it is recognized that neither the Client nor Olsson has control over the costs of labor, equipment or materials, or over the contractor's methods of determining prices or bidding. The opinion of probable construction costs is based on Olsson's reasonable professional judgment and experience and does not constitute a warranty, express or implied, that the contractor's bids or the negotiated price of the work on the Project(s) will not vary from the Client's budget or from any opinion of probable cost prepared by Olsson.

4.5 "Day": A calendar day of 24 hours. The term "days" shall mean consecutive calendar days of 24 hours each, or fraction thereof.

4.6 "Construction Observation": If included in the Scope of Services, such services during construction shall be limited to periodic visual observation and testing of the work to determine that the observed work generally conforms to the contract documents. Olsson shall not be responsible for constant or exhaustive observation of the work. Client understands and agrees that such visual observations are discrete sampling procedures and that such procedures indicate conditions that exist only at the locations and times the observations were performed. Performance of Construction Observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the work may occur. Olsson shall have no responsibility for the means, methods, techniques, sequences or procedures selected by the contractor or for the contractor's safety precautions and programs nor for failure by the contractor to comply with any laws or regulations relating to the performance or furnishing of any work by the contractor. Client shall hold its contractor(s) solely responsible for the quality and completion of the Project(s), including construction in accordance with the construction documents. Any duty under this Agreement is for the sole benefit of the Client and not for

any third party, including the contractor or any subcontractor. Client, or its designees shall notify Olsson at least twenty-four (24) hours in advance of any field tests and observations required by the construction documents.

4.7 "Inspect" or "Inspection": If included in the Scope of Services, such services shall be limited to the periodic visual observation of the contractor's completed work to permit Olsson, as an experienced and qualified professional, to determine that the observed work, generally conforms to the contract documents. Olsson shall not be responsible for constant or exhaustive observation of the work. Client understands and agrees that such visual observations are discrete sampling procedures and that such procedures indicate conditions that exist only at the locations and times the observations were performed. Performance of such observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the work may occur. Olsson shall have no responsibility for the means, methods, techniques, sequences or procedures selected by the contractor(s) or for the contractor's safety precautions and programs nor for failure by the contractor(s) to comply with any laws or regulations relating to the performance or furnishing of any work by the contractor(s). Client shall hold its contractor(s) solely responsible for the quality and completion of the Project(s), including construction in accordance with the construction documents. Any duty under this Agreement is for the sole benefit of the Client and not for any third party, including the contractor(s) or any subcontractor(s). Client, or its designees, shall notify Olsson at least twenty-four (24) hours in advance of any inspections required by the construction documents.

4.8 "Record Documents": Drawings prepared by Olsson upon the completion of construction based upon the drawings and other data furnished to Olsson by the Contractor and others showing significant changes in the work on the Project(s) made during construction. Because Record Documents are prepared based on unverified information provided by others, Olsson makes no warranty of the accuracy or completeness of the Record Documents.

SECTION 5—TERMINATION

5.1 Either party may terminate this Agreement, for cause upon giving the other party not less than seven (7) calendar days written notice of default for any of the following reasons; provided, however, that the notified party shall have the same seven (7) calendar day period in which to cure the default:

5.1.1 Substantial failure by the other party to perform in accordance with the terms of this Agreement and through no fault of the terminating party;

5.1.2 Assignment of this Agreement or transfer of the Project(s) by either party to any other entity without the prior written consent of the other party;

5.1.3 Suspension of the Project(s) or Olsson's services by the Client for more than ninety (90) calendar days, consecutive or in the aggregate.

5.2 In the event of a "for cause" termination of this Agreement by either party, the Client shall, within fifteen (15) calendar days after receiving Olsson's final invoice, pay Olsson for all services rendered and all reimbursable costs incurred by

Olsson up to the date of termination, in accordance with the payment provisions of this Agreement.

5.2.1 In the event of a "for cause" termination of this Agreement by Client and (a) a final determination of default is entered against Olsson under Section 6.2 and (b) Client has fully satisfied all of its obligations under this Agreement, Olsson shall grant Client a limited license to use the Work Product pursuant to Section 7.1.

5.3 The Client may terminate this Agreement for the Client's convenience and without cause upon giving Olsson not less than seven (7) calendar days written notice. In the event of any termination that is not the fault of Olsson, the Client shall pay Olsson, in addition to payment for services rendered and reimbursable costs incurred, for all expenses reasonably incurred by Olsson in connection with the orderly termination of this Agreement, including but not limited to demobilization, reassignment of personnel, associated overhead costs, any fees, costs or expenses incurred by Olsson in preparing or negotiating any proposals submitted to Client for Olsson's Scope of Services or Optional Additional Services under this Agreement and all other expenses directly resulting from the termination and a reasonable profit of ten percent (10%) of Olsson's actual costs (including overhead) incurred.

SECTION 6—DISPUTE RESOLUTION

6.1. Mediation

6.1.1 All questions in dispute under this Agreement shall be submitted to mediation. On the written notice of either party to the other of the election to submit any dispute under this Agreement to mediation, each party shall designate their representatives and shall meet within ten (10) days after the service of the notice. The parties themselves shall then attempt to resolve the dispute within ten (10) days of meeting.

6.1.2 Should the parties themselves be unable to agree on a resolution of the dispute, and then the parties shall appoint a third party who shall be a competent and impartial party and who shall be acceptable to each party, to mediate the dispute. Any third party mediator shall be qualified to evaluate the performance of both of the parties, and shall be familiar with the design and construction progress. The third party shall meet to hear the dispute within ten (10) days of their selection and shall attempt to resolve the dispute within fifteen (15) days of first meeting.

6.1.3 Each party shall pay the fees and expenses of the third party mediator and such costs shall be borne equally by both parties.

6.2 Arbitration or Litigation

6.2.1 Olsson and Client agree that from time to time, there may be conflicts, disputes and/or disagreements between them, arising out of or relating to the services of Olsson the Project(s), or this Agreement (hereinafter collectively referred to as "Disputes") which may not be resolved through mediation. Therefore, Olsson and Client agree that all Disputes shall be resolved by binding arbitration or litigation at the sole discretion and choice of Olsson. If Olsson chooses arbitration, the arbitration proceeding shall proceed in accordance with the Construction Industry Arbitration Rules of the AAA.

6.2.2 Client hereby agrees that Olsson shall have the right to include Client, by consolidation, joinder or other manner, in any arbitration or litigation involving Olsson and a subconsultant or subcontractor of Olsson or Olsson and any other person or entity, regardless of who originally initiated such proceedings.

6.2.3 If Olsson chooses arbitration or litigation, either may be commenced at any time prior to or after completion of the Project(s), provided that if arbitration or litigation is commenced prior to the completion of the Project(s), the obligations of the parties under the terms of this Agreement shall not be altered by reason of the arbitration or litigation being conducted. Any arbitration hearings or litigation shall take place in Lincoln, Nebraska, the location of Olsson's home office.

6.2.4 Except to the extent prohibited by law, the prevailing party in any arbitration or litigation relating to any Dispute shall be entitled to recover from the other party those reasonable attorney fees, costs and expenses incurred by the prevailing party in connection with the Dispute. In the event of a Dispute involving a Claim (as hereinafter defined) against Olsson, Olsson shall be considered the "prevailing party" if Client is awarded materially less than the full amount of damages claimed by the Client in connection with the Dispute. In all other Disputes, "prevailing party" shall mean the party (if any) who obtains all, or substantially all, of the relief requested by that party in connection with the Dispute.

6.3 Certification of Merit

Client agrees that it will not assert any claim, including but not limited to, professional negligence, negligence, breach of contract, misconduct, error, omission, fraud, or misrepresentation ("Claim") against Olsson, or any Olsson subconsultant, unless Client has first provided Olsson with a sworn certificate of merit affidavit setting forth the factual and legal basis for such Claim (the "Certificate"). The Certificate shall be executed by an independent engineer ("Certifying Engineer") currently licensed and practicing in the jurisdiction of the Project site. The Certificate must contain: (a) the name and license number of the Certifying Engineer; (b) the qualifications of the Certifying Engineer, including a list of all publications authored in the previous 10 years and a list of all cases in which the Certifying Engineer testified within the previous 4 years; (c) a statement by the Certifying Engineer setting forth the factual basis for the Claim; (d) a statement by the Certifying Engineer of each and every act, error, or omission that the Certifying Engineer contends supports the Claim or any alleged violation of any applicable standard of care; (e) a statement by the Certifying Engineer of all opinions the Certifying Engineer holds regarding the Claim or any alleged violation of any applicable standard of care; (f) a list of every document related to the Project reviewed by the Certifying Engineer; and (g) a list of every individual who provided Certifying Engineer with any information regarding the Project. The Certificate shall be provided to Olsson not less than thirty (30) days prior to any arbitration or litigation commenced by Client or not less than ten (10) days prior to the initial response submitted by Client in any arbitration or litigation commenced by someone other than Client. The Certificate is a condition precedent to the right of Client to assert any Claim in any litigation or arbitration and Client's failure to timely provide a Certificate to Olsson will be grounds for automatic dismissal of the Claim with prejudice. In any such instance, Olsson shall be entitled to an award of attorney's fees, costs, and expenses.

