

February 10, 2025 7:00 PM

Agenda

- I. Site Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - V.A. Minutes of the Previous Month's Meetings
 - V.B. Treasurer's Report
 - V.C. Statement of Activity Fund Accounts
 - V.D. Recommendation for Bill Payment
- VI. Celebration of Excellence - State Champion E-Sports Team
- VII. School Improvement and Building Goals from Westmont Elementary, Springfield Elementary, Platteview Central, and Platteview High School administration and staff.
- VIII. Items From Patrons on Agenda Items
- IX. Old Business
 - IX.A. Approval of the PHS Curriculum Guide and Class Offerings 2025-26
 - IX.B. Discuss, consider and take all necessary action with regard to approving a reorganization plan for a boundary change with Papillion La Vista Community Schools.
 - IX.C. Discuss, consider and take all necessary action with regard to approving a reorganization plan for a boundary change with Papillion La Vista Community Schools.
 - IX.D. Resolution Removing and Appointing Certain Directors and Officers of the Springfield Platteview Community Schools Leasing Corporation
- X. New Business
 - X.A. Approval of Extended Leave of Absence for Sarah Oritiz for the 2025-2026 School Year
 - X.B. Resignation of Alex Nielsen at the conclusion of the 2024-2025 School Year.
 - X.C. Resignation of Dr. Kaela Heneger as Principal of Springfield Elementary at the conclusion of the 2024-2025 School Year.
 - X.D. 2025-2026 Teaching Contract- Sherry Arch
 - X.E. SPCS Social Worker Contract for Taylor Stanton
- XI. Reports
 - XI.A. Site Committee Report
 - XI.B. Legislative Report
- XII. Advance Planning
- XIII. Adjourn



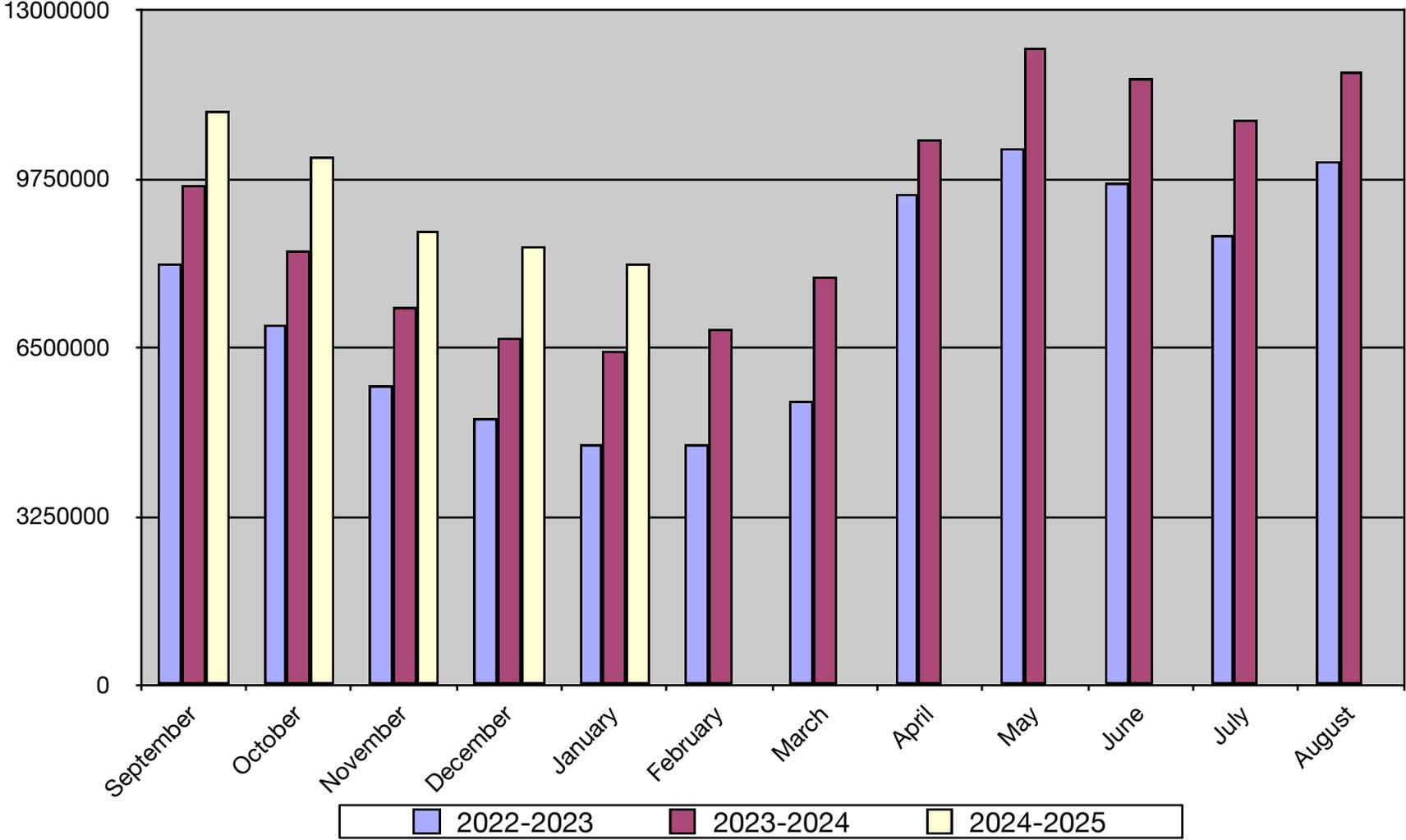
Finance Report February 2025

- Our balance for the General Fund is \$8,115,081. Last year's balance at this time was \$6,422,609.
- The Building Fund is at \$2,884,519.
- We have spent approximately 37.29% of our budget for the year. At this time last year we were at 38.69% of our budget. We are sitting exactly where we want to be.
- Land transfers this board meeting... pre-payments have both been received.
- The School Lunch Fund, Bond, Depreciation, Employee Benefit, and QCPUF are all in normal ranges for this time of year as you review the cash comparisons report.

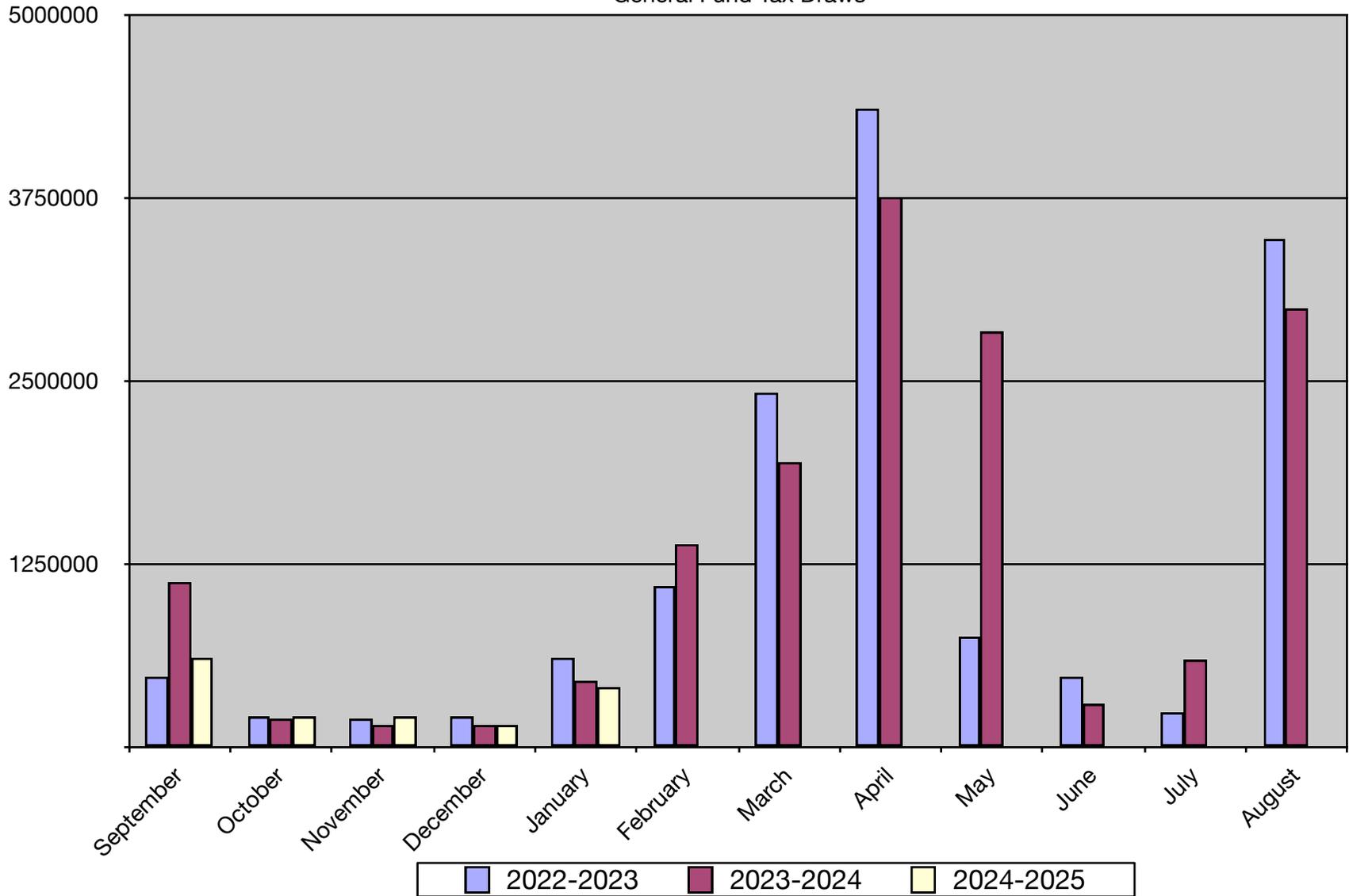
CASH COMPARISONS 24-25 Fiscal Year

			2022-2023	2023-2024	2024-2025
October	General Fund		\$ 6,959,718.55	\$ 8,377,055.35	\$10,182,321.35
	Emp. Benefit Fund		\$ 173,485.70	\$ 228,808.79	\$ 279,389.27
	Building Fund		\$ 1,987,914.91	\$ 494,503.74	\$ 2,762,230.59
	School Lunch		\$ 561,632.90	\$ 676,907.07	\$ 593,331.26
	Bond Fund		\$ 2,088,900.60	\$ 2,379,828.34	\$ 4,366,815.90
	Bond Fund #2		\$ 407,593.92	\$ 24,196.67	\$ 24,256.05
	Depreciation Fund		\$ 467,765.85	\$ 353,379.75	\$ 580,523.40
	QCPUF		\$ 363,766.04	\$ 400,914.49	\$ 430,926.44
	Total		\$13,010,778.47	\$12,935,594.20	\$19,219,794.26
November	General Fund		\$ 5,771,287.98	\$ 7,283,733.01	\$ 8,738,700.27
	Emp. Benefit Fund		\$ 173,499.96	\$ 228,855.81	\$ 279,435.20
	Building Fund		\$ 2,006,192.34	\$ 2,148,167.39	\$ 2,781,844.84
	School Lunch		\$ 551,346.14	\$ 740,002.39	\$ 559,384.76
	Bond Fund		\$ 455,045.68	\$ 1,159,211.99	\$ 2,106,027.27
	Bond Fund #2		\$ 278,290.23	\$ 24,201.64	\$ 17,513.47
	Depreciation Fund		\$ 467,804.30	\$ 353,452.36	\$ 572,204.68
	QCPUF		\$ 26,707.48	\$ 63,199.69	\$ 95,435.35
	Total		\$ 9,730,174.11	\$12,000,824.28	\$15,150,545.84
December	General Fund		\$ 5,122,752.21	\$ 6,703,037.57	\$ 8,451,027.27
	Emp. Benefit Fund		\$ 173,514.70	\$ 228,904.40	\$ 279,482.67
	Building Fund		\$ 2,024,442.28	\$ 1,168,614.07	\$ 2,784,964.66
	School Lunch		\$ 555,574.95	\$ 664,495.03	\$ 514,337.49
	Bond Fund		\$ 467,439.87	\$ 626,438.78	\$ 2,114,906.08
	Bond Fund #2		\$ 109,972.91	\$ 24,206.78	\$ 17,420.55
	Depreciation Fund		\$ 467,844.03	\$ 473,536.45	\$ 572,301.87
	QCPUF		\$ 28,730.54	\$ 63,434.04	\$ 96,214.23
	Total		\$ 8,950,271.49	\$ 9,952,667.12	\$14,830,654.82
January	General Fund		\$ 4,640,816.99	\$ 6,422,609.42	\$ 8,115,081.80
	Emp. Benefit Fund		\$ 173,536.09	\$ 228,953.00	\$ 279,530.14
	Building Fund		\$ 2,142,772.81	\$ 1,166,589.35	\$ 2,884,518.89
	School Lunch		\$ 599,811.62	\$ 600,007.57	\$ 474,077.30
	Bond Fund		\$ 532,983.96	\$ 703,239.64	\$ 2,248,514.42
	Bond Fund #2		\$ 1,120,459.04	\$ 24,211.92	\$ 17,423.51
	Depreciation Fund		\$ 467,901.71	\$ 473,636.99	\$ 572,399.08
	QCPUF		\$ 39,566.01	\$ 70,757.89	\$ 110,984.45
	Total		\$ 9,717,848.23	\$ 9,690,005.78	\$14,702,529.59