SECTION 7—MISCELLANEOUS

7.1 Reuse of Documents

All documents, including drawings, specifications, reports, boring logs, maps, field data, data, test results, information, recommendations, or opinions prepared or furnished by Olsson (and Olsson's independent professional associates and consultants) pursuant to this Agreement ("Work Product"), are all Olsson's instruments of service, do not constitute goods or products, and are copyrighted works of Olsson. Olsson shall retain an ownership and property interest in such Work Product whether or not the Project(s) is completed. If Client has fully satisfied all of its obligations under this Agreement, Olsson shall grant Client a limited license to use the Work Product and Client may make and retain copies of Work Product for use in connection with the Project(s); however, such Work Product is for the exclusive use and benefit of Client or its agents in connection with the Project(s), are not intended to inform, guide or otherwise influence any other entities or persons with respect to any particular business transactions, and should not be relied upon by any entities or persons other than Client or its agents for any purpose other than the Project(s). Such Work Product is not intended or represented to be suitable for reuse by Client or others on extensions of the Project(s) or on any other Project(s). Client will not distribute or convey such Work Product to any other persons or entities without Olsson's prior written consent which shall include a release of Olsson from liability and indemnification by the third party. Any reuse of Work Product without written verification or adaptation by Olsson for the specific purpose intended will be at Client's sole risk and without liability or legal exposure to Olsson, or to Olsson's independent professional associates or consultants, and Client shall indemnify and hold harmless Olsson and Olsson's independent professional associates and consultants from all claims, damages, losses and expenses including attorneys' fees arising out of or resulting therefrom. Any such verification or adaptation of Work Product will entitle Olsson to further compensation at rates to be agreed upon by Client and Olsson.

7.2 Electronic Files

By accepting and utilizing any electronic file of any Work Product or other data transmitted by Olsson, the Client agrees for itself, its successors, assigns, insurers and all those claiming under or through it, that by using any of the information contained in the attached electronic file, all users agree to be bound by the following terms. All of the information contained in any electronic file is the work product and instrument of service of Olsson, who shall be deemed the author, and shall retain all common law, statutory law and other rights, including copyrights, unless the same have previously been transferred in writing to the Client. The information contained in any electronic file is provided for the convenience to the Client and is provided in "as is" condition. The Client is aware that differences may exist between the electronic files transferred and the printed hard-copy original signed and stamped drawings or reports. In the event of a conflict between the signed original documents prepared by Olsson and the electronic files, which may be transferred, the signed and sealed original documents shall govern. Olsson specifically disclaims all warranties, expressed or implied, including without limitation, and any warranty of merchantability or fitness for a particular purpose with respect to any electronic files. It shall be Client's responsibility to confirm the accuracy of the information contained in the electronic file and that it accurately reflects the information needed by the Client. Client

shall not retransmit any electronic files, or any portion thereof, without including this disclaimer as part of any such transmissions. In addition, Client agrees, to the fullest extent permitted by law, to indemnify and hold harmless Olsson, its officers, directors, employees and sub consultants against any and all damages, liabilities, claims or costs, including reasonable attorney's and expert witness fees and defense costs, arising from any changes made by anyone other than Olsson or from any reuse of the electronic files without the prior written consent of Olsson.

7.3 Opinion of Probable Cost

Since Olsson has no control over the cost of labor, materials, equipment or services furnished by others, or over the contractor(s)' methods of determining prices, or over competitive bidding or market conditions, Olsson's Opinion of Probable Cost provided for herein is made on the basis of Olsson's experience and qualifications and represent Olsson's best judgment as an experienced and qualified professional engineer, familiar with the construction industry. Client acknowledges and agrees that Olsson cannot and does not guarantee proposals or bids and that actual total Project(s) or construction costs may reasonably vary from Olsson's Opinion of Probable Cost. If prior to the bidding or negotiating phase Client wishes greater assurance as to total Project(s) or construction costs, Client shall employ an independent cost estimator as provided in paragraph 3.4.3. If Olsson's Opinion of Probable Cost was performed in accordance with its standard of care and was reasonable under the total circumstances, any services performed by Olsson to modify the contract documents to bring the construction cost within any limitation established by Client will be considered Optional Additional Services and paid for as such by Client. If, however, Olsson's Opinion of Probable Cost was not performed in accordance with its standard of care and was unreasonable under the total circumstances and the lowest negotiated bid for construction of the Project(s) unreasonably exceeds Olsson's Opinion of Probable Cost, Olsson shall modify its work as necessary to adjust the Project(s)' size, and/or quality to reasonably comply with the Client's budget at no additional cost to Client. Under such circumstances, Olsson's modification of its work at no cost shall be the limit of Olsson's responsibility with regard to any unreasonable Opinion of Probable Cost.

7.4 Prevailing Wages

It is Client's responsibility to determine whether the Project(s) is covered under any prevailing wage regulations. Unless Client specifically informs Olsson in writing that the Project(s) is a prevailing wage project and is identified as such in the Scope of Services, Client agrees to reimburse Olsson and to defend, indemnify and hold harmless Olsson from and against any liability, including costs, fines and attorneys' fees, resulting from a subsequent determination that the Project(s) was covered under any prevailing wage regulations.

7.5 Samples

All material testing samples shall remain the property of the Client. If appropriate, Olsson shall preserve samples obtained no longer than forty-five (45) days after the issuance of any document that includes the data obtained from those samples. After that date, Olsson may dispose of the samples or return them to Client at Client's cost.

7.6 Standard of Care

Olsson will strive to perform its services in a manner consistent with that level of care and skill ordinarily exercised by members of Olsson's profession providing similar services in the same locality under similar circumstances at the time Olsson's services are performed. This Agreement creates no other representation, warranty or guarantee, express or implied.

7.7 Force Majeure

Any delay in the performance of any of the duties or obligations of either party hereto (except the payment of money) shall not be considered a breach of this Agreement and the time required for performance shall be extended for a period equal to the period of such delay, provided that such delay has been caused by or is the result of any acts of God, acts of the public enemy, insurrections, riots, embargoes, labor disputes, including strikes, lockouts, job actions, boycotts, fires, explosions, floods, shortages of material or energy, or other unforeseeable causes beyond the control and without the fault or negligence of the party so affected. The affected party shall give prompt notice to the other party of such cause, and shall take promptly whatever reasonable steps are necessary to relieve the effect of such cause.

7.8 Equal Employment Opportunity

Olsson and any sub-consultant or subcontractor shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or veteran status.

7.9 Confidentiality

In performing this Agreement, the parties may disclose to each other written, oral, electronic, graphic, machine-readable, tangible or intangible, non-public, confidential or proprietary data or information in any form or medium, including but not limited to: (1) information of a business, planning, marketing, conceptual, design, or technical nature; (2) models, tools, hardware, software or source code; and (3) any documents, videos, photographs, audio files, data, studies, reports, flowcharts, works in progress, memoranda, notes, files or analyses that contain, summarize or are based upon any non-public, proprietary or confidential information (hereafter referred to as the "Information"). The Information is not required to be marked as confidential.

7.9.1 Therefore, Olsson and Client agree that the party receiving Information from the other party to this Agreement (the "Receiving Party") shall keep Information confidential and not use the Information in any manner other than in the performance of this Agreement without prior written approval of the party disclosing Information (the "Disclosing Party") unless Client is a public entity and the release of Information is required by law or legal process.

7.9.2 Prior to the start of construction on the Project, the existence of discussions between the parties, the purpose of this Agreement, and this Agreement shall be considered Information subject to the confidentiality provisions of this Agreement.

7.9.3 Notwithstanding anything to the contrary herein, the Receiving Party shall have no obligation to preserve the confidentiality of any Information which:

7.9.3.1 was previously known to the Receiving Party free of any obligation to keep it confidential; or

7.9.3.2 is or becomes publicly available by other than unauthorized disclosures; or

7.9.3.3 is independently developed by the Receiving Party without a breach of this Agreement; or

7.9.3.4 is disclosed to third parties by the Disclosing Party without restrictions; or

7.9.3.5 is received from a third party not subject to any confidentiality obligations.

7.9.4 In the event that the Receiving Party is required by law or legal process to disclose any of Information of the Disclosing Party, the Receiving Party required to disclose such Information shall provide the Disclosing Party with prompt oral and written notice, unless notice is prohibited by law (in which case such notice shall be provided as early as may be legally permissible), of any such requirement so that the Disclosing Party may seek a protective order or other appropriate remedy.

7.9.5 Notwithstanding anything to the contrary herein (or to the contrary of any existing or future nondisclosure, confidentiality or similar agreement between the parties), Olsson is authorized, to use, display, reproduce, publish, transmit, and distribute Information (including, but not limited to, videos and photographs of the Project) on and in any and all formats and media (including, but not limited to, Olsson's internet website) throughout the world and in all languages in connection with or in any manner relating to the marketing, advertising, selling, qualifying, proposing, commercializing, and promotion of Olsson and/or its services and business and in connection with any other lawful purpose of Olsson. In the event of any conflict or inconsistency between the provisions of this section and any other prior or future nondisclosure, confidentiality or similar agreement between the parties, the terms of this section shall take precedence.