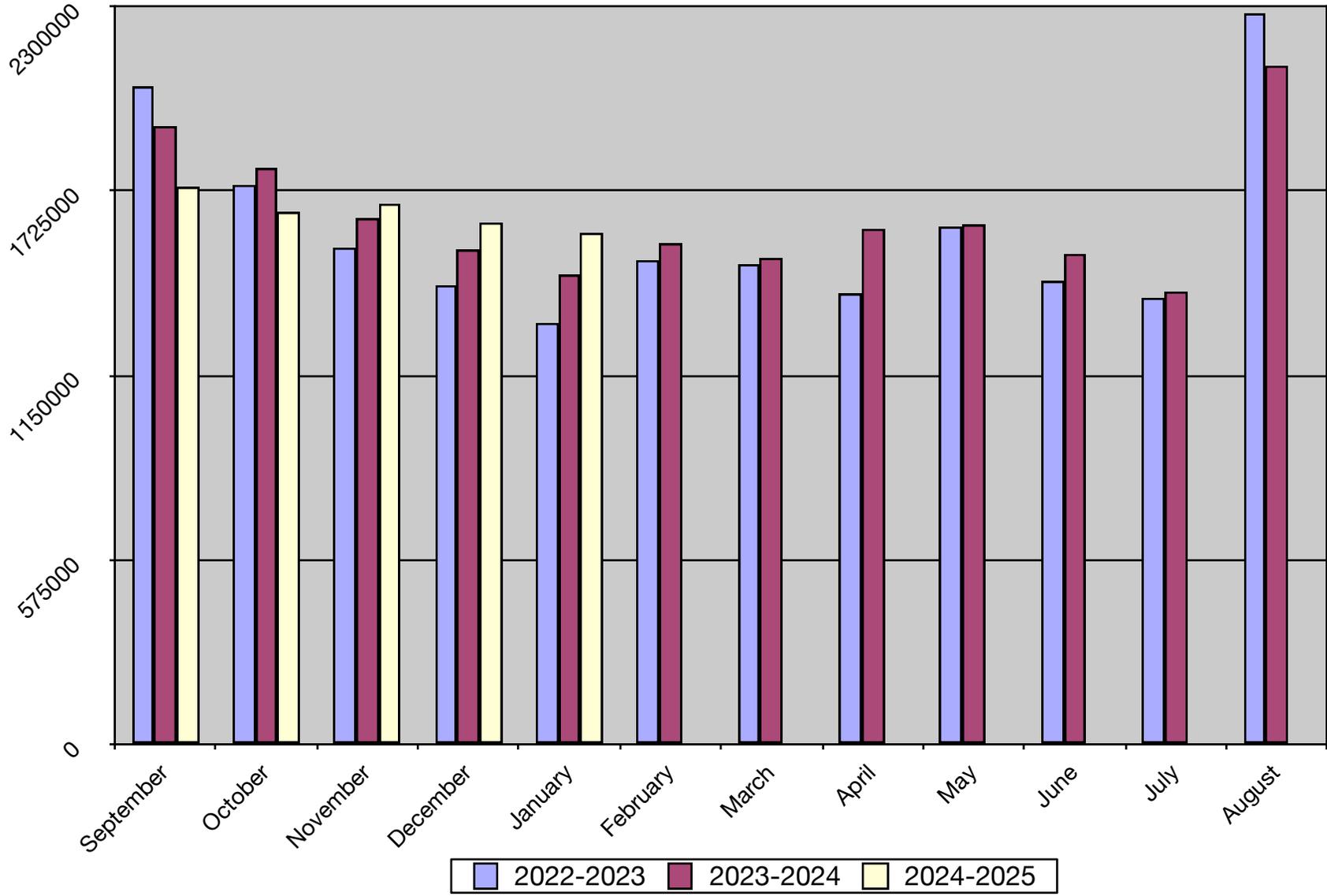
General Fund Balance



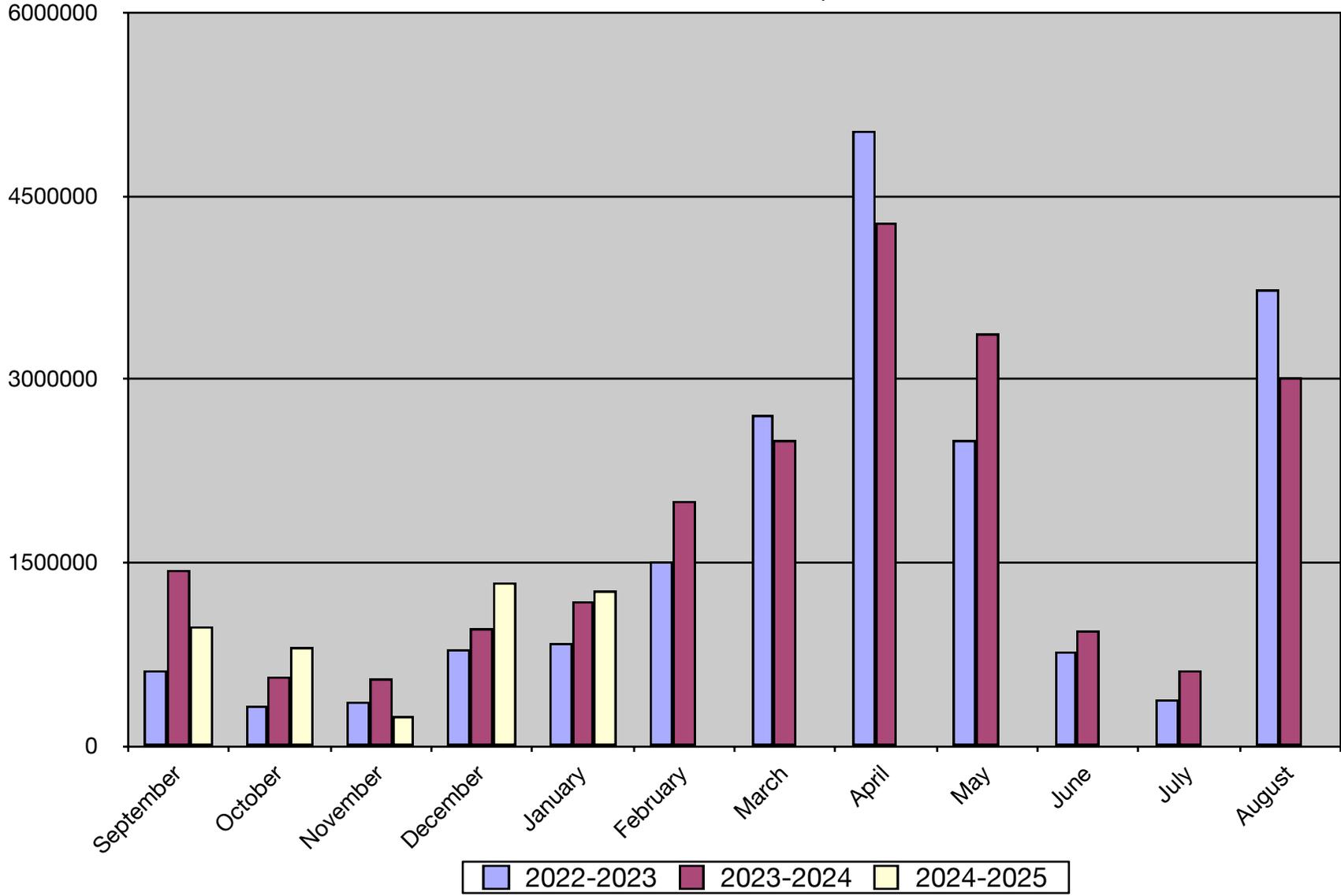
General Fund Tax Draws



General Fund Expenses



General Fund Receipts



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Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	O/ S PO	Unencumbered Balance
01	GENERAL FUND							
1100	REGULAR INSTRUCTIONAL PROGRAMS	9,964,157.00	768,575.89	3,995,210.15	40.16	5,968,946.85	6,498.90	5,962,447.95
1125	FLEX SPENDING	116,515.00	9,694.97	48,704.04	41.80	67,810.96	0.00	67,810.96
1150	LIMITED ENGLISH PROF PROGRAMS	75,000.00	24,300.00	32,943.21	43.92	42,056.79	0.00	42,056.79
1160	PROVERTY PROGRAMS	157,647.00	12,572.70	63,099.35	40.03	94,547.65	0.00	94,547.65
1190	EARLY CHILDHOOD ED PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	2,181,798.00	167,356.05	906,283.50	41.54	1,275,514.50	0.00	1,275,514.50
1291	SPED AGES 3-5	76,489.00	10,904.98	59,069.34	77.23	17,419.66	0.00	17,419.66
1292	SPED AGES 0-2	48,000.00	4,677.66	14,030.88	29.23	33,969.12	0.00	33,969.12
1295	UNIFIED SPORTS	3,641.00	303.40	1,517.00	41.66	2,124.00	0.00	2,124.00
1300	SUMMER SCHOOL	31,383.00	0.00	0.00	0.00	31,383.00	0.00	31,383.00
2120	GUIDANCE SERVICES	419,371.00	35,758.13	174,992.09	41.73	244,378.91	0.00	244,378.91
2130	HEALTH SERVICES	260,348.00	19,099.31	117,847.68	45.27	142,500.32	0.00	142,500.32
2131	HEALTH SERVICES-SPED SA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	208,506.00	20,914.25	76,936.85	36.90	131,569.15	0.00	131,569.15
2142	PSYCHOLOGICAL SERVICES SPED AGE 3-5	17,079.00	501.22	2,506.11	14.67	14,572.89	0.00	14,572.89
2143	PSYCHOLOGICAL SERVICES SPED AGE 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	355,839.00	28,795.76	147,015.18	41.32	208,823.82	0.00	208,823.82
2152	SPEECH & AUDIOLOGY SERV SPED AGE 3-5	56,733.00	4,784.16	24,646.24	43.44	32,086.76	0.00	32,086.76
2153	SPEECH & AUDIOLOGY SERV SPED AGE 0-2	56,733.00	5,017.74	25,967.48	45.77	30,765.52	0.00	30,765.52
2161	OT SERVICES SPED SCHOOL AGE	15,000.00	384.75	3,786.75	25.25	11,213.25	0.00	11,213.25
2162	OT SERVICES SPED AGE 3-5	10,000.00	303.75	1,640.25	16.40	8,359.75	0.00	8,359.75
2163	OT SERVICES SPED AGE 0-2	20,000.00	769.50	5,487.75	27.44	14,512.25	0.00	14,512.25
2171	PT SERVICES SPED SCHOOL AGE	10,000.00	384.75	3,098.25	30.98	6,901.75	0.00	6,901.75
2172	PT SERVICES SPED AGE 3-5	10,000.00	182.25	668.25	6.68	9,331.75	0.00	9,331.75
2173	PT SERVICES SPED AGE 0-2	10,000.00	567.00	2,146.50	21.47	7,853.50	0.00	7,853.50
2181	VISION SERVICES SPED SCHOOL AGE	15,000.00	526.99	1,756.63	11.71	13,243.37	0.00	13,243.37
2182	VISION SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2183	VISION SERVICES SPED AGE 0-2	0.00	526.99	1,405.30	0.00	(1,405.30)	0.00	(1,405.30)
2190	OTHER PUPIL SUPPORT SERVICES	583,989.00	53,892.86	263,769.66	45.17	320,219.34	0.00	320,219.34
2210	IMPROVEMENT OF INSTRUCTION	347,152.00	17,312.17	106,275.97	30.61	240,876.03	0.00	240,876.03
2213	INST STAFF TRAINING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2220	LIBRARY/MEDIA SERVICES	306,811.00	23,902.15	125,759.76	40.99	181,051.24	0.00	181,051.24
2230	INSTRUCTION-RELATED TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2310	BOARD OF EDUCATION	428,500.00	(644.00)	4,495.93	1.29	424,004.07	1,050.00	422,954.07
2320	EXECUTIVE ADMINISTRATION	308,999.00	26,953.08	120,777.42	39.09	188,221.58	0.00	188,221.58
2330	DISTRICT LEGAL SERVICES	50,000.00	730.00	8,141.50	16.28	41,858.50	0.00	41,858.50
2410	OFFICE OF PRINCIPAL	1,156,200.00	88,934.10	483,798.47	41.85	672,401.53	40.20	672,361.33
2510	GENERAL ADMIN-BUSINESS SERVICE	457,652.00	36,247.41	165,509.40	36.16	292,142.60	0.00	292,142.60
2520	PURCH, WARE, AND DIST SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2560	PUBLIC INFO SERVICE	145,289.00	11,233.17	55,413.18	38.14	89,875.82	0.00	89,875.82
2580	ADMIN TECH SERVICES	0.00	0.00	50.00	0.00	(500.00)	0.00	(500.00)
2610	SUPPORT SERVICES OPERATION OF BUILDING	1,236,667.00	83,862.54	412,969.04	33.39	823,697.96	0.00	823,697.96
2620	SUPPORT SERVICES-MAINT OF BUILDING	484,066.00	29,056.73	153,320.28	31.67	330,745.72	0.00	330,745.72
2630	CARE & UPKEEP OF GROUNDS	112,500.00	1,750.00	54,597.63	48.53	57,902.37	0.00	57,902.37
2640	CARE & UPKEEP OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	4,500.00	1,720.34	5,068.75	112.64	(568.75)	0.00	(568.75)
2660	SECURITY	103,600.00	385.00	38,834.65	37.49	64,765.35	0.00	64,765.35
2670	SAFETY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2710	VEHICLE OPP & PURCH REG ED	31,383.00	2,019.55	16,084.05	51.25	15,298.95	0.00	15,298.95
2711	VEHICLE OPP & PURCH LCC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	3,000.00	325.79	2,472.72	80.94	527.28	0.00	571.78
2790	OTHER TRANS REG STUDENTS	636,300.00	49,582.11	295,326.30	46.41	340,973.70	0.00	340,973.70
2791	OTHER TRANS LLC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2792	OTHER TRANS SCHOOL AGE SPED	205,000.00	19,551.80	67,239.90	32.80	137,760.10	0.00	137,760.10
2793	OTHER TRANS AGE 0-5 SPED	65,000.00	1,943.87	30,421.08	46.80	34,578.92	0.00	34,578.92
3535	HIGH ABILITY LEARNERS	40,447.00	3,550.23	17,289.33	42.75	23,157.67	0.00	23,157.67
3590	EXTENDED LEARNING OPP GRANT	0.00	0.00	9,045.00	0.00	(9,045.00)	0.00	(9,045.00)
5000	DEBT SERVICES	1,000,000.00	0.00	0.00	0.00	1,000,000.00	0.00	1,000,000.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	119,054.00	7,321.84	36,856.02	30.96	82,197.98	0.00	82,197.98
6310	TITLE II, PART A ESSA SUPP EFF INSTUCT	22,445.00	1,311.52	6,557.61	29.22	15,887.39	0.00	15,887.39
6406	IDEA PRESCHOOL(619) BASE ALLOC	25,059.00	877.37	6,609.87	26.38	18,449.13	0.00	18,449.13
6408	IDEA PART B (611) BASE & E/P	263,433.00	21,934.80	109,674.01	41.63	153,758.99	0.00	153,758.99
6412	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6421	ARP IDEA E/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6422	ARP IDEA PART B	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6423	ARP IDEA PROPORTIONATE SHARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6700	FED VOC & APP TECH ED (CARL PERKINS)	7,800.00	0.00	185.72	2.38	7,614.28	0.00	7,614.28
6969	TITLE IV, PART A ESSA	10,000.00	830.91	10,352.53	103.53	(352.53)	0.00	(352.53)
6997	ESSER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	50,000.00	0.00	0.00	0.00	50,000.00	0.00	50,000.00
01	GENERAL FUND	22,324,085.00	1,601,487.54	8,318,104.56	37.29	14,005,980.44	7,589.10	13,998,435.84

**Expenditure Report by Function/Object -
Summary**

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Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	O/ S PO	Unencumbered Balance
Grand Total:	22,324,085.00	1,601,487.54	8,318,104.56	37.29	14,005,980.44	7,589.10	13,998,435.84

Board of Education Regular Meeting
Springfield Platteview Community Schools
Monday, January 13, 2025 7:00 PM

The Finance Committee started at 6:30 p.m. Smith, Fisher and Guenther were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:48p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, January 13, 2025, at the SPCS Administration Building. Present: Kyle Fisher, Brenda Guenther, Brett Kreifels, Brian Osborn, Michael Patera, Lee Smith. Absent: none.

Brett Kreifels and Michael Patera read aloud the Oath of Office as new Board Members.

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

Board Reorganization for 2025 was chaired by Superintendent Dr. Saunders.

Nominations for Board President were opened. Osborn nominated Smith and was seconded by Kreifels. Fisher nominated Guenther and was seconded by Guenther. Smith was elected Board President by a vote of 4-2.

Nominations for Vice President were opened. Smith nominated Fisher and was seconded by Guenther. There were no other nominations. Fisher was elected Vice President by a vote of 6-0.

Nominations for Secretary were opened. Guenther nominated Guenther and it was seconded by Osborn. There were no other nominations. Guenther was voted secretary by a vote of 6-0.

Nominations for Treasurer were opened. Guenther nominated Osborn and it was seconded by Kreifels. Osborn nominated Kreifels and it was seconded by Smith. Osborn was elected Treasurer by a vote of 4-2.

President Smith delegated Vice President Fisher to appoint members to the standing committees for 2025.

Board members appointed Guenther and Kreifels to serve on the SPCS Educational Foundation Board.

Action to identify Sarpy County Times, the Omaha World Herald or any other newspaper which has general circulation within the district as the legal publications for Springfield Platteview Community Schools in 2025 passed with a motion by Osborn and a second by Guenther. Vote: Yeas - Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

Action to designate Horizon Bank (Formerly known as SPRINGFIELD STATE BANK) as the official depository and district financial institution in 2025 passed with a motion by

Fisher and a second by Patera. Vote: Yeas- Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

Board members appointed Guenther as the M.A.B.E representative for 2025.

Board members appointed Fisher as the NASB Government Relations Network (GRN) for 2025.

Dr. Saunders asked the board to review the conflict of interest policy as presented.

Action to approve the Consent Agenda as presented passed with a motion by Guenther and a second by Fisher. Vote: Yeas - Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

There were no items from patrons on agenda items.

Action to approve the addition of Jobs for America's Graduates (JAG) Programming to PC and PHS as presented passed with a motion by Osborn and a second by Fisher. Vote: Yeas- Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

Action to approve the 2025-2026 school calendar as presented passed with a motion by Guenther and a second by Patera. Vote: Yeas- Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

There was no New Business.

Dr. Saunders updated the Board on region and area voting results, including Board member Kyle Fisher being elected as the Region 3 director for the NASB.

Board member Fisher and Dr. Saunders updated the Board on the 2025 Legislative calendar and new bill introductions pertaining to education.

Building principals shared with the Board student and staff successes for the month.

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

Action to adjourn the meeting at 7:47 p.m. passed with a motion by Osborn and a second by Kreifels. Vote: Yeas- Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

Board of Education Work Session
Springfield Platteview Community Schools
Monday, January 27, 2025 7:00 PM

The Policy Committee met at 6:30 p.m. Patera, Kreifels, and Guenther were present. The committee reviewed policies as part of a 3-year cycle of review. The committee adjourned at 6:53 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, January 27, 2025, at the SPCS Administration Building. Present: Kyle Fisher, Brenda Guenther, Brett Kreifels, Brian Osborn, Michael Patera, Lee Smith. Absent: none.

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

There was no public comment.

Superintendent Dr. Saunders recognized the Board on Nebraska School Board Appreciation Week and thanked them for their service to the district.

Board Committees and delegated members were presented for the 2025 school year.

The Board reviewed possible land transfers of Belterra and Shadow Creek to Papillion Lavista Community Schools.

Dr. Saunders provided a staffing update to the Board for the 2025-2026 school year.

Upcoming bond and construction projects were discussed.

The Board discussed the facility use agreement for the Administration Building.

Dr. Saunders updated the Board on the current Legislative session and bills that could impact education.

Action to Approve the PHS Curriculum Guide and Class Offerings for 2025-26 was tabled.

Action to approve the Olsson proposal for Geotechnical Exploration and Topographic Survey as presented passed with a motion by Guenther and a second by Kreifels. Vote: Yeas- Fisher, Guenther, Kreifels, Patera, Smith. Abstain (With Conflict)- Osborn. Nays- none.

Action to approve the Olsson proposal to complete a sewer connection feasibility study as presented passed with a motion by Patera and a second by Fisher. Vote: Yeas- Fisher, Guenther, Kreifels, Patera, Smith. Abstain (With Conflict)- Osborn. Nays- none.

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

Action to adjourn the meeting at 9:06 passed with a motion by Guenther and a second by Patera. Vote: Yeas- Fisher, Guenther, Kreifels, Osborn, Patera, Smith. Nays- none.