7.9.6 Nothing contained in this Agreement shall be construed as altering any rights that the Disclosing Party has in the Information exchanged with or disclosed to the Receiving Party, and upon request, the Receiving Party will return all Information received in tangible form to the Disclosing Party, or at the Receiving Party's option, destroy all such Information. If the Receiving Party exercises its option to destroy the Information, the Receiving Party shall certify such destruction to the Disclosing Party.

7.9.7 The parties acknowledge that disclosure or use of Information in violation of this Agreement could cause irreparable harm for which monetary damages may be difficult to ascertain or constitute an inadequate remedy. Each party therefore agrees that the Disclosing Party shall be entitled in

addition to its other rights to seek injunctive relief for any violation of this Agreement.

7.9.8 The obligations of confidentiality set forth herein shall survive termination of this Agreement but shall only remain in effect for a period of one (1) year from the date the Information is first disclosed.

7.10 Damage or Injury to Subterranean Structures or Utilities, Hazardous Materials, Pollution and Contamination

7.10.1 To the extent that work pursuant to this Agreement requires any sampling, boring, excavation, ditching or other disruption of the soil or subsurface at the Site, Olsson shall confer with Client prior to such activity and Client will be responsible for identifying, locating and marking, as necessary, any private subterranean structures or utilities and Olsson shall be responsible for arranging investigation of public subterranean structures or utilities through an appropriate utility one-call provider. Thereafter, Olsson shall take all reasonable precautions to avoid damage or injury to subterranean structures or utilities which were identified by Client or the one-call provider. Olsson shall not be responsible for any damage, liability or costs, for any property damage, injury or economic loss arising or allegedly arising from damages to subterranean structures or utilities caused by subsurface penetrations in locations approved by Client and/or the one call provider or not correctly shown on any plans, drawings or utility clearance provided to Olsson, except for damages caused by the negligence of Olsson in the use of such information.

7.10.2 It is understood and agreed that any assistance Olsson may provide Client in the disposal of waste materials shall not result in Olsson being deemed as a generator, arranger, transporter or disposer of hazardous materials or hazardous waste as defined under any law or regulation. Title to all samples and waste materials remains with Client, and at no time shall Olsson take title to the above material. Client may authorize Olsson to execute Hazardous Waste Manifest, Bill of Lading or other forms as agent of Client. If Client requests Olsson to execute such documents as its agent, the Hazardous Waste Manifest, Bill of Lading or other similar documents shall be completed in the name of the Client. Client agrees to indemnify and hold Olsson harmless from any and all claims that Olsson is a generator, arranger, transporter, or disposer of hazardous waste as a result of any actions of Olsson, including, but not limited to, Olsson signing a Hazardous Waste Manifest, Bill of Lading or other form on behalf of Client.

7.10.3 At any time, Olsson can request in writing that Client remove samples, cuttings and hazardous substances generated by the Project(s) from the project site or other location. Client shall promptly comply with such request, and pay and be responsible for the removal and lawful disposal of samples, cuttings and hazardous substances, unless other arrangements are mutually agreed upon in writing.

7.10.4 Client shall release Olsson of any liability for, and shall defend and indemnify Olsson against any and all claims, liability and expense resulting from operations under this Agreement on account of injury to, destruction of, or loss or impairment of any property right in or to oil, gas, or other mineral substance or water, if at the time of the act or omission causing such injury, destruction, loss or impairment, said substance had not been reduced to physical possession above the surface of

the earth, and for any loss or damage to any formation, strata, reservoir beneath the surface of the earth.

7.10.5 Notwithstanding anything to the contrary contained herein, it is understood and agreed by and between Olsson and Client that the responsibility for pollution and contamination shall be as follows:

7.10.5.1 Unless otherwise provided herein, Client shall assume all responsibility for, including control and removal of, and protect, defend and save harmless Olsson from and against all claims, demands and causes of action of every kind and character arising from pollution or contamination (including naturally occurring radioactive material) which originates above the surface of the land or water from spills of fuels, lubricants, motor oils, pipe dope, paints, solvents, ballast, bilge and garbage, except unavoidable pollution from reserve pits, wholly in Olsson's possession and control and directly associated with Olsson's equipment.

7.10.5.2 In the event a third party commits an act or omission which results in pollution or contamination for which either Olsson or Client, for whom such party is performing work, is held to be legally liable, the responsibility therefore shall be considered as between Olsson and Client, to be the same as if the party for whom the work was performed had performed the same and all of the obligations regarding defense, indemnity, holding harmless and limitation of responsibility and liability, as set forth herein, shall be specifically applied.

7.11 Controlling Law and Venue

The parties agree that this Agreement and any legal actions concerning its validity, interpretation or performance shall be governed by the laws of the State of Nebraska. It is further agreed that any legal action between the parties arising out of this Agreement or the performance of services shall be brought in a court of competent jurisdiction in Nebraska.

7.12 Subconsultants

Olsson may utilize as necessary in its discretion subconsultants and other subcontractors. Olsson will be paid for all services rendered by its subconsultants and other subcontractors as set forth in this Agreement.

7.13 Assignment

7.13.1 Client and Olsson each are hereby bound and the partners, successors, executors, administrators and legal representatives of Client and Olsson (and to the extent permitted by paragraph 7.13.2 the assigns of Client and Olsson) are hereby bound to the other party to this Agreement and to the partners, successors, executors, administrators and legal representatives (and said assigns) of such other party, in respect of all covenants, agreements and obligations of this Agreement.

7.13.2 Neither Client nor Olsson shall assign, sublet or transfer any rights under or interest in (including, but without limitation, moneys that may become due or moneys that are due) this Agreement without the written consent of the other, except to the extent that any assignment, subletting or transfer is mandated by law or the effect of this limitation may be restricted by law. Unless specifically stated to the contrary in any written consent to an assignment, no assignment will release or

discharge the assignor from any duty or responsibility under this Agreement. Nothing contained in this paragraph shall prevent Olsson from employing such subconsultants and other subcontractors as Olsson may deem appropriate to assist in the performance of services under this Agreement.

7.13.3 Nothing under this Agreement shall be construed to give any rights or benefits in this Agreement to anyone other than Client and Olsson, and all duties and responsibilities undertaken pursuant to this Agreement will be for the sole and exclusive benefit of Client and Olsson and not for the benefit of any other party. There are no third-party beneficiaries of this Agreement.

7.14 Indemnity

Olsson and Client mutually agree, to the fullest extent permitted by law, to indemnify and hold each other harmless from any and all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, relating to third party personal injury or third party property damage and arising from their own negligent acts, errors or omissions in the performance of their services under this Agreement, but only to the extent that each party is responsible for such damages, liabilities or costs on a comparative basis of fault.

7.15 Limitation on Damages

7.15.1 Notwithstanding any other provision of this Agreement, and to the fullest extent permitted by law, neither party's individual employees, principals, officers or directors shall be subject to personal liability or damages arising out of or connected in any way to the Project(s) or to this Agreement.

7.15.2 Notwithstanding any other provision of this Agreement, and to the fullest extent permitted by law, neither Client nor Olsson, their respective officers, directors, partners, employees, contractors or subconsultants shall be liable to the other or shall make any claim for any delay damages, any punitive damages or any incidental, indirect or consequential damages arising out of or connected in any way to the Project(s) or to this Agreement. This mutual waiver of delay damages and consequential damages shall include, but is not limited to, disruptions, accelerations, inefficiencies, increased construction costs, increased home office overhead, loss of use, loss of profit, loss of business, loss of income, loss of reputation or any other delay or consequential damages that either party may have incurred from any cause of action including, but not limited to, negligence, statutory violations, misrepresentation, fraud, deceptive trade practices, breach of fiduciary duties, strict liability, breach of contract and/or breach of strict or implied warranty. Both the Client and Olsson shall require similar waivers of consequential damages protecting all the entities or persons named herein in all contracts and subcontracts with others involved in the Project(s).

7.15.3 Notwithstanding any other provision of this Agreement, Client agrees that, to the fullest extent permitted by law, Olsson's total liability to the Client for any and all injuries, claims, losses, expenses, damages, attorneys' fees or claims expenses of any kind arising from any services provided by or through Olsson under this Agreement, shall not exceed the amount of Olsson's fee earned under this Agreement. Client acknowledges that such causes include, but are not limited to, negligence, statutory violations, misrepresentation, fraud, deceptive trade practices, breach of fiduciary duties, strict

liability, breach of contract and/or breach of strict or implied warranty. This limitation of liability shall apply to all phases of Olsson's services performed in connection with the Project(s), whether subsequent to or prior to the execution of this Agreement.

7.16 Entire Agreement/Severability

This Agreement supersedes all prior communications, understandings and agreements, whether oral or written. Amendments to this Agreement must be in writing and signed by the Client and Olsson. If any part of this Agreement is found to conflict with applicable law, such part alone shall be null and void and considered stricken, but the remainder of this Agreement shall be given full force and effect.



LETTER AGREEMENT FOR PROFESSIONAL SERVICES

Springfield Platteview Community Schools
Attn: Dr. Ryan Saunders, Superintendent
765 Main Street
Springfield, NE 68059

January 21, 2025

Re: **LETTER AGREEMENT FOR PROFESSIONAL SERVICES**
Springfield Platteview Community Schools – Sewer Connection Feasibility Study
(the “Project”)
Springfield, NE

Dear Dr. Saunders:

It is our understanding that Springfield Platteview Community Schools (“Client”) requests Olsson, Inc. (“Olsson”) to perform the services described herein pursuant to the terms of this Letter Agreement for Professional Services, Olsson’s General Provisions and any exhibits attached hereto (all documents constitute and are referred to herein as the “Agreement”) for the Project.

Olsson has acquainted itself with the information provided by Client relative to the Project and based upon such information offers to provide the services described below for the Project. Client warrants that it is either the legal owner of the property to be improved by this Project or that Client is acting as the duly authorized agent of the legal owner of such property. Client acknowledges that it has reviewed the General Provisions and any exhibits attached hereto, which are expressly made a part of and incorporated into the Agreement by this reference. In the event of any conflict or inconsistency between this Letter Agreement, and the General Provisions regarding the services to be performed by Olsson, the terms of the General Provisions shall take precedence.

Olsson shall provide the following services (“Scope of Services”) to Client for the Project:

PROJECT DESCRIPTION AND LOCATION

Project will be located at: Springfield Platteview Community Schools, Springfield, NE

Project Description: Springfield Platteview Community Schools (SPCS) has completed master planning efforts for improvements and renovations to the campus located at 108th Street and Platteview Road in Springfield, NE. As part of this master planning, it has been identified that the wastewater lagoons on the existing property are to be decommissioned to accommodate construction of additional facilities. It has been requested that Olsson evaluate the feasibility of connecting to the Sarpy County Regional Sewer System.

Phase 100 – Project Management

Olsson shall provide project management tasks during design to ensure timely project advancement. Tasks performed under this phase of the work shall include the following:

- Client Coordination – Regular correspondence with parties of interest to provide progress updates or coordinate needed information about the project.
- Meetings – Olsson shall participate in the following meetings:
 - Presentation to Board – Olsson will meet with the Client to review and discuss the feasibility study.

Phase 300 – Feasibility Analysis

Olsson shall perform a feasibility analysis to determine the feasibility of connecting SPCS campus at 108th and Platteview Road to the Sarpy County Regional Sewer System. As part of this analysis a feasibility study will be prepared and delivered to the Client. Tasks performed under this phase of the work shall include the following:

- Site Visit – Olsson will conduct one site visit to review the topography and feasibility of the sewer connection to the Sarpy County Regional Sewer System.
- Estimation of Water Demands and Wastewater Flows
 - Olsson will use population projections provided by the Client, previous flow data, and standard values to develop monthly and daily average water demand and wastewater flows to be used in preliminary sizing of water and wastewater improvements.
- Sewer Connection Feasibility Analysis
 - Olsson will utilize existing Sarpy County Sewer System planning information in determining possible connection points for SPCS.
 - Olsson will analyze the feasibility of the connection of SPCS to the Sarpy County Regional Sewer System.
 - Olsson will review the alternative of relocating the existing lagoons to an adjacent property near SPCS for comparison to the connection to the Sarpy County Regional Sewer System.
 - Prepare cost estimates and feasibility study in PDF format.
- Future Water Connection Review
 - Olsson will review available information on the water systems that may be able to serve SPCS in the future.
 - Olsson will provide a summary of this review in PDF format.

EXCLUSIONS

The following are not included in the Scope of Services:

- Topographic and Legal Surveys.
- Cost estimates and feasibility analysis for water connection.
- Additional funding support services such as the environmental report, public hearing, or other required effort are not included in this scope.
- Design of infrastructure improvements.

Should Client request work in addition to the Scope of Services, Olsson shall invoice Client for such additional services (Optional Additional Services) at the standard hourly billing labor rate charged for those employees actually performing the work, plus reimbursable expenses if any. Olsson shall not commence work on Optional Additional Services without Client's prior written approval.

Olsson agrees to provide all of its services in a timely, competent and professional manner, in accordance with applicable standards of care, for projects of similar geographic location, quality and scope.

SCHEDULE FOR OLSSON'S SERVICES

Unless otherwise agreed, Olsson expects to perform its services under the Agreement as follows:

Anticipated Start Date: January 2025
Anticipated Completion Date: May 2025

Olsson will endeavor to start its services on the Anticipated Start Date and to complete its services on the Anticipated Completion Date. However, the Anticipated Start Date, the Anticipated Completion Date, and any milestone dates are approximate only, and Olsson reserves the right to adjust its schedule and any or all of those dates at its sole discretion, for any reason, including, but not limited to, delays caused by Client or delays caused by third parties.

COMPENSATION

Client shall pay to Olsson for the performance of the Scope of Services a lump sum of Twenty Thousand Nine Hundred dollars (\$20,900). Olsson's reimbursable expenses for this project are included in the lump sum. Olsson shall submit invoices on a monthly basis, and payment is due within 30 calendar days of invoice date.

TERMS AND CONDITIONS OF SERVICE

We have discussed with you the risks, rewards and benefits of the Project, the Scope of Services, and our fees for such services and the Agreement represents the entire understanding between Client and Olsson with respect to the Project. The Agreement may only be modified in writing signed by both parties.

Client's designated Project Representative shall be _____.

If this Agreement satisfactorily sets forth your understanding of our agreement, please sign in the space provided below. Retain one original for your files and return an executed original to Olsson. This proposal will be open for acceptance for a period of maximum 30 days from the date set forth above, unless changed by us in writing.

OLSSON, INC.

By 

By 

By signing below, you acknowledge that you have full authority to bind Client to the terms of the Agreement. If you accept the terms set forth herein, please sign:

Springfield Platteview Community Schools

By _____
Signature

Print Name _____

Title _____

Dated _____

Attachments
General Provisions

GENERAL PROVISIONS

These General Provisions are attached to and made a part of the respective Letter Agreement or Master Agreement, dated 1/21/2025 between Springfield Platteview Community Schools ("Client") and Olsson, Inc. ("Olsson") for professional services in connection with the project or projects arising under such Letter Agreement or Master Agreement (the "Project(s)").

As used herein, the term "this Agreement" refers to these General Provisions, the applicable Letter Agreement or Master Agreement, and any other exhibits or attachments thereto as if they were part of one and the same document.

SECTION 1—OLSSON'S SCOPE OF SERVICES

Olsson's scope of services for the Project(s) is set forth in the applicable Letter Agreement or Master Agreement ("Scope of Services").

SECTION 2—ADDITIONAL SERVICES

2.1 Unless otherwise expressly included, Scope of Services does not include the categories of additional services set forth in Sections 2.2 and 2.3.

2.2 If Client and Olsson mutually agree for Olsson to perform any optional additional services as set forth in this Section 2.2 ("Optional Additional Services"), Client will provide written approval of the agreed-upon Optional Additional Services, and Olsson shall perform or obtain from others such services and will be entitled to an increase in compensation at rates provided in this Agreement. Olsson may elect not to perform all or any of the Optional Additional Services without cause or explanation:

2.2.1 Preparation of applications and supporting documents for governmental financial support of the Project(s); preparation or review of environmental studies and related services; and assistance in obtaining environmental approvals.

2.2.2 Services to make measured drawings of or to investigate existing conditions of facilities.

2.2.3 Services resulting from changes in the general scope, extent or character of the Project(s) or major changes in documentation previously accepted by Client where changes are due to causes beyond Olsson's control.

2.2.4 Services resulting from the discovery of conditions or circumstances which were not contemplated by Olsson at the commencement of this Agreement. Olsson shall notify Client of the newly discovered conditions or circumstances and Client and Olsson shall renegotiate, in good faith, the compensation for this Agreement, if amended terms cannot be agreed upon, Olsson may terminate this Agreement and Olsson shall be paid for its services through the date of termination.

2.2.5 Providing renderings or models.

2.2.6 Preparing documents for alternate bids requested by Client.

2.2.7 Analysis of operations, maintenance or overhead expenses; value engineering; the preparation of rate

schedules; earnings or expense statements; cash flow or economic evaluations or; feasibility studies, appraisals or valuations.

2.2.8 Furnishing the services of independent professional associates or consultants for work beyond the Scope of Services.

2.2.9 Services necessary due to the Client's award of more than one prime contract for the Project(s); services necessary due to the construction contract containing cost plus or incentive-savings provisions; services necessary in order to arrange for performance by persons other than the prime contractor; or those services necessary to administer Client's contract(s).

2.2.10 Services in connection with staking out the work of contractor(s).

2.2.11 Services during out-of-town travel or visits to the site beyond those specifically identified in this Agreement.

2.2.12 Preparation of operating and maintenance manuals.

2.2.13 Services to redesign some or all of the Project(s).

2.2.14 Preparing to serve or serving as a consultant or witness or assisting Client with any litigation, arbitration or other legal or administrative proceeding.

2.2.15 Services relating to Construction Observation, Certification, Inspection, Construction Cost Estimating, project observation, construction management, construction scheduling, construction phasing or review of Contractor's performance means or methods.