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

Treasurer's Report

For the month ended January 31, 2025

<u>General Fund Now Account</u>			
Bank Balance: Beginning of Reporting Period			\$ 581,333.07
Deposits:			
Springfield State Bank - Interest	\$ 109.34		
Transfer from Depreciation Fund			
Transfers from Investment Account	\$ 1,597,285.48		
Transfers from Bond Fund	\$ -		
Transfer from QCPUF	\$ -		
Transfers from Lunch Fund Investment	\$ -		
Transfers from Building #2 (Bond #2)			
Transfers from Building Fund Investment	\$ -	\$ 1,597,394.82	
		\$ 2,178,727.89	
Disbursements			
		\$ 1,608,746.51	
Bank Balance: End of Reporting Period			\$ 569,981.38
Outstanding Checks: End of Reporting Period			\$ 222,434.78
NOW Account Balance: End of Reporting Period			\$ 347,546.60
<u>General Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 8,097,453.46
Deposits:			
Horizon Bank - Interest	\$ 1,624.80		
Sarpy County Treasurer - Local Taxes	\$ 247,694.61		
Sarpy- MVT	\$ 161,871.05		
Sarpy-ProRate M/V	\$ 5,369.39		
Medicaid in Public Schools	\$ 7,029.10		
Medicaid Admin Activities	\$ 1,404.90		
State Aid	\$ 321,565.00		
ESSER III	\$ 242,738.00		
Local License Fees-Tobacco License	\$ 30.00		
County Fines	\$ 2,411.09		
Special Education Programs-School Age	\$ 270,457.00		
Summer School/ Preschool payments	\$ 1,800.00		
Ipad/Laptop Usage Fees	\$ 160.00		
Refunds/ Reimbursements/Ipad Damage Fines	\$ 2,909.20		
		\$ 1,267,064.14	
		\$ 9,364,517.60	
Disbursements			
Transfers to General Fund NOW	\$ 1,597,285.48		
Returned checks/ fees/ overpayment	\$ -		
	\$ -	\$ 1,597,285.48	
Investment Account Balance: End of Reporting Period			\$ 7,767,232.12
<u>General Fund Administrative Revolving Account</u>			

Available Balance: Beginning of Reporting Period		\$	343.08
Deposits:			
Transfers From General Fund Investment Acc't	\$	-	
		\$	-
		\$	343.08
Disbursements		\$	40.00
Bank Balance: End of Reporting Period		\$	303.08
Outstanding Checks: End of Reporting Period			
Admin. Revolving Account Balance: End of Reporting Period		\$	303.08
General Fund Administrative Revolving Account		\$	303.08
General Fund NOW Account		\$	347,546.60
General Fund Investment Account		\$	7,767,232.12
TOTAL GENERAL FUND BALANCE		\$	8,115,081.80
<u>Employee Benefit Fund</u>			
Available Balance: Beginning of Reporting Period		\$	279,490.33
Deposits:			
Horizon Bank - Interest		\$	47.47
Transfers From General Fund Investment Acc't			
Bank Balance: End of Reporting Period		\$	279,537.80
Certificate of Deposit			
Available Balance: End of Reporting Period		\$	279,537.80
Disbursements		\$	-
Outstanding Checks: End of Reporting Period		\$	7.66
TOTAL EMPLOYEE BENEFIT BALANCE		\$	279,530.14
<u>Special Building Fund #1 Account</u>			
Available Balance: Beginning of Reporting Period		\$	2,784,964.66
Deposits:			
Horizon Bank - Interest	\$	601.78	
Sarpy County Treasurer - Local Taxes	\$	101,753.52	
Sarpy-ProRate M/V	\$	1,745.04	
		\$	104,100.34
		\$	2,889,065.00
Disbursements		\$	4,546.11
Available Balance: End of Reporting Period		\$	2,884,518.89
TOTAL SPECIAL BUILDING FUND BALANCE		\$	2,884,518.89
<u>School Lunch Investment Account</u>			
Available Balance: Beginning of Reporting Period		\$	514,616.49
Deposits:			
Horizon Bank - Interest	\$	90.33	
Hot Lunches	\$	34,245.95	
State/Federal Aid	\$	37,325.62	

Donations-Helping Hands	\$ 1,391.43	\$ 73,053.33
		\$ 587,669.82
Disbursements		\$ 113,313.52
Bank Balance: End of Reporting Period		\$ 474,356.30
Outstanding Checks: End of Reporting Period		\$ 279.00
Available Balance: End of Reporting Period		\$ 474,077.30
TOTAL SCHOOL LUNCH FUND BALANCE		\$ 474,077.30
<u>Bond Fund #1 Investment Account</u>		
Available Balance: Beginning of Reporting Period		\$ 2,114,906.08
Deposits:		
Horizon Bank - Interest	\$ 460.29	
Sarpy County Treasurer - Local Taxes	\$ 131,524.50	
Sarpy County-ProRate M/V	\$ 1,623.55	
		\$ 133,608.34
		\$ 2,248,514.42
Disbursements		
Outstanding Checks: End of Reporting Period		\$ -
Available Balance: End of Reporting Period		\$ 2,248,514.42
TOTAL BOND FUND BALANCE		\$ 2,248,514.42
<u>Building Fund #2 Investment Account (Series 2020 Bond)</u>		
Available Balance: Beginning of Reporting Period		\$ 17,420.55
Deposits:		
Horizon Bank - Interest	\$ 2.96	
		\$ 2.96
		\$ 17,423.51
Disbursements		\$ -
Outstanding Checks: End of Reporting Period		\$ -
Available Balance: End of Reporting Period		\$ 17,423.51
TOTAL BLDG. FUND #2 BALANCE (2020)		\$ 17,423.51
<u>Depreciation Fund Account</u>		
Available Balance: Beginning of Reporting Period		\$ 572,301.87
Deposits:		
Horizon Bank - Interest	\$ 97.21	
Transfers From General Fund Investment Acc't		\$ 97.21
		\$ 572,399.08
Disbursements		
Available Balance: End of Reporting Period		\$ 572,399.08
Outstanding Checks:		\$ -
TOTAL DEPRECIATION FUND BALANCE		\$ 572,399.08
<u>QCPUF Fund Account</u>		
Available Balance: Beginning of Reporting Period		\$ 96,214.23

Deposits:			
Sarpy County-Real Estate Taxes	\$	14,602.97	
Sarpy-Homestead	\$	149.53	
Horizon Bank - Interest	\$	17.72	\$ 14,770.22
			\$ 110,984.45
Disbursements			
Outstanding Checks: End of Reporting Period			
Available Balance: End of Reporting Period			\$ 110,984.45
TOTAL QCPUF FUND BALANCE			\$ 110,984.45

402-786-2555
WAVERLY

402-879-4788
SUPERIOR

308-345-1744
McCOOK

402-253-2222
SPRINGFIELD

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

PAGE 1

YOUR ACCOUNT TYPE IS: COMP FREE BUSINESS

CHECKING SUMMARY	ACCOUNT 04-171-468	PIECES	0	
		WITHDRAWALS	DEPOSITS	BALANCE
PREV STATEMENT BALANCE (12/31/24)				343.08
INTEREST PAID				
1 CHECKS / DEBITS		40.00		
STATEMENT BALANCE (01/31/25)				303.08

AVERAGE COLLECTED BALANCE FOR STATEMENT PERIOD ... 321.14

CHECKS / DEBITS

01/15	40.00	SAFE DEP BOX
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DAILY BALANCES

12/31	343.08	01/15	303.08	01/31	303.08
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AUTOMATIC TRANSACTIONS

01/15/25	SAFE DEPOSIT BOX RENT #	SPF40	DEBITS	40.00	CREDITS
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Batch Description: JAN 2025 ADMIN REVOLVING
Checking Account: ADMINREV

ADMINISTRATIVE REVOLVING

Processing Month: 01/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	01/31/2025	303.08

Outstanding Checks

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

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
303.08	(350.00)	(46.92)	(46.92)	0.00

Cleared Automatic Payment Total: 40.00
 Cleared Checks Total:
 Cleared Direct Deposit Total:
 Cleared Void Total:
 Cleared Cash Receipt Total:
 Cleared Manual Journal Entries Total:
 Cleared Sales Journal Total:



402-786-2555
WAVERLY

402-879-4788
SUPERIOR

308-345-1744
McCOOK

402-253-2222
SPRINGFIELD

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

PAGE 1

YOUR ACCOUNT TYPE IS: COMP FREE BUSINESS

CHECKING SUMMARY	ACCOUNT 04-151-129	PIECES	0	
		WITHDRAWALS	DEPOSITS	BALANCE
PREV STATEMENT BALANCE	(12/31/24)			92.25
INTEREST PAID				
STATEMENT BALANCE	(01/31/25)			92.25

AVERAGE COLLECTED BALANCE FOR STATEMENT PERIOD ...			92.25	

DAILY BALANCES	ACCOUNT 04-151-129			
12/31	92.25		01/31	92.25



Check Reconciliation Report

Batch Description: JAN 2025 STUDENT FEE

Processing Month: 01/2025

Checking Account: 12

Student Fees Account

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>	
	Statement Balance	01/31/2025	92.25	
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
92.25	0.00	92.25	92.25	0.00

Cleared Automatic Payment Total:

Cleared Checks Total:

Cleared Direct Deposit Total:

Cleared Void Total:

Cleared Cash Receipt Total:

Cleared Manual Journal Entries Total:

Cleared Sales Journal Total:



PO BOX 1507
Grand Island NE 68802-1507

Statement Ending 01/31/2025

SARPY COUNTY SCHOOL DIST 0046

Page 1 of 2

Account Number: XXXXXX7773

Managing Your Accounts



Phone Number 800-5Points
800-576-4687



Website www.5pointsbank.com

>000664 7906094 0001 93592 10Z 3

00651298
MSP 1872
SARPY COUNTY SCHOOL DIST 0046
14801 S 108TH ST
SPRINGFIELD NE 68059-4925



Summary of Accounts

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

Business Checking - XXXXXX7773

Account Summary

Date	Description	Amount
01/01/2025	Beginning Balance	\$21,642.42
	0 Credit(s) This Period	\$0.00
	0 Debit(s) This Period	\$0.00
01/31/2025	Ending Balance	\$21,642.42



PO BOX 1507
Grand Island NE 68802-1507

Account Number: XXXXXX2131

Managing Your Accounts

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

>002012 7906094 0001 93592 10Z 3

00651302
MSP 1872
SPRINGFIELD PLATTEVIEW COMM
SCHOOLS LEASING CORPORATION
14801 S 108TH ST
SPRINGFIELD NE 68059-4925



Summary of Accounts

Account Type	Account Number	Ending Balance
Business Checking Int Bearing	XXXXXX2131	\$3,078,421.25

Business Checking Int Bearing - XXXXXX2131

Account Summary

Date	Description	Amount
01/01/2025	Beginning Balance	\$3,074,113.28
	1 Credit(s) This Period	\$4,307.97
	0 Debit(s) This Period	\$0.00
01/31/2025	Ending Balance	\$3,078,421.25

Interest Summary

Description	Amount
Interest Earned From 01/01/2025 Through 01/31/2025	
Annual Percentage Yield Earned	1.66%
Interest Days	31
Interest Earned	\$4,307.97
Interest Paid This Period	\$4,307.97
Interest Paid Year-to-Date	\$4,307.97
Average Ledger Balance	\$3,074,113.28
Average Available Balance	\$3,074,113.28

Other Credits

Date	Description	Amount
01/31/2025	INTEREST AT 1.6500 %	\$4,307.97
		1 item(s) totaling \$4,307.97

Daily Balances

Date	Amount
01/31/2025	\$3,078,421.25

Account Group: PHS

PHS ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1100	PHS ATHLETICS	(18,101.36)	19,137.85	23,080.09	0.00	98.45	0.00	(14,257.57)
05 704 1101	PHS TIMING SYSTEM	8,783.00	0.00	0.00	0.00	0.00	0.00	8,783.00
05 704 1102	PHS ATHLETIC TRAINER	434.31	0.00	0.00	0.00	0.00	0.00	434.31
05 704 1106	PHS BASEBALL EQUIP/SUPPLIES	4,000.00	0.00	0.00	0.00	0.00	0.00	4,000.00
05 704 1111	PHS BOYS BASKETBALL EQUIP/SUPPLIES	906.54	2,231.00	0.00	0.00	0.00	0.00	(1,324.46)
05 704 1116	PHS BOYS GOLF EQUIP/SUPPLIES	750.00	0.00	0.00	0.00	0.00	0.00	750.00
05 704 1121	PHS BOYS SOCCER EQUIP/SUPPLIES	1,000.00	0.00	0.00	0.00	0.00	0.00	1,000.00
05 704 1126	PHS CROSS COUNTRY EQUIP/SUPPLIES	536.11	0.00	0.00	0.00	0.00	0.00	536.11
05 704 1131	PHS FOOTBALL EQUIP/SUPPLIES	6,600.00	7,250.21	0.00	0.00	0.00	0.00	(650.21)
05 704 1136	PHS GIRLS BASKETBALL EQUIP/SUPPLIES	906.54	0.00	0.00	0.00	0.00	0.00	906.54
05 704 1141	PHS GIRLS GOLF EQUIP/SUPPLIES	750.00	0.00	0.00	0.00	0.00	0.00	750.00
05 704 1146	PHS GIRLS SOCCER EQUIP/SUPPLIES	1,000.00	0.00	0.00	0.00	0.00	0.00	1,000.00
05 704 1151	PHS SOFTBALL EQUIP/SUPPLIES	1,816.64	0.00	0.00	0.00	0.00	0.00	1,816.64
05 704 1152	PHS GIRLS TENNIS	1,790.00	0.00	0.00	0.00	0.00	0.00	1,790.00
05 704 1156	PHS TRACK - EQUIP/SUPPLIES	1,789.00	2,210.41	0.00	0.00	0.00	0.00	(421.41)
05 704 1161	PHS VOLLEYBALL EQUIP/SUPPLIES	1,250.00	0.00	0.00	0.00	0.00	0.00	1,250.00
05 704 1166	PHS BOYS WRESTLING EQUIP/SUPPLIES	1,481.00	0.00	0.00	0.00	0.00	0.00	1,481.00
05 704 1167	PHS GIRLS WRESTLING EQUIP/SUPPLY	750.00	0.00	0.00	0.00	0.00	0.00	750.00
05 704 1181	PHS PC BOYS BASKETBALL EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1183	PHS PC BOYS TRACK EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1185	PHS PC FOOTBALL EQUIP/SUPPLIES	250.00	250.00	0.00	0.00	0.00	0.00	0.00
05 704 1187	PHS PC GIRLS BASKETBALL EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1189	PHS PC GIRLS TRACK EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1191	PHS PC VOLLEYBALL EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1193	PHS PC WRESTLING EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1195	PHS PC XCOUNTRY EQUIP/SUPPLIES	250.00	0.00	0.00	0.00	0.00	0.00	250.00
05 704 1200	PHS ACTIVITIES	3,341.91	108.00	1,765.17	0.00	0.00	0.00	4,999.08
05 704 1220	PHS CHEER	9,497.23	180.00	795.98	0.00	0.00	0.00	10,113.21
05 704 1230	PHS COLOR GUARD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 704 1240	PHS DANCE TEAM	(226.52)	260.00	3,739.39	0.00	0.00	0.00	3,252.87
05 704 1250	PHS MOCK TRIAL	(265.00)	0.00	0.00	0.00	0.00	0.00	(265.00)
05 704 1260	PHS MUSICAL	13,423.66	1,656.78	0.00	0.00	0.00	0.00	11,766.88
05 704 1270	PHS PLAY PRODUCTION	4,121.35	0.00	0.00	0.00	0.00	0.00	4,121.35
05 704 1275	PHS SHOW CHOIR	2,236.36	0.00	100.00	0.00	0.00	0.00	2,336.36
05 704 1280	PHS SPEECH	(820.72)	0.00	0.00	0.00	0.00	0.00	(820.72)
05 704 1305	PHS FRESHMEN	1,500.00	0.00	0.00	0.00	0.00	0.00	1,500.00
05 704 1310	PHS SOPHOMORES	4,591.99	0.00	0.00	0.00	0.00	0.00	4,591.99
05 704 1315	PHS JUNIORS	6,009.13	0.00	900.00	0.00	0.00	0.00	6,909.13
05 704 1320	PHS SENIORS	7,366.96	0.00	0.00	0.00	0.00	0.00	7,366.96
05 704 1330	PHS ART	944.26	0.00	505.00	0.00	0.00	0.00	1,449.26

Account Group: PHS

PHS ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1645	PHS SOFTBALL	3,193.89	0.00	0.00	0.00	0.00	0.00	3,193.89
05 704 1647	PHS TENNIS FUNDRAISING	3,657.65	0.00	0.00	0.00	0.00	0.00	3,657.65
05 704 1650	PHS TRACK	9,174.91	5,247.10	0.00	0.00	0.00	0.00	3,927.81
05 704 1655	PHS UNIFIED/FOOTBALL	423.45	100.00	0.00	0.00	0.00	0.00	323.45
05 704 1656	PHS UNIFIED/SOCCER	1,800.00	0.00	0.00	0.00	0.00	0.00	1,800.00
05 704 1660	PHS VOLLEYBALL	5,938.75	1,563.28	0.00	0.00	0.00	0.00	4,375.47
05 704 1665	PHS BWRESTLING	11,101.74	956.00	500.00	0.00	516.48	0.00	10,129.26
05 704 1670	PHS GWRESTLING	380.98	0.00	0.00	0.00	0.00	0.00	380.98
05 704 1710	PHS CLASS FINES	426.61	0.00	0.00	0.00	0.00	0.00	426.61
05 704 1715	PHS COLLEGE ACCESS GRANT	179.21	0.00	0.00	0.00	0.00	0.00	179.21
05 704 1720	PHS CONCESSIONS	23,449.10	10,232.78	2,265.15	0.00	0.00	0.00	15,481.47
05 704 1725	PHS D.C. TOUR	1,285.06	0.00	0.00	0.00	0.00	0.00	1,285.06
05 704 1730	PHS FACULTY COURTESY FUND	1,104.88	0.00	0.00	0.00	0.00	0.00	1,104.88
05 704 1735	PHS FINE ARTS	13,259.17	120.75	0.00	0.00	0.00	0.00	13,138.42
05 704 1740	PHS GUIDANCE	515.45	0.00	0.00	0.00	0.00	0.00	515.45
05 704 1745	PHS LIBRARY	165.23	0.00	0.00	0.00	0.00	0.00	165.23
05 704 1750	PHS PRINCIPAL	(16.13)	118.18	65.78	0.00	0.00	0.00	(68.53)
05 704 1767	PHS STAFF WELLNESS	217.75	141.72	0.00	0.00	0.00	0.00	76.03
05 704 1770	PHS TROJAN STORE	18,898.81	5,711.95	1,976.62	0.00	326.74	0.00	14,836.74
Account Group Total: PHS ACTIVITY		275,594.97	72,481.19	46,598.45	(28.15)	1,853.67	0.00	247,886.71

Account Group: PCJHSACT PC JR HIGH ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 5440	PC NATIONAL HONOR SOCIETY	709.02	0.00	0.00	0.00	0.00	0.00	709.02
05 704 5465	PC STUDENT COUNCIL	303.71	0.00	0.00	0.00	0.00	0.00	303.71
05 704 5727	PC DESTINATION IMAGINATION	2,041.47	0.00	0.00	0.00	0.00	0.00	2,041.47
05 704 5745	PC LIBRARY	114.99	0.00	0.00	0.00	0.00	0.00	114.99
05 704 5750	PC PRINCIPAL	6,906.36	39.02	60.47	0.00	0.00	0.00	6,927.81
05 704 5755	PC PARENT ADVISORY COUNCIL	1,975.08	0.00	0.00	0.00	0.00	0.00	1,975.08
Account Group Total: PC JR HIGH ACTIVITY		12,050.63	39.02	60.47	0.00	0.00	0.00	12,072.08