2.3 Whenever, in its sole discretion, Olsson determines additional services as set forth in this Section 2.3 are necessary to avoid a delay in the completion of the Project(s) ("Necessary Additional Services"), Olsson shall perform or obtain from others such services without waiting for specific instructions from Client, and Olsson will be entitled to an increase in compensation for such services at the standard hourly billing rate charged for those employees performing the services, plus reimbursable expenses, if any:

2.3.1 Services in connection with work directive changes and/or change orders directed by the Client to any contractors.

2.3.2 Services in making revisions to drawings and specifications occasioned by the acceptance of substitutions proposed by contractor(s); services after the award of each contract in evaluating and determining the acceptability of an unreasonable or excessive number of substitutions proposed by contractor(s); or evaluating an unreasonable or extensive number of claims submitted by contractor(s) or others in connection with the Project(s).

2.3.3 Services resulting from significant delays, changes or price increases occurring as a direct or indirect result of material, equipment or energy shortages.

2.3.4 Additional or extended services during construction made necessary by (1) work damaged during construction, (2) a defective, inefficient or neglected work by any contractor, (3) acceleration of the progress schedule involving services beyond normal working hours, or (4) default by any contractor.

SECTION 3—CLIENT'S RESPONSIBILITIES

3.1. Client shall provide all criteria and full information as to Client's requirements for the Project(s); designate and identify in writing a person to act with authority on Client's behalf in respect of all aspects of the Project(s); examine and respond promptly to Olsson's submissions; and give prompt written notice to Olsson whenever Client observes or otherwise becomes aware of any defect in the Olsson's services.

3.2 Client agrees to pay Olsson the amounts due for services rendered and expenses within thirty (30) days after Olsson has provided its invoice for such services. In the event Client disputes any invoice item, Client shall give Olsson written notice of such disputed item within fifteen (15) days after receipt of such invoice and shall pay to Olsson the undisputed portion of the invoice according to the provisions hereof. If Client fails to pay any invoiced amounts when due, interest will accrue on each unpaid amount at the rate of thirteen percent (13%) per annum from the date due until paid according to the provisions of this Agreement. Interest shall not be charged on any disputed invoice item which is finally resolved in Client's favor. Payment of interest shall not excuse or cure any default or delay in payment of amounts due.

3.2.1 If Client fails to make any payment due Olsson for services and expenses within thirty (30) days after receipt of Olsson's statement therefore, Olsson may, after giving seven (7) days written notice to Client, suspend services to Client under this Agreement until Olsson has been paid in full all amounts due for services, expenses and charges and Client will not obtain any license to any Work Product or be entitled to retain or use any Work Product pursuant to Section 7.1 unless and until Olsson has been paid in full and Client has fully satisfied all of its obligations under this Agreement.

3.3 Payments to Olsson shall not be withheld, postponed or made contingent on the construction, completion or success of the Project(s) or upon receipt by the Client of offsetting reimbursements or credit from other parties who may have caused the need for additional services. No withholdings, deductions or offsets shall be made from Olsson's compensation for any reason unless and until Olsson has been found to be legally liable for such amounts.

3.4 Client shall also do the following and pay all costs incident thereto:

3.4.1 Furnish to Olsson any existing and/or required borings, probings or subsurface explorations; hydrographic surveys; laboratory tests or inspections of samples, materials or equipment; appropriate professional interpretations of any of the foregoing; environmental assessment and impact statements; property, boundary, easement, right-of-way, topographic or utility surveys; property descriptions; and/or zoning or deed restrictions; all of which Olsson may rely upon in performing services hereunder.

3.4.2 Guarantee access to and make all provisions for Olsson to enter upon public and private property reasonably necessary to perform its services on the Project(s).

3.4.3 Provide such legal, accounting, independent cost estimating or insurance counseling services as may be required for the Project(s); any auditing service required in respect of contractor(s) applications for payment; and/or any inspection services to determine if contractor(s) are performing the work legally.

3.4.4 Provide engineering surveys to establish reference points for construction unless specifically included in Olsson's Scope of Services.

3.4.5 Furnish approvals and permits from all governmental authorities having jurisdiction over the Project(s).

3.4.6 If more than one prime contractor is to be awarded the contract for construction, designate a party to have responsibility and authority for coordinating and interfacing the activities of the various prime contractors.

3.4.7 All fees and other amounts payable by Client under this Agreement are exclusive of taxes and similar assessments. Without limiting the foregoing, Client is responsible and liable for all sales, service, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any federal, state, county or local governmental authority on any amounts payable by Client under this Agreement, other than any taxes imposed on Olsson's income. In the event any governmental authority assesses Olsson for taxes, duties, or charges of any kind in connection with Scope of Services provided by Olsson to Client, Olsson shall be entitled to submit an invoice to Client, its successors or assigns, for the amount of said assessment and related interest and penalties. Client shall pay such invoice in accordance with Olsson's standard payment terms.

3.5 Client shall pay all costs incident to obtaining bids or proposals from contractor(s).

3.6 Client shall pay all permit application review costs for government authorities having jurisdiction over the Project(s).

3.7 Contemporaneously with the execution of this Agreement, Client shall designate in writing an individual to act as its duly authorized Project(s) representative.

3.8 Client shall bear sole responsibility for:

3.8.1 Jobsite safety. Neither the professional activities of Olsson, nor the presence of Olsson or its employees or sub-consultants at the Project shall impose any duty on Olsson relating to any health or safety laws, regulations, rules, programs or procedures.

3.8.2 Notifying third parties including any governmental agency or prospective purchaser, of the existence of any hazardous or dangerous materials located in or around the Project(s) site.

3.8.3 Providing and updating Olsson with accurate information regarding existing conditions, including the existence of hazardous or dangerous materials, proposed

Project(s) site uses, any change in Project(s) plans, and all subsurface installations, such as pipes, tanks, cables and utilities within the Project(s) site.

3.8.4 Providing and assuming all responsibility for: interpretation of contract documents; Construction Observations; Certifications; Inspections; Construction Cost Estimating; project observations; construction management; construction scheduling; construction phasing; and review of Contractor's performance, means and methods. Client waives any claims against Olsson and releases Olsson from liability relating to or arising out of such services and agrees, to the fullest extent permitted by law, to indemnify and hold Olsson harmless from any and all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, relating to such actions and services.

3.9 Client releases Olsson from liability for any incorrect advice, judgment or decision based on inaccurate information furnished by Client or others.

3.10 If reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including hazardous materials, encountered on the site, Olsson may immediately stop work in the affected area and report the condition to Client. Client shall be solely responsible for retaining independent consultant(s) to determine the nature of the material and to abate or remove the material. Olsson shall not be required to perform any services or work relating to or in the area of such material until the material has been removed or rendered harmless and only after approval, if necessary of the government agency with jurisdiction.

SECTION 4—MEANING OF TERMS

4.1 The "Cost of Construction" of the entire Project(s) (herein referred to as "Cost of Construction") means the total cost to Client of those portions of the entire Project(s) designed and specified by Olsson, but it will not include Olsson's compensation and expenses, the cost of land, rights-of-way, or compensation for or damages to, properties unless this Agreement so specifies, nor will it include Client's legal, accounting, insurance counseling or auditing services, or interest and financing charges incurred in connection with the Project(s) or the cost of other services to be provided by others to Client pursuant to Section 3.

4.2 The "Salary Costs": Used as a basis for payment mean salaries and wages (base and incentive) paid to all Olsson's personnel engaged directly on the Project(s), including, but not limited to, engineers, architects, surveyors, designers, draftsmen, specification writers, estimators, other technical and business personnel; plus the cost of customary and statutory benefits, including, but not limited to, social security contributions, unemployment, excise and payroll taxes, workers' compensation, health and retirement benefits, sick leave, vacation and holiday pay and other group benefits.

4.3 "Certify" or "a Certification": If included in the Scope of Services, such services shall be limited to a statement of Olsson's opinion, to the best of Olsson's professional knowledge, information and belief, based upon its periodic observations and reasonable review of reports and tests created by Olsson or provided to Olsson. Olsson shall not be responsible for constant or exhaustive observation of the work. Client

understands and agrees that any certifications based upon discrete sampling observations and that such observations indicate conditions that exist only at the locations and times the observations were performed. Performance of such observation services and certification does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the work may occur. Olsson shall have no responsibility for the means, methods, techniques, sequences or procedures selected by the contractor(s) or for the contractor's safety precautions and programs nor for failure by the contractor(s) to comply with any laws or regulations relating to the performance or furnishing of any work by the contractor(s). Client shall hold its contractor(s) solely responsible for the quality and completion of the Project(s), including construction in accordance with the construction documents. Any duty under this Agreement is for the sole benefit of the Client and not for any third party, including the contractor(s) or any subcontractor(s). Olsson shall sign pre-printed form certifications only if (a) Olsson approves the form of such certification prior to the commencement of its services, (b) such certification is expressly included in the Scope of Services, (c) the certification is limited to a statement of professional opinion and does not constitute a warranty or guarantee, express or implied. It is understood that any certification by Olsson shall not relieve the Client or the Client's contractors of any responsibility or obligation they may have by industry custom or under any contract.

4.4 "Opinion of Probable Cost": An opinion of probable construction cost made by Olsson. In providing opinions of probable construction cost, it is recognized that neither the Client nor Olsson has control over the costs of labor, equipment or materials, or over the contractor's methods of determining prices or bidding. The opinion of probable construction costs is based on Olsson's reasonable professional judgment and experience and does not constitute a warranty, express or implied, that the contractor's bids or the negotiated price of the work on the Project(s) will not vary from the Client's budget or from any opinion of probable cost prepared by Olsson.