Handwritten signature: Rainie Johnson
2-6-25

Account Group: SPELEMACT SP ELEMENTARY ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 2465	SP ELEM STUDENT COUNCIL	468.80	0.00	0.00	0.00	0.00	0.00	468.80
05 704 2727	SP ELEM DESTINATION IMAGINATION	4,849.93	0.00	0.00	0.00	0.00	0.00	4,849.93
05 704 2745	SP ELEM LIBRARY	3,061.54	0.00	0.00	0.00	0.00	0.00	3,061.54
05 704 2750	SP ELEM PRINCIPAL	2,558.96	492.62	53.00	0.00	0.00	0.00	2,119.34
05 704 2760	SP ELEM POP	154.31	0.00	0.00	0.00	0.00	0.00	154.31
05 704 2775	SP ELEM WALK-A-THON	4,206.68	175.37	0.00	0.00	0.00	0.00	4,031.31
Account Group Total: SP ELEMENTARY ACTIVITY		15,300.22	667.99	53.00	0.00	0.00	0.00	14,685.23

Karla Jay Heneger
2/6/25

Account Group: WMELEMACT WM ELEMENTARY ACTIVITY

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 4465	WM ELEM STUDENT COUNCIL	583.48	0.00	1,077.94	0.00	0.00	0.00	1,661.42
05 704 4727	WM ELEM DESTINATION IMAGINATION	1,514.94	0.00	0.00	0.00	0.00	0.00	1,514.94
05 704 4745	WM ELEM LIBRARY	3,908.28	0.00	0.00	0.00	0.00	0.00	3,908.28
05 704 4750	WM ELEM PRINCIPAL	1,687.57	219.40	1,647.00	0.00	0.00	0.00	3,115.17
Account Group Total:	WM ELEMENTARY ACTIVITY	7,694.27	219.40	2,724.94	0.00	0.00	0.00	10,199.81

M. Hasty
2/7/2025

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

YOUR ACCOUNT TYPE IS: COMP FREE BUSINESS

CHECKING SUMMARY	ACCOUNT 03-491-217	PIECES	3	
		WITHDRAWALS	DEPOSITS	BALANCE
PREV STATEMENT BALANCE (12/31/24)				1,562.59
2 DEPOSITS / CREDITS			70.00	
INTEREST PAID				
1 CHECKS / DEBITS	300.00			
STATEMENT BALANCE (01/31/25)				1,332.59

AVERAGE COLLECTED BALANCE FOR STATEMENT PERIOD ... 1,578.24

DEPOSITS / CREDITS	ACCOUNT 03-491-217	
01/09/25	CUSTOMER DEPOSIT	35.00
01/24/25	CUSTOMER DEPOSIT	35.00

CHECKS / DEBITS	ACCOUNT 03-491-217
01/30 740 300.00	CUSTOMER CHE

DAILY BALANCES	ACCOUNT 03-491-217			
12/31 1562.59	01/09 1597.59	01/24 1632.59	01/30 1332.59	
			01/31 1332.59	

- CHECKING ACCOUNT DEPOSIT SLIP -

HORIZON BANK Member FDIC
www.horizonbankne.com

ACCT No. 3491217
DATE 1/9/25
ACCT NAME PEEC

CURRENCY	35								
COIN									
CHECKS									
1									
2									
3									
4									
5									
6									
7									
TOTAL BACK SIDE									
TOTAL									
LESS CASH BACK *									

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

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

TOTAL DEPOSIT \$ 35.00

⑆04905784⑆ 3491217⑆ 120

1/9/2025 35.00

- CHECKING ACCOUNT DEPOSIT SLIP -

HORIZON BANK Member FDIC
www.horizonbankne.com

ACCT No. 3491217
DATE January 21, 2025
ACCT NAME PEEC

CURRENCY									
COIN									
CHECKS									
1	35								
2									
3									
4									
5									
6									
7									
TOTAL BACK SIDE									
TOTAL							35		
LESS CASH BACK *									

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

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

TOTAL DEPOSIT \$ 35.00

⑆04905784⑆ 3491217⑆ 120

1/24/2025 35.00

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

0740
76-1368/1049

Jan. 24 20 25

Pay to the Order of Kids Body Shop \$ 300.00
Three Hundred & 00/100 DOLLARS

SPRINGFIELD STATE BANK
300 Main Street
Springfield, NE 68059
Tel: 402/725-2722

FOR Jan 2025 field trip Emily Slu-pland

⑆04913682⑆349 1217⑆ 0740

740 1/30/2025 300.00

Springfield Platteview Community Schools
Board Bills for Approval February 10, 2025

Vendor Name	Invoice Description	Amount
GENERAL FUND		
360 COMMUNITY SERVICES	SPECIAL SERVICES	23,932.59
ADA BADMINTON & TENNIS	PHS PE SUPPLIES-JENSON	236.90
AIRGAS USA, LLC	CYLINDER RENTAL	381.72
AMAZON CAPITAL SERVICES	SUPPLIES	5,724.15
AMERICAN RED CROSS	CPR CLASS FEES	304.00
ASCEN WORKFORCE, LLC	NURSING SERVICES JAN 2025	4,800.00
BAUGHMAN, JAMES	GAS REIMBURSEMENT	46.72
BLACK HILLS ENERGY	UTILITY SERVICES	1,677.12
CAPITAL BUSINESS SYSTEMS, INC. - PRINTER	COPIER LEASE	2,266.80
CAPITAL BUSINESS SYSTEMS, INC. - SERVICE	STAPLE CARTRIDGE FOR COPIER/PRINTER	146.87
CASEYS BUSINESS ADVANTAGE	GAS	126.65
CASEYS BUSINESS ADVANTAGE (PREPAID)	CASEYS FLEET CARD	867.57
CHAD'S AUTO REPAIR	BUS FUEL PUMP & OIL CHANGE	8,907.98
CHUCK JOHNSON SERVICES	WATER OPERATOR	450.00
CITY OF SPRINGFIELD	WATER/SEWER	336.63
CITY WIDE FACILITY SOLUTIONS	NIGHT CUSTODIAN DEC 2024 SERVICES	2,085.00
COLUMN SOFTWARE PBC	LEGAL NOTICE PUBLICATIONS	184.34
CONCORDIA HIGH SCHOOL (PREPAID)	QUIZ BOWL FEES	50.00
CONJUGUEMOS	SUPPLIES-SPANISH K.EHRKE	55.00
CONSTRUCTION CONTAINERS & EXCAVATING,	PHS CONTAINER	345.25
COX BUSINESS	TELEPHONE	665.80
CULLIGAN OF OMAHA	PHS WATER COOLER	15.00
DILL, SHELLEE	MILEAGE	225.24
EDUCATIONAL SERVICE UNIT NO. 3	PROGRAM SERVICES DEC 2024	30,460.45
EGAN SUPPLY COMPANY	CUSTODIAL SUPPLIES	1,004.51
EHRKE, KIRSTEN	REIMBURSEMENT FOR SPANISH 2,3,4	73.95
EXCEED TECHNOLOGIES LLC	CONSULTING FOR TECH MAINTENANCE	1,100.00
FATHER FLANAGAN'S BOYS' HOME-	SPECIAL SERVICES	9,000.00
GRAINGER	MAINTENANCE SUPPLIES	212.71
GREAT PLAINS PEST SERVICES, INC.	PEST CONTROL	250.00
GREAT PLAINS PIANO COMPANY	PIANO TUNING-PHS	140.00
HAMPTON INN KEARNEY	ALEX STEINKE-HONOR BAND KEARNEY	340.28
HAYES MECHANICAL, LLC	BOILER INSPECTION	567.82
HEARTLAND FOUNDATION	SPECIAL SERVICES	4,427.00
HILLYARD / DES MOINES	CUSTODIAL SUPPLIES	1,047.40
HORIZON BANK (PREPAID)	SAFE DEPOSIT BOX FEE	40.00
HOUGHTON MIFFLIN HARCOURT SCHOOL	TEXTBOOKS	405.75
HY-VEE ACCOUNTS RECEIVABLE	SUPPLIES FOR MEETING	132.76

INTERSTATE ALL BATTERY CENTER	BATTERY FOR GOLFCART	383.60
IXL LEARNING, INC.	SOFTWARE-PC	1,125.00
J.F. AHERN CO.	SERVICES/MONTHLY INSPECTIONS	3,046.00
J.W. PEPPER & SON, INC.	JAZZ COMBO-STEINKE	121.59
JOHNSON CONTROLS, INC.	CLOCKS (4)	2,694.52
JONES SCHOOL SUPPLY	FIELD DAY RIBBONS	346.50
K5 EVENT PLANNING & FUNDRAISING, LLC	PUBLIC RELATIONS	1,537.50
KIDS SUCCEED THERAPY, LLC	SPECIAL SERVICES	5,386.50
KSB SCHOOL LAW, PC LLO	DISTRICT LEGAL SERVICES	1,198.00
LEARNING FORWARD NE	MEMBERSHIP RENEWAL-H.ZIEROTT	25.00
MACKIN EDUCATIONAL RESOURCES	LIBRARY BOOKS PHS/PC	283.76
MAHONEY, JEREMY	MILEAGE	119.21
MARK'S	AUTOFLUSH FOR TOLIETS	319.13
MAXABILITY THERAPY SERVICES	SA SPEECH SERVICES	57.76
MCI	TELEPHONE SE	18.04
MCS	CUSTODIAL SUPPLIES	3,013.95
MCTM	MATH COMPETITION-PHS HOPP	100.00
METAL DOORS & HARDWARE CO.	MASTER KEYS FOR SE	60.00
METROPOLITAN UTILITIES DIST	UTILITY SERVICES	1,234.00
Michelle, Lauren	SUPPLEMENTAL CURRICULUM	30.25
MIDWEST ALARM SERVICES	GROUND FAULT ON BOOSTER PANEL	342.50
NASCD	DUES & FEES	40.00
NATIONAL SCHOOL BOARDS ASSOCIATION	CONFERENCE FEES-FISHER	1,050.00
NE ASSOC OF SCHOOL BOARDS	NASB DUES, CONF FEES-FISHER/SAUNDERS	6,333.00
NE PUBLIC HEALTH ENVIROMENTAL	WATER TESTING	30.00
NE STATE BANDMASTERS ASSOC.	DUES-STEINKE	197.00
OMAHA PUBLIC POWER DISTRICT	UTILITY SERVICES	24,050.00
ONE SOURCE	BACKGROUND CHECKS	367.00
OPAA! FOOD MGT. OF NE, LLC.	PREK SNACKS	967.50
ORKIN	PEST CONTROL	189.00
PAPILLION SANITATION	CONTRACTED SERVICES	1,286.30
PAPIO TRANSPORT SCHOOL SERVICE INC	TRANSORTATION	6,540.00
PERRY,GUTHERY,HAASE & GESSFORD,P.C.,L.L.O	PLV LAND TRANSFER 2024	1,080.00
PHYSICIANS MUTUAL	SPECIAL PRINTING COSTS	1,502.00
PITSCO INC.	SHOP CLASS SUPPLIES-PHS	383.90
PRIME SECURED	SERVICES	4,600.05
QUADIENT FINANCE USA, INC.	POSTAGE METER LEASE	167.79
QUILL CORP	SUPPLIES	197.59
RAINBOW GLASS AND SUPPLY	MALIBU WINDSHIELD	390.00
RANSOM, JESSICA	MILEAGE TO PARENT FOR JAN2025	106.40
S.I.D. #23	WATER/SEWER	91.00
SARPY COUNTY ELECTION COMMISSION	ELECTION FEES	3,056.31
Saunders, Ryan	MILEAGE FOR LEG CONFERENCE	61.60

SCHOOL HEALTH	SUPPLIES-K.HAYNES	297.34
SERETTA, TIM	MILEAGE	63.58
SISKE, JOSHUA	MILEAGE	246.40
SLOUP, MADISON	DHHS STATE LICENSE	140.00
SPEECH SQUAD LLC	SPECIAL SERVICES	5,589.00
SPIEHS, SHARI	MILEAGE	15.40
SPRINGFIELD ACE HARDWARE	SUPPLIES	622.94
STUDENT TRANSPORTATION OF AMERICA	TRANSPORTATION SERVICES	73,671.06
THAYER, AMY	MILEAGE	112.00
THOENDEL, KEVIN	MILEAGE	108.54
UNIVERSITY OF NEBR AT OMAHA	WORLD LANGUAGE CELEBRATION-SPANISH	60.00
U.S. BANK	SUPPLIES/FEES ON CREDIT CARD	1,525.85
U.S. BANK (PREPAID)	CREDIT CARD	8,114.49
WHC NE LLC	SPED ROUTE SA	3,006.78
WYSS, JEFF	MILEAGE PAID TO PARENT FOR FEB 2025	348.46
		\$271,085.05
NUTRITION FUND		
AMAZON CAPITAL SERVICES	SUPPLIES	309.70
EFUNDS	ESERVICES PROCESSING FEE	34.95
HOBART SERVICES	TILT SKILLET GAS FITTING @ WM KITCHEN	474.75
OPAA! FOOD MGT. OF NE, LLC.	CONTRACTED SERVICES	65,439.55
SPRINGFIELD ACE HARDWARE	SUPPLIES	13.93
STEELE, RYAN & VANESA	FOOD SERVICE REIMBURSEMENT	77.25
		\$66,350.13
BUILDING FUND		
A.P.M. ARCHITECTURE, INC.	NEW ELEMENTARY/PHS ADD CONTRACT	3,500.00
U.S. BANK	ADMIN BUILDING SUPPLIES	473.80
YANADA'S MUSIC & PRO AUDIO	AUDITORIUM LIGHTING REPAIR INSURANCE	18,037.22
		\$22,011.02

Platteview High School

Curriculum

Description Guide



2025-26

phs.springfieldplatteview.org

General Information

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

Academic Recognition

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

- * All GPA's are based off of weighted GPA with no rounding
- * Must be enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester

Principal's List - 4.0

Honor Roll - 3.50

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

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

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

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

Student Classification

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

Grade Point Averages/Mark Point Table

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

Graduation Requirements

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

<u>Department</u>	<u>Number of courses</u>	<u>Notes</u>
Language Arts	8	To include Honors or English 9, Honors or English 10, English 11 or Literature and Composition, and 2 semesters of English electives in 12 grade or Dual enrollment courses.
Social Science	7	To include US History 9 (Class of 2026), Honors or World History, Dual enrollment or US History 11, US Government, and one additional social studies elective.
Mathematics	6	To include Algebra 1, Geometry, and Algebra 2
Science	6	To include Full year of Biology, full of Physical Science, full year of a 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	
<i>*Advisory</i>	11:22	-	11:43	<i>1st Lunch</i>
Period 5	11:47	-	1:01	<i>11:43 - 12:13</i>
Period 6	1:05	-	1:49	<i>2nd Lunch</i>
Period 7	1:53	-	2:37	<i>12:31 - 1:01</i>
Period 8	2:41	-	3:25	

TUESDAY • WEDNESDAY • THURSDAY • FRIDAY

MONDAY « LATE SART

Period 0	8:20	-	9:01	
Period 1	9:10	-	9:54	
Period 2	9:58	-	10:37	✂
Period 3	10:41	-	11:20	
Period 4	11:24	-	12:03	
Period 5	12:07	-	1:16	<i>1st Lunch</i>
Period 6	1:20	-	1:59	<i>12:03 - 12:33</i>
Period 7	2:03	-	2:42	<i>2nd Lunch</i>
Period 8	2:46	-	3:25	<i>12:46 - 1:16</i>

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	<i>1st Lunch</i>
Period 5	11:10	-	12:12	<i>11:06 - 11:36</i>
Period 7	12:16	-	12:48	<i>2nd Lunch</i>
Period 8	12:52	-	1:25	<i>11:42 - 12:12</i>

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	<i>NO LUNCH</i>
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	

11:25 AM • NO LUNCH • 11:25 AM

Choosing a Path

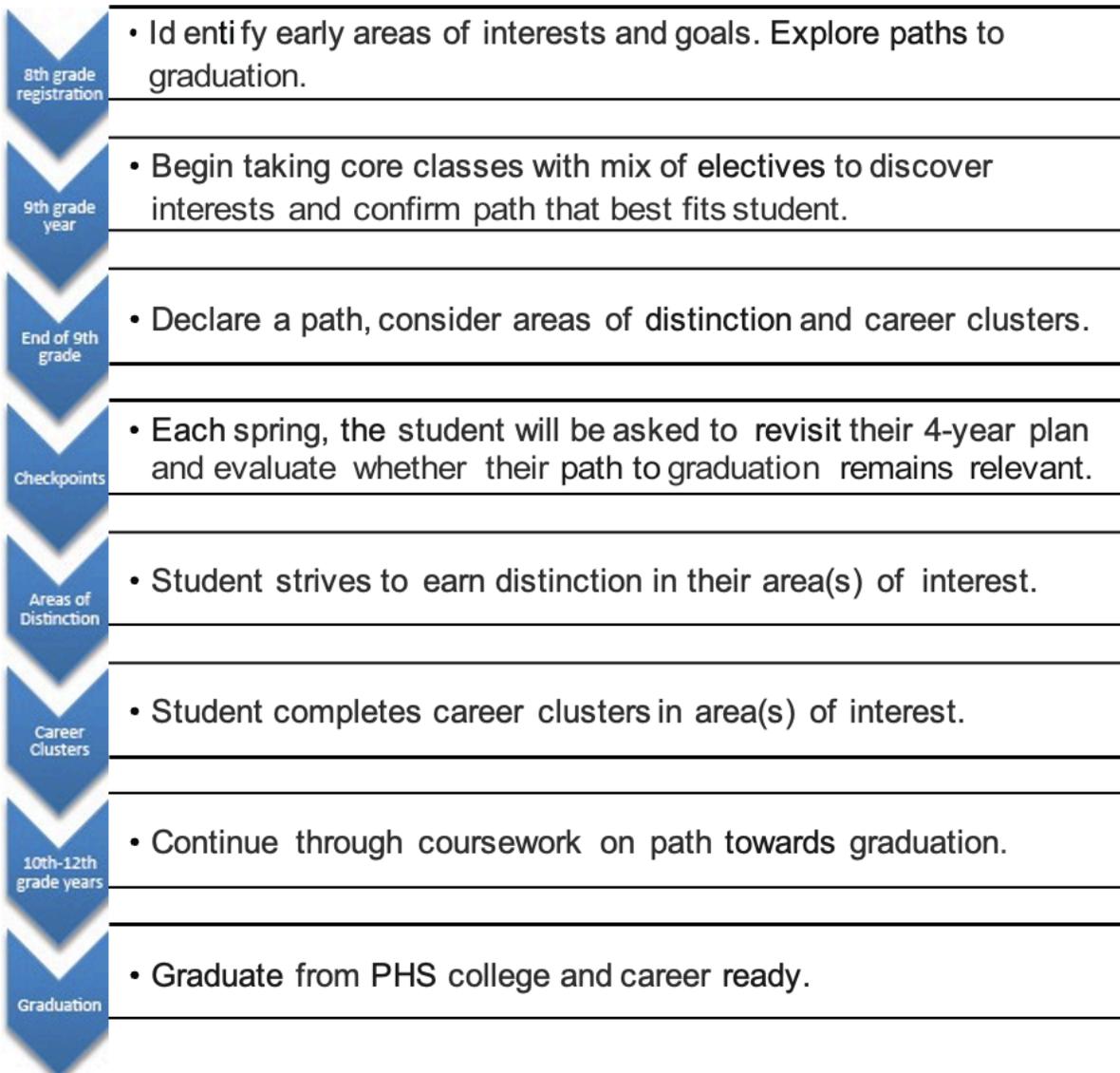
PHS offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. Each path is composed of groupings of courses that students can choose based on their specific interests and goals beyond high school. Our goal at PHS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

5

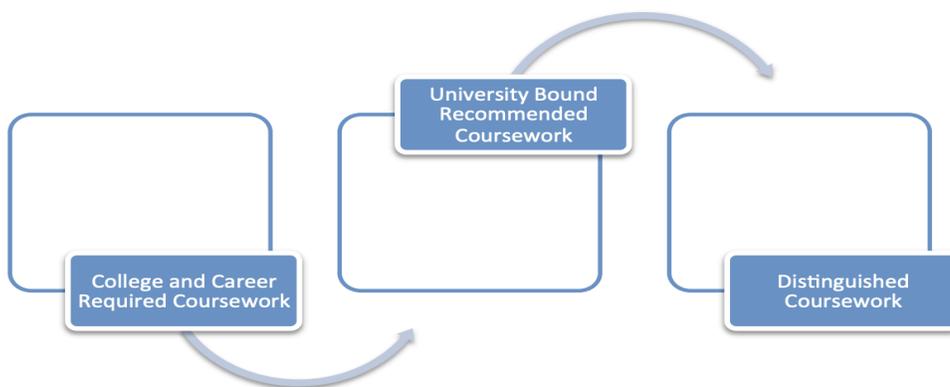
Each spring students will update their four-year plan. Although students will declare a graduation path during their sophomore year, a student may elect to move between the plans at any time.

4-Year Planning and Academic Experience



Example Platteview High School Paths to Graduation			
	<i>College & Career</i>	<i>University Bound</i>	<i>Distinguished</i>
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 (Previous Chemistry 1 & Physics) 2 semesters Science elective	Biology Physical Science (Previous Chemistry 1 & Physics) Chemistry 2 Science Elective	Biology Physical Science (Previous Chemistry 1 & Physics) Chemistry 2 Physics DC or 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

For further explanation please see course descriptions.



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 course work 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, Physical Science, Chemistry 2 , Dual Physics, Physical Science DC PLUS AP Biology OR Two additional semesters of Science electives OR Science related internship (Ex. UNMC or MCC) ● 200 Word Essay to Department Chair 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 Technology area. ● 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. Layher
Language Arts	Dr. Kersulov
Mathematics	Mr. Hopp
Performing and Visual Arts	Ms. Kroll
Physical Education & Health	Mr. Crouse
Science	TBD
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 Course</u>	<u>Capstone Course</u>	<u>Capstone 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	Computer Science	Computer	Computer	Verified

	Science	Essentials	Science Essentials	Science A	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 and 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.
- Students must have less than 6 tardies or have less than 9 countable absences the preceding semester.
- The student may not have been referred to the office for any discipline wrestling in ISS or greater during the previous semester.

Process for Independent Study Period

- Report directly to the prior agreed upon designated location.
- The student may not wander about the building. The student must gain permission to leave the location from staff.
- The student may meet with a teacher who is available by providing the supervisor a note from the requesting staff member.
- The study may not appear on the D's and F's list or be listed on the missing assignment report.
- 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

Course #	Class Title	Course Length	Credits	Open To
029930	Advanced Art	Semester	1	10-12
20200	Drawing	Semester	1	9-12
020100	Foundations of Art	Semester	1	9-12
020706	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: \$30 per semester	
<p>Course Description: 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>Course Outcomes: 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: \$25 per semester	
<p>Course Description: 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: \$25 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 # 020706

Prerequisite: Foundations of Art

Class Fee: \$25 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: \$30 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: \$30 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... <ul style="list-style-type: none"> • 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

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
030501	Accounting 1	Semester	1	10-12
030502	Accounting 2	Semester	1	10-12
320101	College & 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
TBD	JAG 9	Semester	1	9
TBD	JAG 11	Semester	1	11

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

<u>Class Fee:</u> N/A	<u>Pathways:</u> Financial Management
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> The student will... <ul style="list-style-type: none"> ● 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	
<u>Course #</u> 032370	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	<u>Pathways:</u> Entrepreneurship, Management and Marketing Entrepreneurship
<u>Course Description:</u> 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).	
<u>Course Outcomes:</u> The student will... <ul style="list-style-type: none"> ● 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, Marketing & Management	
<u>Course #</u> 032300	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	<u>Pathways:</u> Entrepreneurship, Hospitality & Tourism, Law and Management
<u>Course Description:</u> 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

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.

Course Outcomes: The student will...

- 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

Prerequisite:

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 documentation prior to acceptance in the program.**
10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.

Class Fee: N/A

Course Description: 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.

Students will be required to complete appropriate formative and summative assessments related to their internship experience.

Course Outcomes:

- 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.

JAG 9**Course #** TBD**Prerequisite:** N/A**Class Fee:** N/A**Pathways:**

Course Description: This course teaches students skills that are valued in the workplace and the community. JAG (Jobs for America's Graduates) provides 9 th grade students with introductory employer engagement experiences that allow them to explore a variety of careers. This class integrates project-based learning to guide students to master up to 87 competencies translatable to the workforce. Students will also engage in civic engagement, public service projects, and state conferences. The goal is for students to be introduced to the concept of maintaining meaningful employment and civic engagement.

JAG 11**Course #** TBD**Prerequisite:** N/A**Class Fee:** N/A**Pathways:**

Course Description: This course teaches students skills that are valued in the workplace and the community. JAG (Jobs for America's Graduates) prepares students for future job success by building relationships with local employers, participating in hands-on experiences, developing leadership and life skills, learning civic and social responsibility, and joining in student-led activities. Students will participate in employer engagement experiences that will provide them exposure to a variety of careers in their field(s) of interest. Students will also participate in civic engagement, public service projects, and state conferences. The goal is for students to demonstrate the importance of maintaining meaningful employment and civic engagement.

Communication and Information Systems

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
270702	Computer Science Principles (PLTW)	Full Year	2	9-12
270700	Computer Science A	Full Year	2	10-12
270707	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

Computer Science A(PLTW)	
<u>Course #</u> 270702	<u>Prerequisite:</u> PLTW Computer Science Principles or Instructor Approval
<u>Class Fee:</u> dual credit option fees apply	<u>Pathway(s):</u> Computer Science
<p><u>Course Description:</u> 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><u>Course Outcomes:</u> 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. 	

Computer Science Principles (PLTW Advanced Placement)

Course #: 270702	Prerequisite: N/A
Class Fee: dual credit option fees apply	Pathway(s): Computer Science, Software Development
<p>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.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> ● Know how the Internet works and its impacts on society. ● Program and rapidly prototype small JavaScript applications both to solve problems and to satisfy personal curiosity. ● Collect, analyze, and visualize data to gain insight and knowledge. ● Evaluate the beneficial and harmful effects to people and society brought on by computer innovations. 	

Computer Science Essentials

Course #: 270711	Prerequisite: N/A
Class Fee: N/A	Pathway(s): PLTW Computer Science
<p>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.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> ● Implement the problem-solving process. ● Learn how humans use computers to solve problems ● Use tools to build interactive animations and games. ● Create Android Apps. ● Create and use algorithms to solve problems. ● Learn the basics of abstraction and how it is used in computing. 	

Cybersecurity (PLTW)

<u>Course #:</u> 270707	<u>Prerequisite:</u> Algebra 1 with a “C” or better
<u>Class Fee:</u> dual credit option fees apply	<u>Pathway(s):</u> Software Development
<p><u>Course Description:</u> This is a dual credit course through University of Nebraska-Omaha. Students learn about cybersecurity through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.</p>	
<p><u>Course Outcomes:</u> The students will....</p> <ul style="list-style-type: none"> ● learn to be safe consumers of digital information in a variety of context ● be able to secure firewalls and browsers ● learn how computer networks evolve and implement security measures ● learn about different malware and how to prevent malware attacks ● protect a server from exploits ● learn how an operating system works and keeps a machine safe ● analyze network traffic ● secure a network from an attack ● learn basic cryptography techniques ● learn the process of gathering digital evidence, analyzing it, and tracing a person through their footprint 	

IT Fundamentals

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

Computer Applications	
Course # 27501	Prerequisite: N/A
Class Fee: N/A	Pathways: Business Technology
<p>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

Course #	Class Title	Course Length	Credits	Open To
090119	Child Development	Semester	1	11-12
090103	Clothing & Textiles	Semester	1	9-12
090117	Family Relationships	Semester	1	11-12
370021	Foods 1	Semester	1	9-12
370022	Foods 2	Semester	1	10-12
090130	Foods 3	Semester	1	10-12
090109	Housing & 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 & Textiles	
<u>Course #:</u> 090103	<u>Prerequisite:</u> Intro to Design
<u>Class Fee:</u> Varies depending on the project choice	
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> 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	
<u>Course #:</u> 090117	<u>Prerequisite:</u> 11th or 12th grade
<u>Class Fee:</u> N/A	
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> 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	
<u>Course #:</u> 370021	<u>Prerequisite:</u> Nutrition
<u>Class Fee:</u> \$10	
<u>Course Description:</u> 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 #: 370022

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 backs 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 & 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

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
100110	Construction Technology	Semester (2 Period Block)	2	11-12
100120	Construction Technology 2	Semester (2 Period Block)	2	11-12
100140	Design & Fabrications	Semester	1	11-12
100100	Introduction to Skilled & 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 Technology 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: N/A	
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 & 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 & Technical Science	
Course #: 100100	Prerequisite: N/A
Class Fee: \$25	
Course Description: The purpose of this class is to prepare students for all pathways in the STS department as well as the prerequisite for every class in the STS Pathways. Students will create 3D models, create and read blueprints, use blueprints to manufacture multiple projects and be introduced to al ISYS career pathways offered at PHS.	
Course Outcomes: The students will...	

- 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: N/A

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	
<u>Course #:</u> 101940	<u>Prerequisite:</u> Introduction to Skilled and Technical Sciences, Welding 1
<u>Class Fee:</u> \$45	
<u>Course Description:</u> The purpose of this course is to continue advancing your welding techniques while introducing Metal Inert Gas welding, plasma, cutting and metal CNC work.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Demonstrate proper safety procedures and demonstrations in the welding 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	
<u>Course #:</u> 101920	<u>Prerequisite:</u> Introduction to Skilled & Technical Science
<u>Class Fee:</u> \$40	
<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....	

- 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

Course #: 100130

Prerequisite: N/A

Class Fee: N/A

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

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
050054	Literature & 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 American Literature	Semester	1	12
050401/ 050402	Publications/Publications 2	Semester	1	9-12
220100	Theater 1*	Semester	1	9-12
059933	Literature & Communication	Semester	1	12
220101	Theater 2*	Semester	1	9-12
059934	World Literature	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 & Composition +

Course #: 050054

Class Fee: Dual Enrollment fees through Nebraska Wesleyan as applies

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

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: N/A

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: N/A

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 NESAs 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

- Imporce 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	
<u>Course #:</u> 050310	<u>Prerequisite:</u> English 11 or Literature and Composition
<u>Class Fee:</u> N/A	
<p><u>Course Description:</u> 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.</p>	
<p><u>Course Outcomes:</u> The students will...</p> <ul style="list-style-type: none"> ● 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	
<u>Course #:</u> 050401 and 050402	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<p><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.</p>	
<p><u>Course Outcomes:</u> The students will...</p> <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 & 2

Course #: 220100 and 220101

Prerequisite: N/A

Class Fee: N/A

Course Description:

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.

Course Outcomes: The students will....

- View play productions, and knowledgeably discuss and critique its elements, including acting, directing, playwriting, 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

Course #: 050021

Prerequisite: English 11 or Literature & Composition

Class Fee: Dual credit through MCC subject to tuition. (No cost for 25-26 school year)

Course Description: 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.

Course Outcomes: The students will....

- 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 & Communication

Course #: 059933

Prerequisite: 12th grade

Class Fee: N/A

Course Description: 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 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

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
110601	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	Introduction 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 #: 110601

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 #: 111300

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	
<u>Course #:</u> 110300	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> ● 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	
<u>Course #:</u> 110299	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> ● 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 Math department.

Class Fee: N/A

Course Description: 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.

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.

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

<u>Course #:</u> 111200	<u>Prerequisite:</u> Recommendation from Math department.
<u>Class Fee:</u> N/A	
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> • 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

<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	
Course #: 120400	Prerequisite: N/A
Class Fee: \$15.00	
Course Description: 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.	
Course Outcomes: The students will.... <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	
Course #: 129931	Prerequisite: N/A
Class Fee: Student will provide guitar or pay rental fee from local vender	
Course Description: 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.	
Course Outcomes: The students will.... <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 tall 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 thin, 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

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
080121	Competitive Sports & Activities	Semester	1	10-12
080102	Health	Semester	1	10-12
089930	Individual & Dual Activities	Semester	1	9-12
080120	Lifetime Fitness	Semester	1	9-12
089931	Lifetime Sports & Activities	Semester	1	9-12
080124	Sports Officiating	Semester	1	9-12
080111	Weight Training & Conditioning	Semester	1	9-12

Competitive Sports & Activities	
<u>Course #:</u> 080121	<u>Prerequisite:</u> 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.
<u>Class Fee:</u> N/A	
<u>Course Description:</u> 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.	
<u>Course Outcomes:</u> The students will....	
<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> 080102	<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	
Course #: 080120	Prerequisite: Note this course is a rigorous fitness-focused class and not an activity class. Must receive a B or better to retake class.
Class Fee: 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.... <ul style="list-style-type: none"> ● 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 & 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.... <ul style="list-style-type: none"> ● 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... <ul style="list-style-type: none"> ● 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 & Conditioning

Course #: 080111	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.
Class Fee: N/A	
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... <ul style="list-style-type: none"> ● 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

<u>DCourse #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
135000	AP Biology +*	Full Year	2	11-12
130210	Anatomy & Physiology *	Full Year	2	11-12
130201	Biology	Full Year	2	9-12
130300/ 130301	Physical Science (Previously Chemistry 1 sem, Physics 1 sem)	Full Year	2	10-12
130311	Chemistry 2+	Semester	1	10-12
130313DC	Physical Science DC (previously Earth & Space Science DC) *	Full Year	2	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 *	Full Year	2	10-12

+Indicates a weighted course

Green indicates dual enrollment

* Indicates elective Science Course

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.

Physical Science

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. Physical Science will cover standards previously covered in Chemistry 1 and Physics.

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

Recommended to be taken if majoring in STEM field.

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.

Physical Science DC

Course #: 130313DC	Prerequisite: Biology, Physical Science
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. Previously titled Earth & Space Science DC.</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 DC+

Course #: 130307

Class Fee: General Physics 1 with Algebra (PHYS 1110) dual credit through UNO & Metro CC

Prerequisite: Algebra 1 or higher.
Geometry or higher.
Recommended to be taken if majoring in STEM field.

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.

Plant Science

Course #: 130301

Class Fee: N/A

Prerequisite: None

Course Description: This course includes Plant Science topics and examines the scientific concepts and production of plant systems. Students will consider plant processes, plant production systems, and environmental factors that impact plant growth. Students will examine plant classification, anatomy, physiology, propagation, and pest management. Students will gain knowledge through inquiry, experiential learning, labs, and direct instruction. The course allows students to become biologically literate and prepare them for future studies.

Course Outcomes: The students will....

- Identify plant vegetative and reproductive structures.
- Understand the basic principles, processes, and functions of plant growth and reproduction
- Understand steps in photosynthesis, respiration, and transpiration.
- Understanding vegetative growth and reproductive growth
- Understanding fertilization and fruit formation
- Learn how plants are used to produce food, alter environments, restore damaged landscapes, improve human health and well-being, and provide recreational and practical benefits to the public

AP Biology +*

Course #: 135000

Prerequisite: Biology

Class Fee: Cost of AP exam varies around \$89

Course Description:

Scientific discoveries and research are continuously expanding scientific knowledge. The AP Biology course addresses this challenge by shifting from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology.

The AP Biology course will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains.

The key concepts and related content that define the AP Biology course and exam are organized around four underlying principles called the big ideas:

- **Big Idea 1:** The process of evolution drives the diversity and unity of life.
- **Big Idea 2:** Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- **Big Idea 3:** Living systems store, retrieve, transmit and respond to information essential to life processes.
- **Big Idea 4:** Biological systems interact, and these systems and their interactions possess complex properties.