4.5 "Day": A calendar day of 24 hours. The term "days" shall mean consecutive calendar days of 24 hours each, or fraction thereof.

4.6 "Construction Observation": If included in the Scope of Services, such services during construction shall be limited to periodic visual observation and testing of the work to determine that the observed work generally conforms to the contract documents. Olsson shall not be responsible for constant or exhaustive observation of the work. Client understands and agrees that such visual observations are discrete sampling procedures and that such procedures indicate conditions that exist only at the locations and times the observations were performed. Performance of Construction Observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the work may occur. Olsson shall have no responsibility for the means, methods, techniques, sequences or procedures selected by the contractor or for the contractor's safety precautions and programs nor for failure by the contractor to comply with any laws or regulations relating to the performance or furnishing of any work by the contractor. Client shall hold its contractor(s) solely responsible for the quality and completion of the Project(s), including construction in accordance with the construction documents. Any duty under this Agreement is for the sole benefit of the Client and not for

any third party, including the contractor or any subcontractor. Client, or its designees shall notify Olsson at least twenty-four (24) hours in advance of any field tests and observations required by the construction documents.

4.7 "Inspect" or "Inspection": If included in the Scope of Services, such services shall be limited to the periodic visual observation of the contractor's completed work to permit Olsson, as an experienced and qualified professional, to determine that the observed work, generally conforms to the contract documents. Olsson shall not be responsible for constant or exhaustive observation of the work. Client understands and agrees that such visual observations are discrete sampling procedures and that such procedures indicate conditions that exist only at the locations and times the observations were performed. Performance of such observation services does not constitute a warranty or guarantee of any type, since even with diligent observation, some construction defects, deficiencies or omissions in the work may occur. Olsson shall have no responsibility for the means, methods, techniques, sequences or procedures selected by the contractor(s) or for the contractor's safety precautions and programs nor for failure by the contractor(s) to comply with any laws or regulations relating to the performance or furnishing of any work by the contractor(s). Client shall hold its contractor(s) solely responsible for the quality and completion of the Project(s), including construction in accordance with the construction documents. Any duty under this Agreement is for the sole benefit of the Client and not for any third party, including the contractor(s) or any subcontractor(s). Client, or its designees, shall notify Olsson at least twenty-four (24) hours in advance of any inspections required by the construction documents.

4.8 "Record Documents": Drawings prepared by Olsson upon the completion of construction based upon the drawings and other data furnished to Olsson by the Contractor and others showing significant changes in the work on the Project(s) made during construction. Because Record Documents are prepared based on unverified information provided by others, Olsson makes no warranty of the accuracy or completeness of the Record Documents.

SECTION 5—TERMINATION

5.1 Either party may terminate this Agreement, for cause upon giving the other party not less than seven (7) calendar days written notice of default for any of the following reasons; provided, however, that the notified party shall have the same seven (7) calendar day period in which to cure the default:

5.1.1 Substantial failure by the other party to perform in accordance with the terms of this Agreement and through no fault of the terminating party;

5.1.2 Assignment of this Agreement or transfer of the Project(s) by either party to any other entity without the prior written consent of the other party;

5.1.3 Suspension of the Project(s) or Olsson's services by the Client for more than ninety (90) calendar days, consecutive or in the aggregate.

5.2 In the event of a "for cause" termination of this Agreement by either party, the Client shall, within fifteen (15) calendar days after receiving Olsson's final invoice, pay Olsson for all services rendered and all reimbursable costs incurred by

Olsson up to the date of termination, in accordance with the payment provisions of this Agreement.

5.2.1 In the event of a "for cause" termination of this Agreement by Client and (a) a final determination of default is entered against Olsson under Section 6.2 and (b) Client has fully satisfied all of its obligations under this Agreement, Olsson shall grant Client a limited license to use the Work Product pursuant to Section 7.1.

5.3 The Client may terminate this Agreement for the Client's convenience and without cause upon giving Olsson not less than seven (7) calendar days written notice. In the event of any termination that is not the fault of Olsson, the Client shall pay Olsson, in addition to payment for services rendered and reimbursable costs incurred, for all expenses reasonably incurred by Olsson in connection with the orderly termination of this Agreement, including but not limited to demobilization, reassignment of personnel, associated overhead costs, any fees, costs or expenses incurred by Olsson in preparing or negotiating any proposals submitted to Client for Olsson's Scope of Services or Optional Additional Services under this Agreement and all other expenses directly resulting from the termination and a reasonable profit of ten percent (10%) of Olsson's actual costs (including overhead) incurred.

SECTION 6—DISPUTE RESOLUTION

6.1. Mediation

6.1.1 All questions in dispute under this Agreement shall be submitted to mediation. On the written notice of either party to the other of the election to submit any dispute under this Agreement to mediation, each party shall designate their representatives and shall meet within ten (10) days after the service of the notice. The parties themselves shall then attempt to resolve the dispute within ten (10) days of meeting.

6.1.2 Should the parties themselves be unable to agree on a resolution of the dispute, and then the parties shall appoint a third party who shall be a competent and impartial party and who shall be acceptable to each party, to mediate the dispute. Any third party mediator shall be qualified to evaluate the performance of both of the parties, and shall be familiar with the design and construction progress. The third party shall meet to hear the dispute within ten (10) days of their selection and shall attempt to resolve the dispute within fifteen (15) days of first meeting.

6.1.3 Each party shall pay the fees and expenses of the third party mediator and such costs shall be borne equally by both parties.

6.2 Arbitration or Litigation

6.2.1 Olsson and Client agree that from time to time, there may be conflicts, disputes and/or disagreements between them, arising out of or relating to the services of Olsson, the Project(s), or this Agreement (hereinafter collectively referred to as "Disputes") which may not be resolved through mediation. Therefore, Olsson and Client agree that all Disputes shall be resolved by binding arbitration or litigation at the sole discretion and choice of Olsson. If Olsson chooses arbitration, the arbitration proceeding shall proceed in accordance with the Construction Industry Arbitration Rules of the AAA.

6.2.2 Client hereby agrees that Olsson shall have the right to include Client, by consolidation, joinder or other manner, in any arbitration or litigation involving Olsson and a subconsultant or subcontractor of Olsson or Olsson and any other person or entity, regardless of who originally initiated such proceedings.

6.2.3 If Olsson chooses arbitration or litigation, either may be commenced at any time prior to or after completion of the Project(s), provided that if arbitration or litigation is commenced prior to the completion of the Project(s), the obligations of the parties under the terms of this Agreement shall not be altered by reason of the arbitration or litigation being conducted. Any arbitration hearings or litigation shall take place in Lincoln, Nebraska, the location of Olsson's home office.

6.2.4 Except to the extent prohibited by law, the prevailing party in any arbitration or litigation relating to any Dispute shall be entitled to recover from the other party those reasonable attorney fees, costs and expenses incurred by the prevailing party in connection with the Dispute. In the event of a Dispute involving a Claim (as hereinafter defined) against Olsson, Olsson shall be considered the "prevailing party" if Client is awarded materially less than the full amount of damages claimed by the Client in connection with the Dispute. In all other Disputes, "prevailing party" shall mean the party (if any) who obtains all, or substantially all, of the relief requested by that party in connection with the Dispute.

6.3 Certification of Merit

Client agrees that it will not assert any claim, including but not limited to, professional negligence, negligence, breach of contract, misconduct, error, omission, fraud, or misrepresentation ("Claim") against Olsson, or any Olsson subconsultant, unless Client has first provided Olsson with a sworn certificate of merit affidavit setting forth the factual and legal basis for such Claim (the "Certificate"). The Certificate shall be executed by an independent engineer ("Certifying Engineer") currently licensed and practicing in the jurisdiction of the Project site. The Certificate must contain: (a) the name and license number of the Certifying Engineer; (b) the qualifications of the Certifying Engineer, including a list of all publications authored in the previous 10 years and a list of all cases in which the Certifying Engineer testified within the previous 4 years; (c) a statement by the Certifying Engineer setting forth the factual basis for the Claim; (d) a statement by the Certifying Engineer of each and every act, error, or omission that the Certifying Engineer contends supports the Claim or any alleged violation of any applicable standard of care; (e) a statement by the Certifying Engineer of all opinions the Certifying Engineer holds regarding the Claim or any alleged violation of any applicable standard of care; (f) a list of every document related to the Project reviewed by the Certifying Engineer; and (g) a list of every individual who provided Certifying Engineer with any information regarding the Project. The Certificate shall be provided to Olsson not less than thirty (30) days prior to any arbitration or litigation commenced by Client or not less than ten (10) days prior to the initial response submitted by Client in any arbitration or litigation commenced by someone other than Client. The Certificate is a condition precedent to the right of Client to assert any Claim in any litigation or arbitration and Client's failure to timely provide a Certificate to Olsson will be grounds for automatic dismissal of the Claim with prejudice. In any such instance, Olsson shall be entitled to an award of attorney's fees, costs, and expenses.