Course Outcomes: The students will....

- Evolution is the change in the genetic makeup of a population over time.
- Organisms are interconnected through lines of descent from common ancestors.
- Life continues to evolve in response to a changing environment.
- The origin of living systems is explained by natural processes.
- Growth, reproduction, and maintenance of life require free energy and matter.
- Cells maintain internal environments different from external ones for growth, reproduction, and homeostasis.
- Feedback mechanisms regulate growth, reproduction, and dynamic homeostasis in organisms.
- Environmental changes influence the growth and homeostasis of biological systems.
- Many biological processes involve temporal regulation and coordination.
- Heritable information ensures continuity of life and involves cellular and molecular mechanisms.

Social Studies

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
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	Introduction to Psychology	Semester	1	11-12
151300	Introduction 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	
<u>Course #:</u> 0453	<u>Prerequisite:</u> 11th or 12th grade
<u>Class Fee:</u> N/A	
<p><u>Course Description:</u> 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><u>Course outcomes</u></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 #: 150805

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.

Introduction to Psychology

Course #: 151200

Prerequisite: 11th or 12th grade

Class Fee: N/A

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.

Introduction 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

Course #: 150700

Prerequisite:

Class Fee: N/A

Course Description: 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

Course Outcomes:

- 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

Course #: 150800

Prerequisite: N/A

Class Fee: N/A

Course Description: 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

Course Outcomes:

- 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

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
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 I. 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

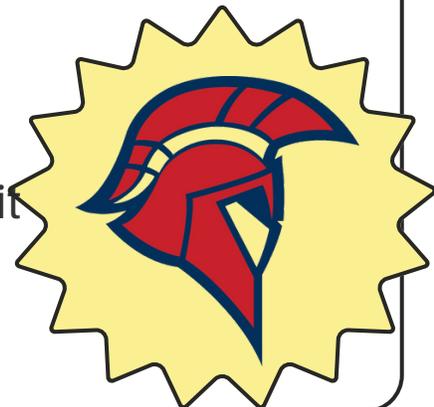
ADDITIONAL CHANGES

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



PREPAYMENT AGREEMENT
FOR BELTERRA ADDITION TRANSFER AND BOUNDARY CHANGE

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

RECITALS

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

AGREEMENT

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

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

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

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

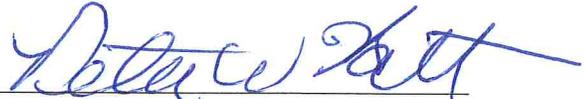
3. This Agreement reflects the entire understanding of the parties with respect to the matters addressed herein. This Agreement shall be governed by and construed in accordance with Nebraska law.

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

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

FELKER FAMILY FARMS, LLC,
OWNER

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

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

STATE OF NEBRASKA)
) ss.
COUNTY OF SARPY)

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

Notary Public

STATE OF NEBRASKA)
) ss.
COUNTY OF LANCASTER)

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



Notary Public

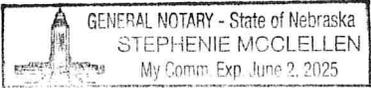
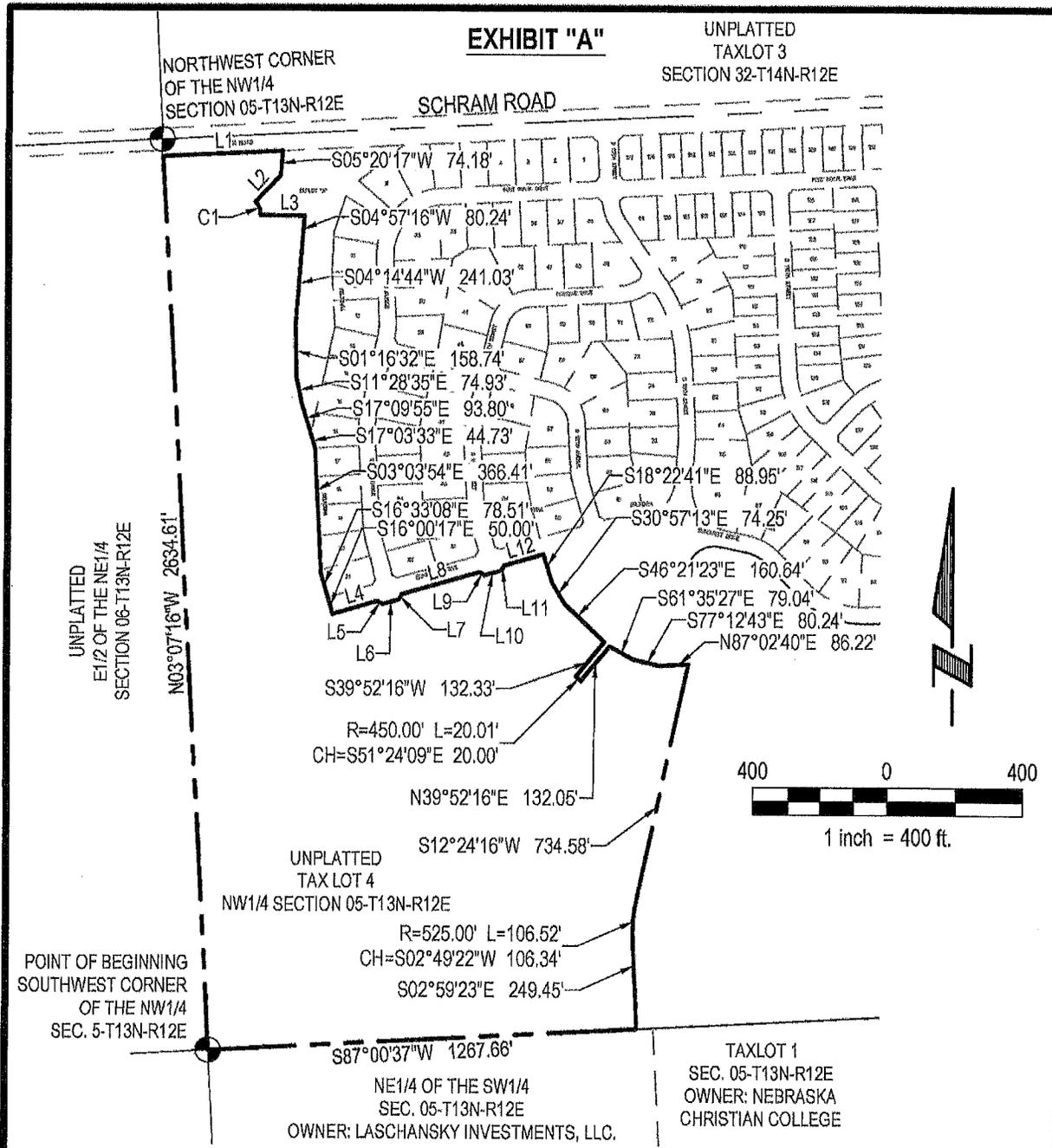


Exhibit "A"
Diagram of Property



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

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

Exhibit "A"
Legal Description of Property

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

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

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

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

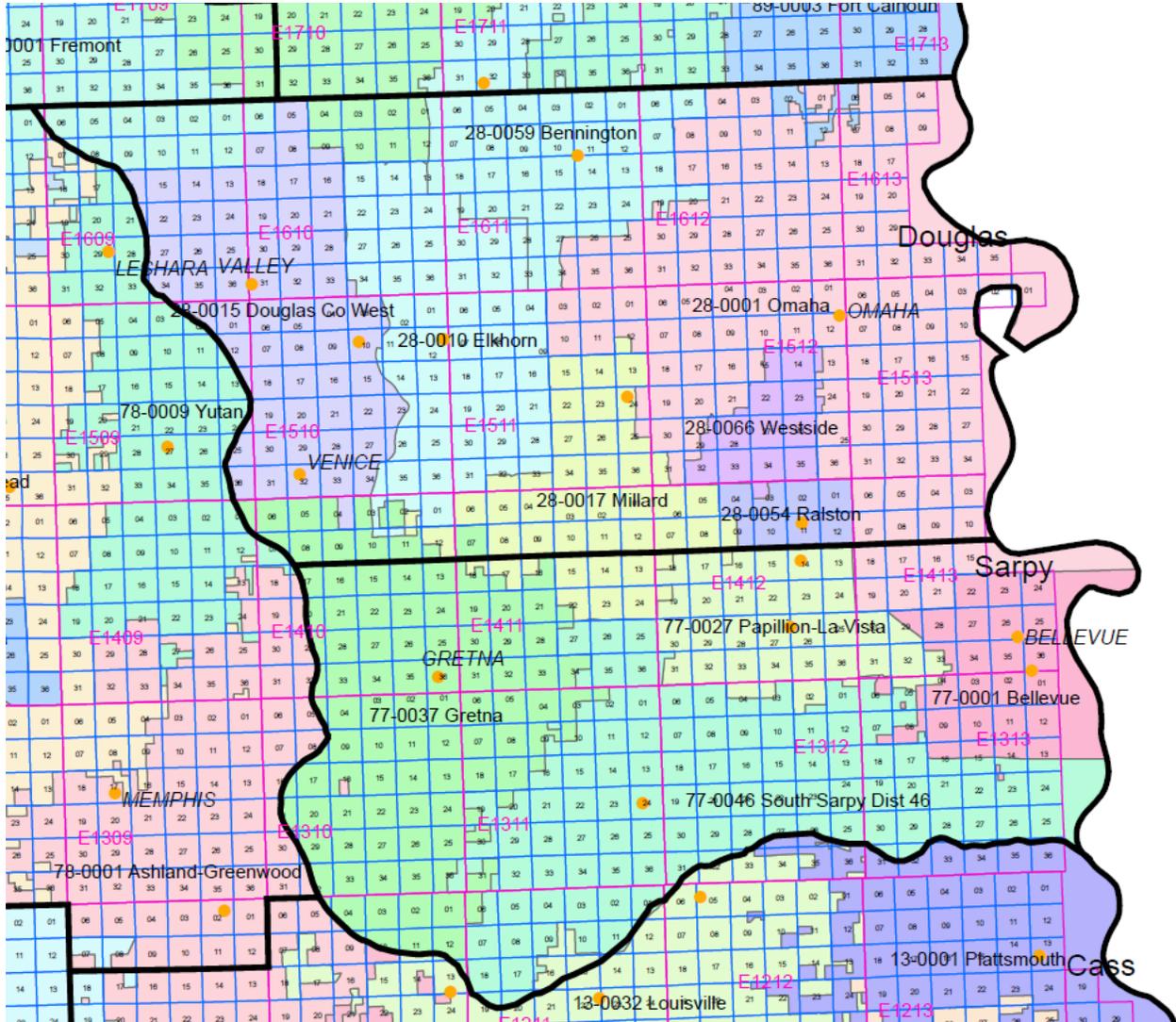
By: _____
Authorized Official

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)

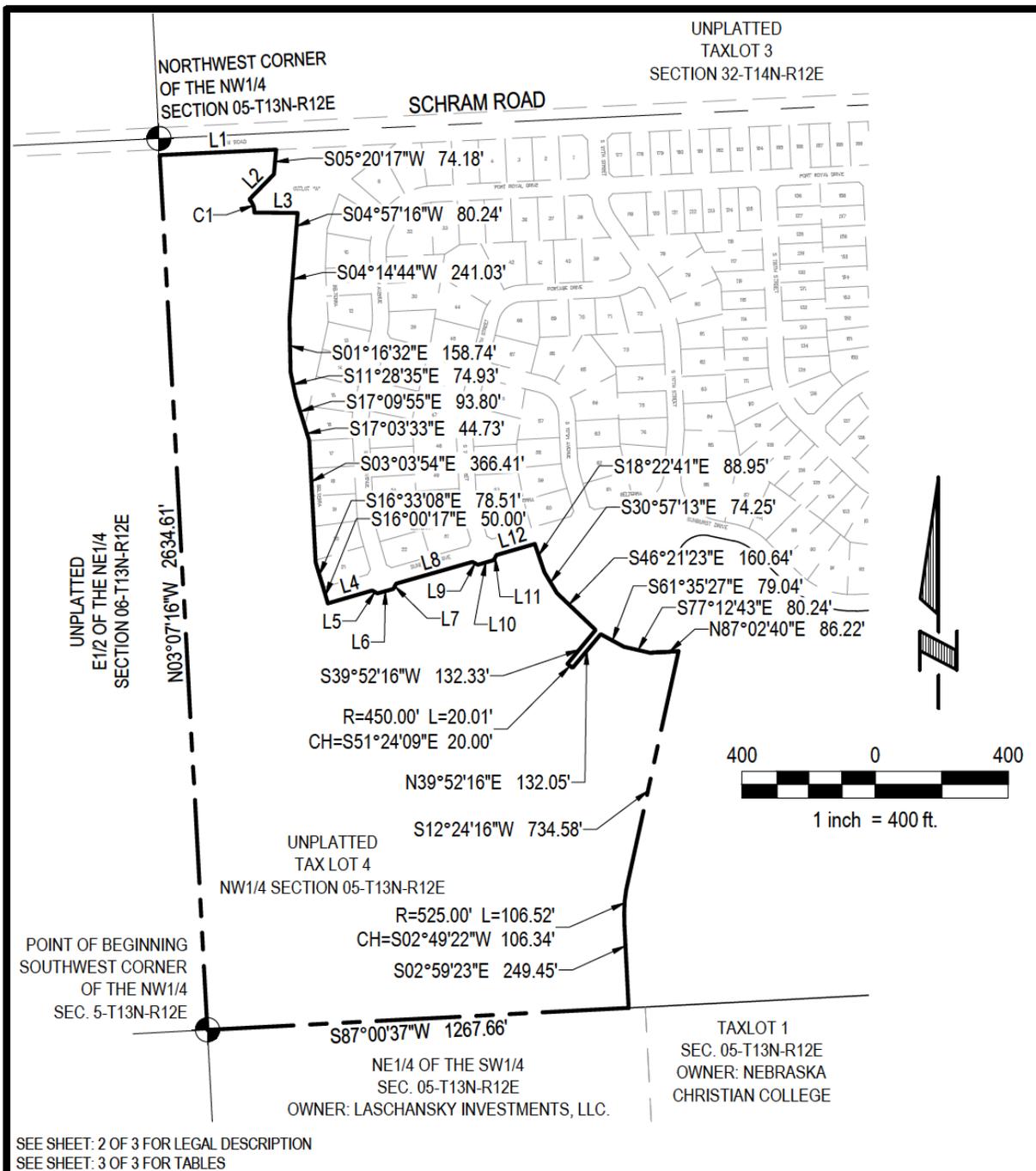
ESTABLISHED DISTRICTS



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



<p>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</p>	<p>SCHOOL TRANSFER LEGAL PART OF THE NW1/4 OF SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST SARPY COUNTY, NEBRASKA</p>	
	<p>Job No.: P2017.550.001</p>	<p>Date: 08-23-2022</p>
<p>Drawn by: CJV</p>	<p>Scale: 1" = 400'</p>	<p>Sht: 1 of 3</p>

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 SOUTHEASTERLY 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 10909 Mill Valley Road, Suite 100 • Omaha, NE 68154 Phone: 402.895.4700 • Fax: 402.895.3599		SCHOOL TRANSFER LEGAL PART OF THE NW1/4 OF SECTION 05, TOWNSHIP 13 NORTH, RANGE 12 EAST SARPY COUNTY, NEBRASKA
	Job No.: P2017.550.001	Date: 08-23-2022	
Drawn by: CJV	Scale: 1" = 400'	Sht: 2 of 3	

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

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

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

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

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

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

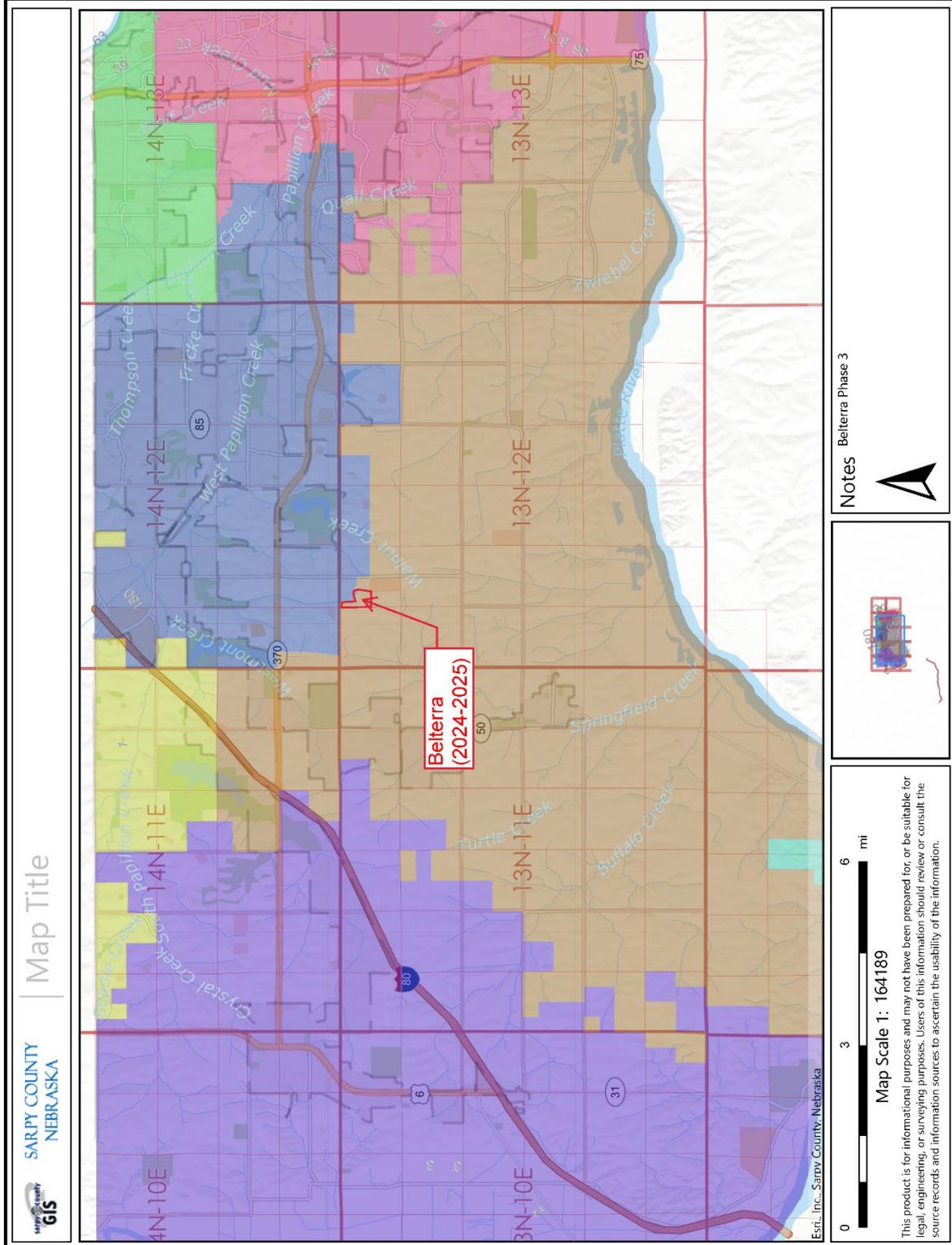
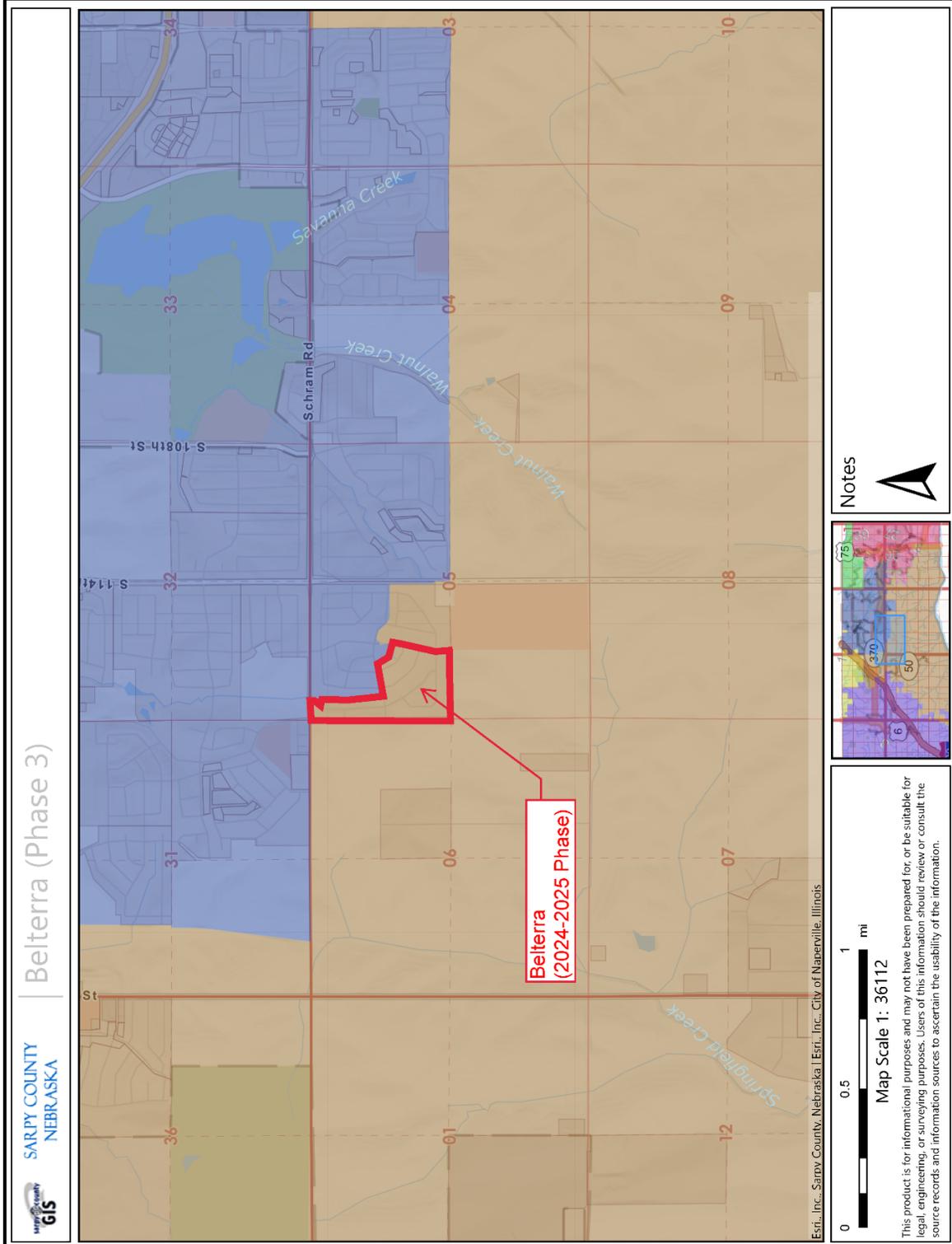


EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN



b

PREPAYMENT AGREEMENT
FOR SHADOW CREEK 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

By: [Signature]
Name: Ryan Saunders
Title: Superintendent
Date: 2-3-25

HRC SHADOW CREEK, LLC, OWNER

By: [Signature]
Name: Justin Knapp
Title: Member
Date: 1-24-25

STATE OF NEBRASKA)
) ss.
COUNTY OF SARPY)

The foregoing instrument was acknowledged before me this Feb 3, 2025 by Dr. Ryan Saunders, Superintendent of Sarpy County School District 77-0046, also known as Springfield Platteview Community Schools.

[Signature]
Notary Public

State of Nebraska – General Notary
LISA PETERSON
My Commission Expires
December 5, 2028

STATE OF NEBRASKA)
) ss.
COUNTY OF Sarpy)

The foregoing instrument was acknowledged before me this January 24, 2025 by Justin Knapp, member on behalf of HRC Shadow Creek, LLC, a Nebraska limited liability company.

State of Nebraska - General Notary
HEATHER DEMBINSKI
My Commission Expires
September 30, 2026



Notary Public

Exhibit "A"

Diagram of Property

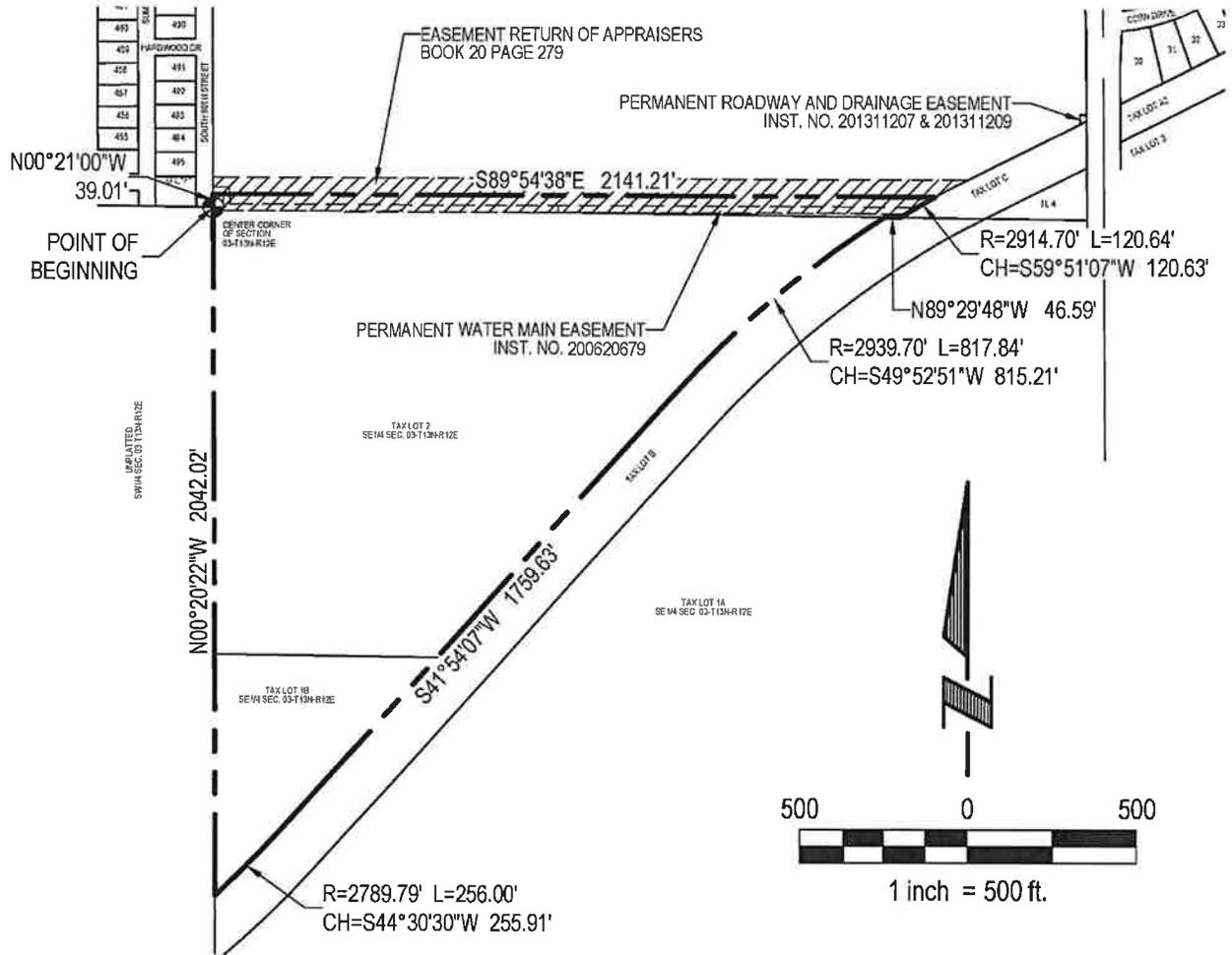


Exhibit "A"
Legal Description of Property

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.

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 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.

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

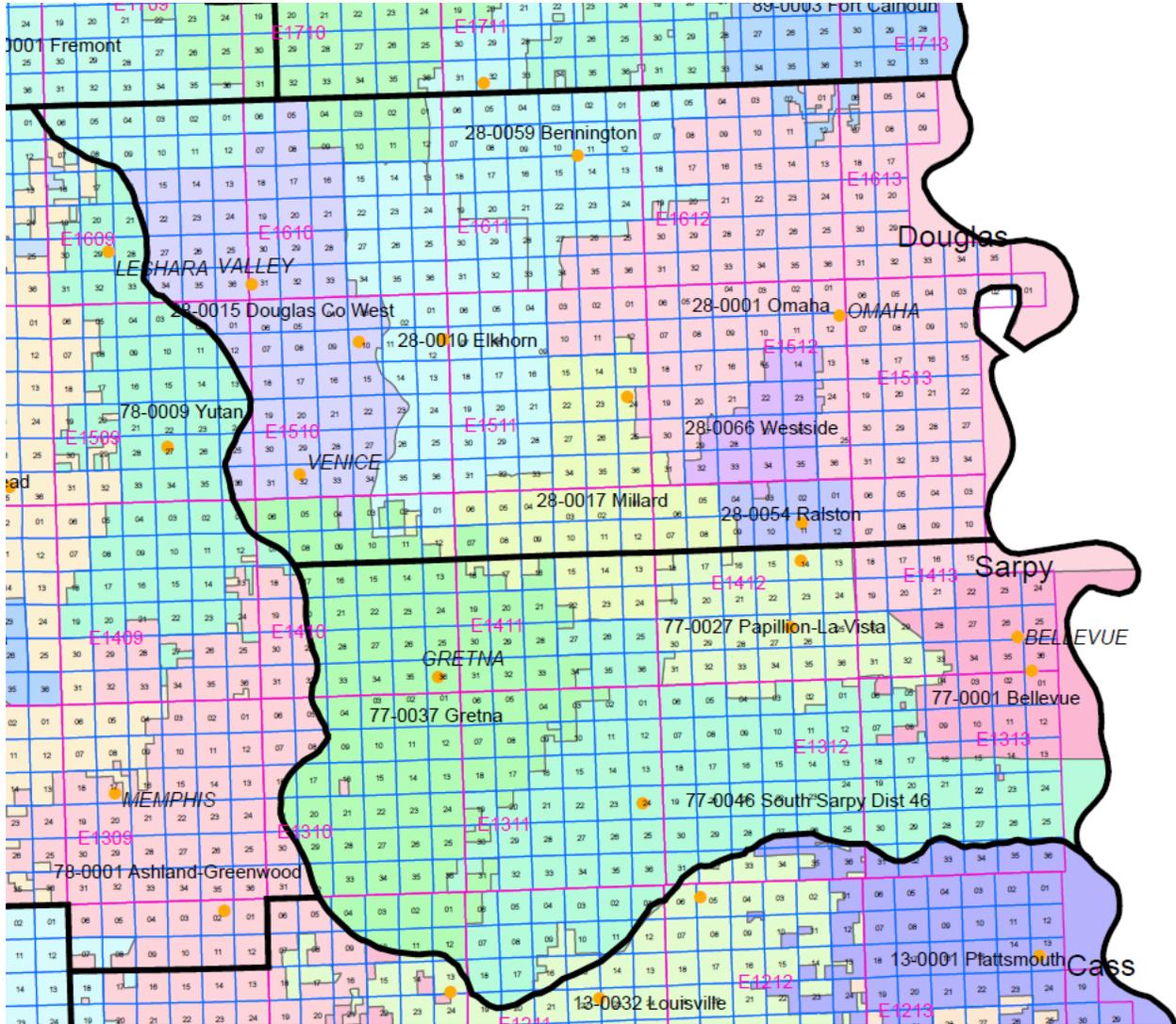
By: _____
Authorized Official

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)

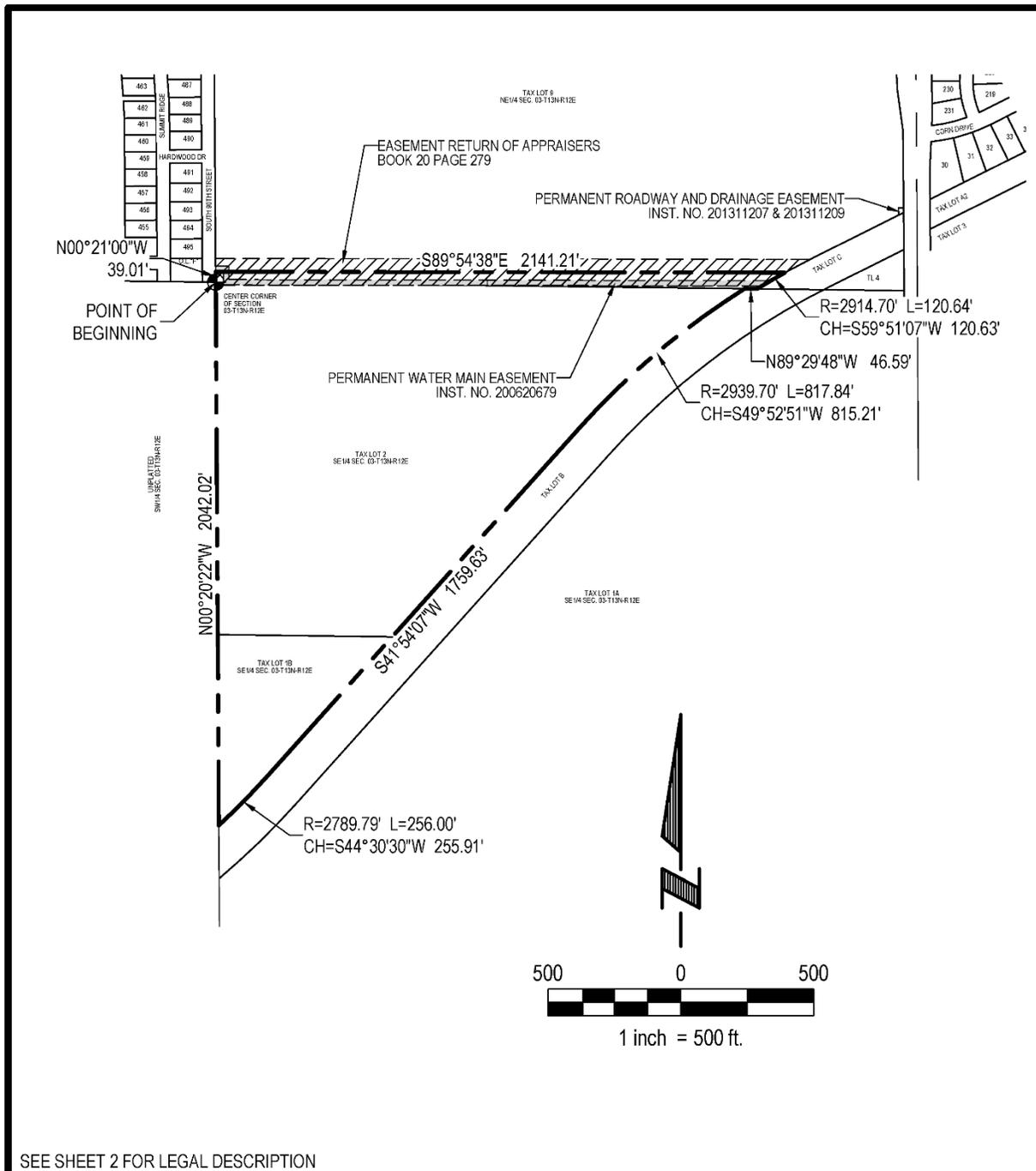
ESTABLISHED DISTRICTS



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



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

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

LEGAL DESCRIPTION

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 CHORD 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.

SEE SHEET 1 FOR DRAWING.