SECTION 7—MISCELLANEOUS

7.1 Reuse of Documents

All documents, including drawings, specifications, reports, boring logs, maps, field data, data, test results, information, recommendations, or opinions prepared or furnished by Olsson (and Olsson's independent professional associates and consultants) pursuant to this Agreement ("Work Product"), are all Olsson's instruments of service, do not constitute goods or products, and are copyrighted works of Olsson. Olsson shall retain an ownership and property interest in such Work Product whether or not the Project(s) is completed. If Client has fully satisfied all of its obligations under this Agreement, Olsson shall grant Client a limited license to use the Work Product and Client may make and retain copies of Work Product for use in connection with the Project(s); however, such Work Product is for the exclusive use and benefit of Client or its agents in connection with the Project(s), are not intended to inform, guide or otherwise influence any other entities or persons with respect to any particular business transactions, and should not be relied upon by any entities or persons other than Client or its agents for any purpose other than the Project(s). Such Work Product is not intended or represented to be suitable for reuse by Client or others on extensions of the Project(s) or on any other Project(s). Client will not distribute or convey such Work Product to any other persons or entities without Olsson's prior written consent which shall include a release of Olsson from liability and indemnification by the third party. Any reuse of Work Product without written verification or adaptation by Olsson for the specific purpose intended will be at Client's sole risk and without liability or legal exposure to Olsson, or to Olsson's independent professional associates or consultants, and Client shall indemnify and hold harmless Olsson and Olsson's independent professional associates and consultants from all claims, damages, losses and expenses including attorneys' fees arising out of or resulting therefrom. Any such verification or adaptation of Work Product will entitle Olsson to further compensation at rates to be agreed upon by Client and Olsson.

7.2 Electronic Files

By accepting and utilizing any electronic file of any Work Product or other data transmitted by Olsson, the Client agrees for itself, its successors, assigns, insurers and all those claiming under or through it, that by using any of the information contained in the attached electronic file, all users agree to be bound by the following terms. All of the information contained in any electronic file is the work product and instrument of service of Olsson, who shall be deemed the author, and shall retain all common law, statutory law and other rights, including copyrights, unless the same have previously been transferred in writing to the Client. The information contained in any electronic file is provided for the convenience to the Client and is provided in "as is" condition. The Client is aware that differences may exist between the electronic files transferred and the printed hard-copy original signed and stamped drawings or reports. In the event of a conflict between the signed original documents prepared by Olsson and the electronic files, which may be transferred, the signed and sealed original documents shall govern. Olsson specifically disclaims all warranties, expressed or implied, including without limitation, and any warranty of merchantability or fitness for a particular purpose with respect to any electronic files. It shall be Client's responsibility to confirm the accuracy of the information contained in the electronic file and that it accurately reflects the information needed by the Client. Client

shall not retransmit any electronic files, or any portion thereof, without including this disclaimer as part of any such transmissions. In addition, Client agrees, to the fullest extent permitted by law, to indemnify and hold harmless Olsson, its officers, directors, employees and sub consultants against any and all damages, liabilities, claims or costs, including reasonable attorney's and expert witness fees and defense costs, arising from any changes made by anyone other than Olsson or from any reuse of the electronic files without the prior written consent of Olsson.

7.3 Opinion of Probable Cost

Since Olsson has no control over the cost of labor, materials, equipment or services furnished by others, or over the contractor(s)' methods of determining prices, or over competitive bidding or market conditions, Olsson's Opinion of Probable Cost provided for herein is made on the basis of Olsson's experience and qualifications and represent Olsson's best judgment as an experienced and qualified professional engineer, familiar with the construction industry. Client acknowledges and agrees that Olsson cannot and does not guarantee proposals or bids and that actual total Project(s) or construction costs may reasonably vary from Olsson's Opinion of Probable Cost. If prior to the bidding or negotiating phase Client wishes greater assurance as to total Project(s) or construction costs, Client shall employ an independent cost estimator as provided in paragraph 3.4.3. If Olsson's Opinion of Probable Cost was performed in accordance with its standard of care and was reasonable under the total circumstances, any services performed by Olsson to modify the contract documents to bring the construction cost within any limitation established by Client will be considered Optional Additional Services and paid for as such by Client. If, however, Olsson's Opinion of Probable Cost was not performed in accordance with its standard of care and was unreasonable under the total circumstances and the lowest negotiated bid for construction of the Project(s) unreasonably exceeds Olsson's Opinion of Probable Cost, Olsson shall modify its work as necessary to adjust the Project(s)' size, and/or quality to reasonably comply with the Client's budget at no additional cost to Client. Under such circumstances, Olsson's modification of its work at no cost shall be the limit of Olsson's responsibility with regard to any unreasonable Opinion of Probable Cost.

7.4 Prevailing Wages

It is Client's responsibility to determine whether the Project(s) is covered under any prevailing wage regulations. Unless Client specifically informs Olsson in writing that the Project(s) is a prevailing wage project and is identified as such in the Scope of Services, Client agrees to reimburse Olsson and to defend, indemnify and hold harmless Olsson from and against any liability, including costs, fines and attorneys' fees, resulting from a subsequent determination that the Project(s) was covered under any prevailing wage regulations.

7.5 Samples

All material testing samples shall remain the property of the Client. If appropriate, Olsson shall preserve samples obtained no longer than forty-five (45) days after the issuance of any document that includes the data obtained from those samples. After that date, Olsson may dispose of the samples or return them to Client at Client's cost.

7.6 Standard of Care

Olsson will strive to perform its services in a manner consistent with that level of care and skill ordinarily exercised by members of Olsson's profession providing similar services in the same locality under similar circumstances at the time Olsson's services are performed. This Agreement creates no other representation, warranty or guarantee, express or implied.

7.7 Force Majeure

Any delay in the performance of any of the duties or obligations of either party hereto (except the payment of money) shall not be considered a breach of this Agreement and the time required for performance shall be extended for a period equal to the period of such delay, provided that such delay has been caused by or is the result of any acts of God, acts of the public enemy, insurrections, riots, embargoes, labor disputes, including strikes, lockouts, job actions, boycotts, fires, explosions, floods, shortages of material or energy, or other unforeseeable causes beyond the control and without the fault or negligence of the party so affected. The affected party shall give prompt notice to the other party of such cause, and shall take promptly whatever reasonable steps are necessary to relieve the effect of such cause.

7.8 Equal Employment Opportunity

Olsson and any sub-consultant or subcontractor shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or veteran status.

7.9 Confidentiality

In performing this Agreement, the parties may disclose to each other written, oral, electronic, graphic, machine-readable, tangible or intangible, non-public, confidential or proprietary data or information in any form or medium, including but not limited to: (1) information of a business, planning, marketing, conceptual, design, or technical nature; (2) models, tools, hardware, software or source code; and (3) any documents, videos, photographs, audio files, data, studies, reports, flowcharts, works in progress, memoranda, notes, files or analyses that contain, summarize or are based upon any non-public, proprietary or confidential information (hereafter referred to as the "Information"). The Information is not required to be marked as confidential.

7.9.1 Therefore, Olsson and Client agree that the party receiving Information from the other party to this Agreement (the "Receiving Party") shall keep Information confidential and not use the Information in any manner other than in the performance of this Agreement without prior written approval of the party disclosing Information (the "Disclosing Party") unless Client is a public entity and the release of Information is required by law or legal process.

7.9.2 Prior to the start of construction on the Project, the existence of discussions between the parties, the purpose of this Agreement, and this Agreement shall be considered Information subject to the confidentiality provisions of this Agreement.

7.9.3 Notwithstanding anything to the contrary herein, the Receiving Party shall have no obligation to preserve the confidentiality of any Information which:

7.9.3.1 was previously known to the Receiving Party free of any obligation to keep it confidential; or

7.9.3.2 is or becomes publicly available by other than unauthorized disclosures; or

7.9.3.3 is independently developed by the Receiving Party without a breach of this Agreement; or

7.9.3.4 is disclosed to third parties by the Disclosing Party without restrictions; or

7.9.3.5 is received from a third party not subject to any confidentiality obligations.

7.9.4 In the event that the Receiving Party is required by law or legal process to disclose any of Information of the Disclosing Party, the Receiving Party required to disclose such Information shall provide the Disclosing Party with prompt oral and written notice, unless notice is prohibited by law (in which case such notice shall be provided as early as may be legally permissible), of any such requirement so that the Disclosing Party may seek a protective order or other appropriate remedy.

7.9.5 Notwithstanding anything to the contrary herein (or to the contrary of any existing or future nondisclosure, confidentiality or similar agreement between the parties), Olsson is authorized, to use, display, reproduce, publish, transmit, and distribute Information (including, but not limited to, videos and photographs of the Project) on and in any and all formats and media (including, but not limited to, Olsson's internet website) throughout the world and in all languages in connection with or in any manner relating to the marketing, advertising, selling, qualifying, proposing, commercializing, and promotion of Olsson and/or its services and business and in connection with any other lawful purpose of Olsson. In the event of any conflict or inconsistency between the provisions of this section and any other prior or future nondisclosure, confidentiality or similar agreement between the parties, the terms of this section shall take precedence.

7.9.6 Nothing contained in this Agreement shall be construed as altering any rights that the Disclosing Party has in the Information exchanged with or disclosed to the Receiving Party, and upon request, the Receiving Party will return all Information received in tangible form to the Disclosing Party, or at the Receiving Party's option, destroy all such Information. If the Receiving Party exercises its option to destroy the Information, the Receiving Party shall certify such destruction to the Disclosing Party.