 E & A CONSULTING GROUP, INC. <small>Engineering Answers</small>	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>		TAX LOTS 1B, 2 AND 9 SEC. 3, T13N, R12E <small>SARPY COUNTY, NEBRASKA</small>
	Job No.: P2016.161.001	Date: 01-18-2022	
Drawn by: CJV	Scale: 1" = 500'	Sht: 2 of 4	

EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN

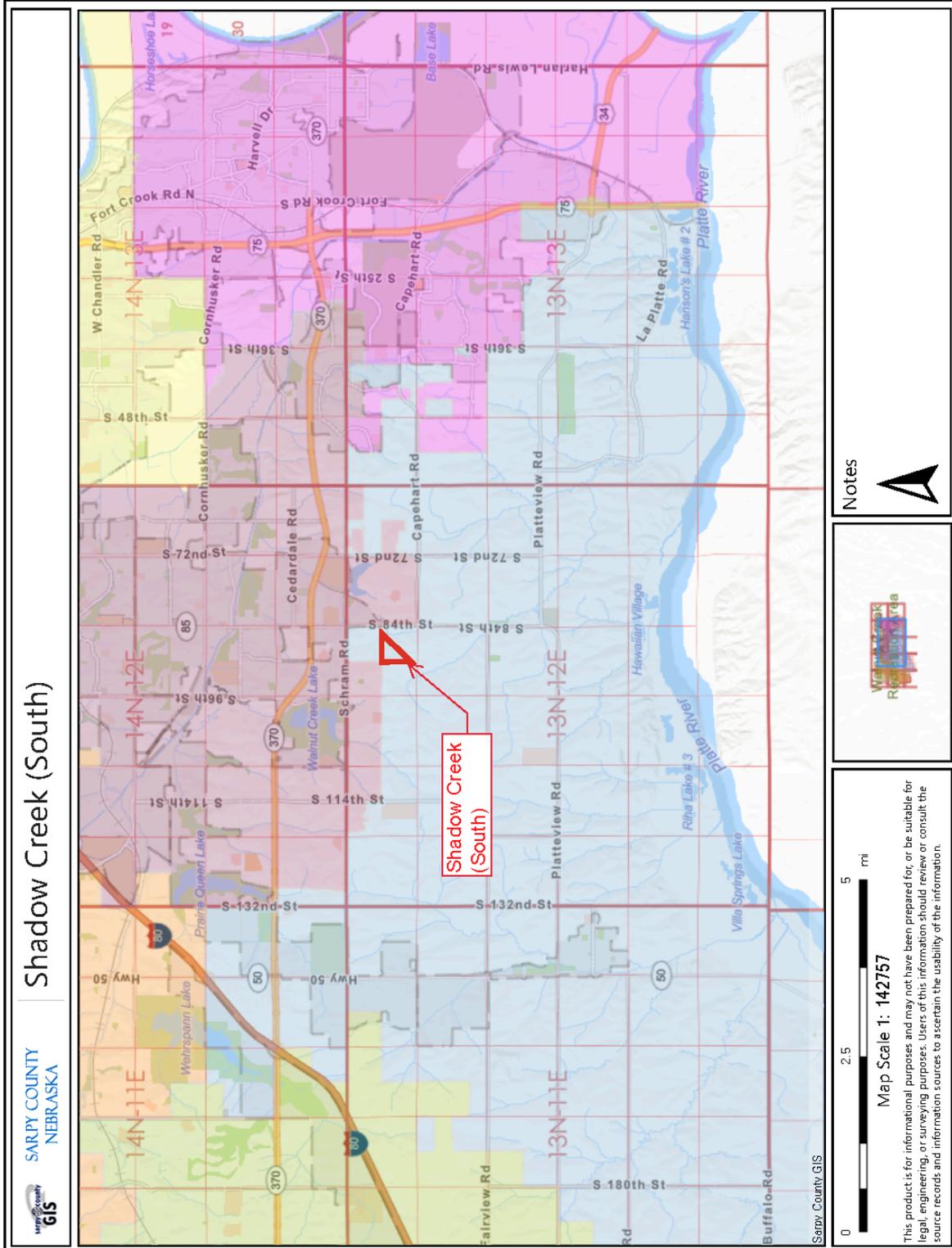
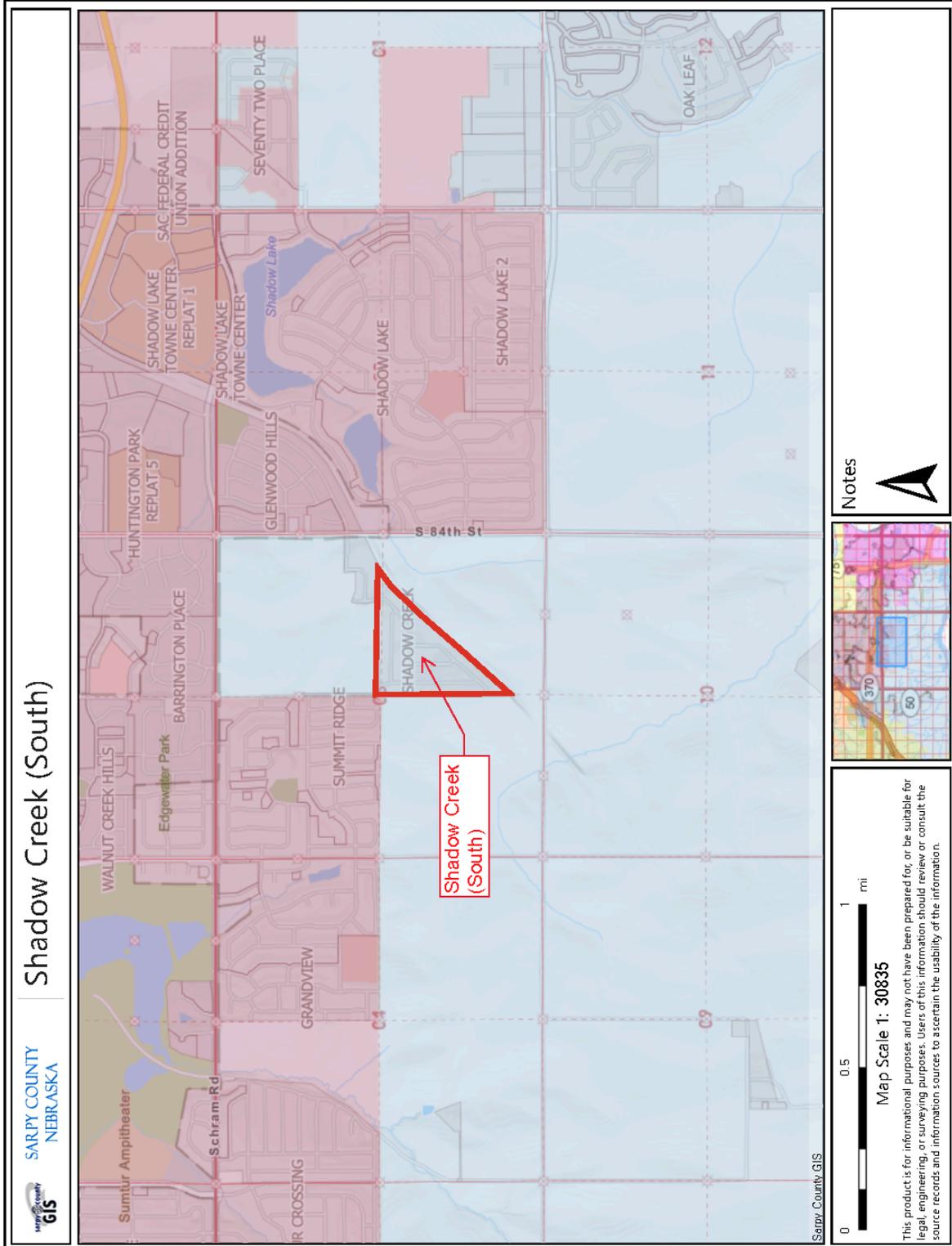


EXHIBIT "1"
(MAPS)

BOUNDARIES PROPOSED UNDER THIS PLAN



ATTACHMENT 3
RESOLUTION

A RESOLUTION REMOVING AND APPOINTING CERTAIN DIRECTORS AND OFFICERS OF THE SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS LEASING CORPORATION.

BE IT RESOLVED BY THE BOARD OF EDUCATION OF SARPY COUNTY SCHOOL DISTRICT 0046 (SPRINGFIELD-PLATTEVIEW COMMUNITY SCHOOLS) IN THE STATE OF NEBRASKA:

Section 1. The Board of Education (the “**Board**”) of Sarpy County School District 0046 (Springfield-Platteview Community Schools) in the State of Nebraska (the “**District**”) hereby makes the following findings and determinations:

(a) The District is duly organized as a Class III school district pursuant to Sections 79-102 and 79407, Reissue Revised Statutes of Nebraska, as amended; the District maintains both elementary and high school grades under the direction of a single board of education; and the District embraces territory having a population of 5,000 or more and less than two hundred thousand, including such adjacent territory as may be included therein for school purposes.

(b) Pursuant to a resolution adopted by its Board on March 12, 2018, the District ratified the creation of the Springfield Platteview Community Schools Leasing Corporation (the “**Corporation**”), which Corporation was established to acquire, construct, improve and/or equip, on behalf of the District, certain educational facilities located within the geographical boundaries of the District.

(c) Pursuant to Article VI of the Corporation’s Bylaws (the “**Bylaws**”), a director of the Corporation’s board of directors (the “**Corporation Board**”) shall resign at the request of the District, and the District may appoint a successor for such director.

(d) The District has requested existing Corporation Board director Lisa Roseland to resign as a director, and the District desires to appoint a new individual as successor director.

Section 2. In accordance with Article VI of the Bylaws, the Board hereby requests that Lisa Roseland resigns as director of the Corporation Board and directs the Corporation Board to accept such resignation. The Board further appoints Lee Smith as successor director of the Corporation Board and directs the Corporation Board to accept such appointment. The Board further confirms the existing appointment of Brian Osborn and Kyle Fisher as directors of the Corporation Board.

Section 3. The provisions of this Resolution are hereby declared to be separable and, if any section, phrase or provision shall for any reason be declared to be invalid, such declaration shall not affect the validity of the remainder of the sections, phrases or provisions.

Section 4. All resolutions, orders and other instruments, or parts thereof, in conflict with this Resolution are hereby repealed only to the extent of such conflict.

Section 5. This Resolution shall be in force and take effect from and after its passage as provided by law.

DATED February 10, 2025.

ATTEST:

President, Board of Education

Secretary, Board of Education

TEACHER'S CONTRACT

THIS CONTRACT is made by and between the Board of Education of Sarpy County County School District 77-0046, commonly known as Springfield Platteview Community Schools, referred to herein as the "Board" and "District" respectively, and **Sherry Arch**, a legally qualified teacher, referred to herein as the "Teacher".

WITNESSETH: The Board agrees to employ Teacher above named in the schools of the District for a school year, which shall begin on August 6, 2025, and conclude on May 22, 2026, and shall consist of 185 contract days of service. Teacher accepts such employment at a salary based upon placement on **Step 6 of Lane MA9** of the salary schedule.

FIRST: Teacher's salary shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September, 2025, and the remaining installments shall be payable on the 20th day of each month thereafter.

SECOND: Teacher will abide by the District's and Administration's policies, rules, regulations and directives and all state and federal statutes, rules, and regulations. Teacher's duties are subject to assignment by the Administration. Teacher agrees to devote full time during days of school to his/her position in all respects and to perform the assigned duties diligently and faithfully to the best of his/her professional ability.

THIRD: In addition to the teaching duties set forth herein, Teacher may be assigned such "extra duty" assignments which shall be for such compensation as may be agreed upon by the District and Teacher or by Teacher's duly authorized bargaining agent.

FOURTH: A majority of the Board members may cancel, amend, or terminate this contract during its term for any of the following reasons:
(a) cancellation, termination, revocation or suspension of Teacher's certificate by the State Board of Education; (b) a breach of any material provision of this contract; (c) any reason set forth in this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) physical or mental incapacity; (i) immorality; and (j) any conduct that interferes substantially with the teacher's continued performance of duties. Cancellation, nonrenewal, termination, or amendment under this contract shall be governed by applicable provisions of Nebraska statute.

FIFTH: Upon termination of this contract for just cause, or upon Teacher's release from this contract, the compensation paid or to be paid hereunder shall be an amount that bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to the number of days of service in the contract year. Teacher shall refund any unearned fractional portion of an installment paid but not earned prior to termination of the contract.

SIXTH: Upon termination of this contract, Teacher shall immediately return all District property to the District.

SEVENTH: There shall be no penalty for release or resignation by the Teacher from this contract, provided no resignation shall become effective until the close of the school year unless it is accepted by the Board, which shall fix the time that the resignation is to take effect.

EIGHTH: This contract shall conform to the regulations governing deductions from the above-stated compensation with reference to withholding tax, social security, and any legally required deductions and deductions based on benefit elections. This contract is subject to the School Employee Retirement Act. Teacher shall be responsible to pay for damage to District property caused by the Teacher's reckless or intentional actions.

NINTH: Teacher affirms that he/she is not under contract with another school board or board of education within this state covering a part or all of the same time of performance as is contemplated by this agreement. Teacher affirms that he/she holds or will hold a valid Nebraska Teaching Certificate at the beginning of the term of this contract. This contract is not valid until said certificate is registered in the office of the Superintendent of Schools, and Teacher shall not be compensated for any services performed prior to the date of the registration.

TENTH: Teacher shall report to the District within 24 hours any arrest, criminal charge, or criminal conviction of Teacher. Teacher shall report to the District within 24 hours any filing against the Teacher under section 43-247 of the Nebraska statutes or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect.

ELEVENTH: The compensation set forth in this agreement shall be subject to such adjustments as the Board and Teacher or Teacher's duly authorized bargaining agent may agree upon from time to time.

TWELFTH: Teacher's failure to return a signed copy of the contract to the Superintendent of Schools or Secretary of the Board of Education of the District on or before **Friday, February 7, 2025** shall constitute a rejection of this offer of employment.

THIRTEENTH: Other Contract Terms: [THESE MAY INCLUDE TERMS SUCH AS RESIGNATION DEADLINES AND OTHERS NOT ALREADY COVERED BY THE COLLECTIVE BARGAINING AGREEMENT].

By: 
Teacher

Date: 02/05/2025

By: _____
Board President

Date: _____

Attest: _____
Board Secretary

Date: _____

DISTRICT SOCIAL WORKER CONTRACT

THIS CONTRACT made by and between the Springfield Platteview Community Schools, in the County of Sarpy, in the State of Nebraska, hereinafter referred to as the District, and Taylor Stanton, a legally qualified social worker, hereinafter referred to as Social Worker.

WITNESSETH That the Board of Education of the District hereby agrees to employ the District Social Worker above named in the schools of the District for one year, which shall begin on March 24, 2025, and end on August 31, 2025, and shall consist of 52 contract days and that the District Social Worker hereby agrees to accept such employment at a rate of \$14,444.56/ year and under the following conditions.

FIRST The first payment shall be made on the 20th day of April 2025, and the remaining payments shall be made on the 20th day of each month thereafter

SECOND The Social Worker hereby agrees to be governed by the policies of the Board of Education of the District and the rules, regulations, and directives of the Administration and that the duties to be performed by him/her under this contract shall be subject to assignment of the Superintendent of the District with the approval of the Board of Education of the District, and further agrees to devote full time, during days of school to his/her position in all respects, to diligently and faithfully perform the assigned duties as Social Worker to the best of his/her professional ability.

THIRD In addition to the Social Worker duties set forth herein, the Social Worker may be assigned such "extra duty" assignments as defined from time to time by the parties of this agreement, which shall be upon such terms and conditions and at such additional stated rate of compensation as the Social Worker and the District may from time to time agree upon.

FOURTH This contract may be canceled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) upon cancellation, termination, revocation or suspension of the Social Worker's license by the Dept. of Health and Human Services; (b) breach of any of the material provisions of this contract; (c) for any reason set forth in this contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality or (i) physical or mental incapacity. Cancellation or amendment under this contract shall be governed by the applicable provisions of the Nebraska Revised Statutes.

FIFTH That upon termination of this contract for just cause, or upon the release of the Social Worker from this contract, the compensation paid or to be paid hereunder shall be the days actually worked.

SIXTH There shall be no penalty for release or resignation by the Social Worker from this contract, provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the District, and the Board shall fix the time at which the resignation is to take effect.

SEVENTH This contract shall conform to regulations governing deductions from the above-stated compensation concerning Withholding Tax, Social Security, and Social Worker's Retirement. Other deductions may be withheld as agreed to by the parties to this contract.

EIGHTH The Social Worker hereby affirms that he/she is not under contract with another School Board or Board of Education within this State covering a part or all of the same time of performance as is contemplated by this agreement. The Social Worker further affirms that at the beginning of the term of this contract, he/she holds or will hold a valid Nebraska State Certification or License as a Social Worker. It is understood and agreed that this contract is not valid until the Certificate or License, as herein listed, is registered in the office of the District Superintendent of Schools in the District and that the Social Worker shall not be compensated for any services performed prior to the date of registration of this certificate or license.

NINTH Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may, from time to time, be mutually agreed upon by and between the Board and Social Worker or a duly recognized collective bargaining agent for said Social Worker, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof.

TENTH The Social Worker's failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before February 7, 2025, shall constitute a rejection of this offer of employment.

ELEVENTH: Other Contract Terms:

• Benefits as listed on the Classified Rate Schedule

Executed February 3, 2025.



District Social Worker

Board Approved February 10, 2025.

Springfield Platteview Community Schools, County of Sarpy.

By _____
President, Board of Education

Attest: _____
Secretary, Board of Education



**Future Planning
February 2025**

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	Policy Committee 6:30 p.m. Board of Education Work Session 7:00 p.m.
3/10/25	TBD Committee Meeting 6:00 p.m. Finance Committee Meeting 6:30 p.m. Board of Education Meeting 7:00 p.m.
3/17-3/21	Spring Break - No school
3/24/25	Policy Committee Meeting 6:30 p.m. Board Work Session 7:00 p.m.
4/4-4/6/25	NSBA Conference - Atlanta