7.9.7 The parties acknowledge that disclosure or use of Information in violation of this Agreement could cause irreparable harm for which monetary damages may be difficult to ascertain or constitute an inadequate remedy. Each party therefore agrees that the Disclosing Party shall be entitled in

addition to its other rights to seek injunctive relief for any violation of this Agreement.

7.9.8 The obligations of confidentiality set forth herein shall survive termination of this Agreement but shall only remain in effect for a period of one (1) year from the date the Information is first disclosed.

7.10 Damage or Injury to Subterranean Structures or Utilities, Hazardous Materials, Pollution and Contamination

7.10.1 To the extent that work pursuant to this Agreement requires any sampling, boring, excavation, ditching or other disruption of the soil or subsurface at the Site, Olsson shall confer with Client prior to such activity and Client will be responsible for identifying, locating and marking, as necessary, any private subterranean structures or utilities and Olsson shall be responsible for arranging investigation of public subterranean structures or utilities through an appropriate utility one-call provider. Thereafter, Olsson shall take all reasonable precautions to avoid damage or injury to subterranean structures or utilities which were identified by Client or the one-call provider. Olsson shall not be responsible for any damage, liability or costs, for any property damage, injury or economic loss arising or allegedly arising from damages to subterranean structures or utilities caused by subsurface penetrations in locations approved by Client and/or the one call provider or not correctly shown on any plans, drawings or utility clearance provided to Olsson, except for damages caused by the negligence of Olsson in the use of such information.

7.10.2 It is understood and agreed that any assistance Olsson may provide Client in the disposal of waste materials shall not result in Olsson being deemed as a generator, arranger, transporter or disposer of hazardous materials or hazardous waste as defined under any law or regulation. Title to all samples and waste materials remains with Client, and at no time shall Olsson take title to the above material. Client may authorize Olsson to execute Hazardous Waste Manifest, Bill of Lading or other forms as agent of Client. If Client requests Olsson to execute such documents as its agent, the Hazardous Waste Manifest, Bill of Lading or other similar documents shall be completed in the name of the Client. Client agrees to indemnify and hold Olsson harmless from any and all claims that Olsson is a generator, arranger, transporter, or disposer of hazardous waste as a result of any actions of Olsson, including, but not limited to, Olsson signing a Hazardous Waste Manifest, Bill of Lading or other form on behalf of Client.

7.10.3 At any time, Olsson can request in writing that Client remove samples, cuttings and hazardous substances generated by the Project(s) from the project site or other location. Client shall promptly comply with such request, and pay and be responsible for the removal and lawful disposal of samples, cuttings and hazardous substances, unless other arrangements are mutually agreed upon in writing.

7.10.4 Client shall release Olsson of any liability for, and shall defend and indemnify Olsson against any and all claims, liability and expense resulting from operations under this Agreement on account of injury to, destruction of, or loss or impairment of any property right in or to oil, gas, or other mineral substance or water, if at the time of the act or omission causing such injury, destruction, loss or impairment, said substance had not been reduced to physical possession above the surface of

the earth, and for any loss or damage to any formation, strata, reservoir beneath the surface of the earth.

7.10.5 Notwithstanding anything to the contrary contained herein, it is understood and agreed by and between Olsson and Client that the responsibility for pollution and contamination shall be as follows:

7.10.5.1 Unless otherwise provided herein, Client shall assume all responsibility for, including control and removal of, and protect, defend and save harmless Olsson from and against all claims, demands and causes of action of every kind and character arising from pollution or contamination (including naturally occurring radioactive material) which originates above the surface of the land or water from spills of fuels, lubricants, motor oils, pipe dope, paints, solvents, ballast, bilge and garbage, except unavoidable pollution from reserve pits, wholly in Olsson's possession and control and directly associated with Olsson's equipment.

7.10.5.2 In the event a third party commits an act or omission which results in pollution or contamination for which either Olsson or Client, for whom such party is performing work, is held to be legally liable, the responsibility therefore shall be considered as between Olsson and Client, to be the same as if the party for whom the work was performed had performed the same and all of the obligations regarding defense, indemnity, holding harmless and limitation of responsibility and liability, as set forth herein, shall be specifically applied.

7.11 Controlling Law and Venue

The parties agree that this Agreement and any legal actions concerning its validity, interpretation or performance shall be governed by the laws of the State of Nebraska. It is further agreed that any legal action between the parties arising out of this Agreement or the performance of services shall be brought in a court of competent jurisdiction in Nebraska.

7.12 Subconsultants

Olsson may utilize as necessary in its discretion subconsultants and other subcontractors. Olsson will be paid for all services rendered by its subconsultants and other subcontractors as set forth in this Agreement.

7.13 Assignment

7.13.1 Client and Olsson each are hereby bound and the partners, successors, executors, administrators and legal representatives of Client and Olsson (and to the extent permitted by paragraph 7.13.2 the assigns of Client and Olsson) are hereby bound to the other party to this Agreement and to the partners, successors, executors, administrators and legal representatives (and said assigns) of such other party, in respect of all covenants, agreements and obligations of this Agreement.

7.13.2 Neither Client nor Olsson shall assign, sublet or transfer any rights under or interest in (including, but without limitation, moneys that may become due or moneys that are due) this Agreement without the written consent of the other, except to the extent that any assignment, subletting or transfer is mandated by law or the effect of this limitation may be restricted by law. Unless specifically stated to the contrary in any written consent to an assignment, no assignment will release or

discharge the assignor from any duty or responsibility under this Agreement. Nothing contained in this paragraph shall prevent Olsson from employing such subconsultants and other subcontractors as Olsson may deem appropriate to assist in the performance of services under this Agreement.

7.13.3 Nothing under this Agreement shall be construed to give any rights or benefits in this Agreement to anyone other than Client and Olsson, and all duties and responsibilities undertaken pursuant to this Agreement will be for the sole and exclusive benefit of Client and Olsson and not for the benefit of any other party. There are no third-party beneficiaries of this Agreement.

7.14 Indemnity

Olsson and Client mutually agree, to the fullest extent permitted by law, to indemnify and hold each other harmless from any and all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, relating to third party personal injury or third party property damage and arising from their own negligent acts, errors or omissions in the performance of their services under this Agreement, but only to the extent that each party is responsible for such damages, liabilities or costs on a comparative basis of fault.

7.15 Limitation on Damages

7.15.1 Notwithstanding any other provision of this Agreement, and to the fullest extent permitted by law, neither party's individual employees, principals, officers or directors shall be subject to personal liability or damages arising out of or connected in any way to the Project(s) or to this Agreement.

7.15.2 Notwithstanding any other provision of this Agreement, and to the fullest extent permitted by law, neither Client nor Olsson, their respective officers, directors, partners, employees, contractors or subconsultants shall be liable to the other or shall make any claim for any delay damages, any punitive damages or any incidental, indirect or consequential damages arising out of or connected in any way to the Project(s) or to this Agreement. This mutual waiver of delay damages and consequential damages shall include, but is not limited to, disruptions, accelerations, inefficiencies, increased construction costs, increased home office overhead, loss of use, loss of profit, loss of business, loss of income, loss of reputation or any other delay or consequential damages that either party may have incurred from any cause of action including, but not limited to, negligence, statutory violations, misrepresentation, fraud, deceptive trade practices, breach of fiduciary duties, strict liability, breach of contract and/or breach of strict or implied warranty. Both the Client and Olsson shall require similar waivers of consequential damages protecting all the entities or persons named herein in all contracts and subcontracts with others involved in the Project(s).

7.15.3 Notwithstanding any other provision of this Agreement, Client agrees that, to the fullest extent permitted by law, Olsson's total liability to the Client for any and all injuries, claims, losses, expenses, damages, or claims expenses of any kind arising from any services provided by or through Olsson under this Agreement, shall not exceed the amount of Olsson's fee earned under this Agreement. Client acknowledges that such causes include, but are not limited to, negligence, statutory violations, misrepresentation, fraud, deceptive trade practices, breach of fiduciary duties, strict liability, breach of contract

and/or breach of strict or implied warranty. This limitation of liability shall apply to all phases of Olsson's services performed in connection with the Project(s), whether subsequent to or prior to the execution of this Agreement.

7.16 Entire Agreement/Severability

This Agreement supersedes all prior communications, understandings and agreements, whether oral or written. Amendments to this Agreement must be in writing and signed by the Client and Olsson. If any part of this Agreement is found to conflict with applicable law, such part alone shall be null and void and considered stricken, but the remainder of this Agreement shall be given full force and effect.



***Future Planning
January 2025***

1/26-2/1	School Board Recognition Week
2/10/25	Site Committee Meeting 6:00 p.m. Finance Committee Meeting 6:30 p.m. Board Meeting 7:00 p.m.
2/12-2/13	Parent Teacher Conferences - early out of school
2/14/25	No School - Comp day
2/17/25	No School
2/20/25	Foundation Work Session 7:30 a.m.
2/24/25	Board of Education Work Session 7:00 p.m.
4/4-4/6/25	NSBA Conference - Atlanta