



**HASTINGS
PUBLIC SCHOOLS**

Assuring the essential.
Expanding the possible.

Work Session

Thursday, June 13, 2024 @ 6:00 PM Central
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Becky Sullivan -
3. Welcome to HEA reps and guests - Becky Sullivan -
4. Review Board Norms/Goal - Becky Sullivan -
5. Board Report - Becky Sullivan -
6. Student Fee policy hearing - Dr. Tom Szlanda -
7. Approve revised Senior High Attendance Policy - Jeff Schneider & Jeff Linden -
8. Annual review of Anti-Bullying policy 504.181 - Lawrence Tunks -
9. Approve 2024-25 YMCA facility usage agreement - Dr. Tom Szlanda -
10. Re-affirm Superintendent succession plan - Jeff Schneider -
11. Approve purchase of Senior High Business curriculum materials - Lawrence Tunks -

12. Approve Student Fees - Dr. Tom Szlanda -

13. Update Policies 204.07 Meeting Notice; 206.02 Board Association Membership; 503.01 Student Attendance; 504.06 Student Appearance; 505.03 Student Discipline; 509.05 Graduation/Certificate of Completion; 703.01 Meal Charge; 706.01 Purchasing Guides; 706.02 Purchasing Policies; 1003 Public Examination of District Records (all single read) - Jeff Schneider -

14. Update Policy 502.11 Student Promotion - 1st reading - Jeff Schneider -

15. Approve 1st Reading of new Policy 611.01 Classroom Environment - Jeff Schneider -

16. Approve 1st Reading of new Policy 1005.082 Firearms - Jeff Schneider -

17. *Consent Agenda - Dr. Thomas Szlanda -

18. OPPORTUNITY FOR PUBLIC TO BE HEARD - Becky Sullivan -

19. Reminders - Becky Sullivan -

20. Executive Session - Becky Sullivan -

21. The Board of Education returns to Open Session - Becky Sullivan -

22. Adjournment - Becky Sullivan -

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on an item listed on the board agenda.

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

Hastings Public Schools

Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

STUDENT FEES

The Board of Education of the School District of Hastings Public Schools authorizes the charging of fees to students, as provided by the Public Elementary and Secondary Fee Authorization Act. A public hearing on student fees will be held on or before August 1 each year. Following the hearing, the Board will take final action on the proposed fees and other items required to be furnished by students. The adopted fee policy shall be published in the student handbook.

All money collected from students for participation in extracurricular activities, postsecondary education costs, and summer school or night school shall be deposited in the Student Fee Fund. Money will be expended from the Student Fee Fund for the purposes for which it was collected from students.

A waiver form will be available in the Superintendent's Office that will be required to be filled out by parents (guardians) when a student who qualifies for free or reduced-price lunches requests to have fees, supplies, or equipment costs waived. All students who qualify for free or reduced-price lunches under the United States Department of Agriculture Child Nutrition Program and request waiving the fees may be approved after verification of their free and reduced-price lunch application. However, participation in the free or reduced-price lunch program is not required to qualify for the fee, supplies, and equipment waiver.

Specific information about fees and other required materials and equipment may be delineated in the student handbook or the equivalent (for example, publication may be made in a supplement or addendum to the handbook).

Legal Reference: Neb. Constitution, Art VII, Sect. 1
 Neb. Statute 79-215 (tuition)
 79-241 (option student busing)
 79-605 (nonresident busing)
 79-611 (transportation fees)
 79-734 (books, equipment and supplies)
 79-2,104 (student files)
 79-2,125 to 2,134 (student fees law)
 79-1104 (before-and-after-school services)
 79-1106 to 1108 (learners with high ability)

Cross Reference:	505.05	Fines for Lost or Damaged Items
	506	Student Activities
	507.01	Student Records Access
	801	Transportation
	802.05	Free or Reduced Cost Meals Eligibility
	1005.01	Public Complaints

Approved 9-15-03 Reviewed 7-19-04, 7-18-05, 7-17-06, 7-16-07, 7-21-08,
7-19-10, 7-14-11, 7-12-12, 4-15-2013, 3-16-23 Revised 07-19-04



Hastings Public Schools

Administrative Offices

1515 West 8th Street • Hastings, NE 68901 • Phone (402) 461-7500 • Fax (402) 461-7509

High School Fees 2024-2025

Art Classes-\$15.00
Food Science-\$15.00
Nutrition-\$15.00
Intro. To Design-\$15.00
Textile Construction-\$15.00
Intro. To Engineering-\$10.00
Engineering Concepts-\$10.00
Engineering Applications-\$10.00
Architectural Drafting and Design-\$10.00
Introduction to Manufacturing/Welding-\$30.00
Advanced Manufacturing I-\$30.00
Advanced Welding-\$30.00 plus cost for individual projects
Advanced Manufacturing II-\$30.00
Basic Cabinetry-\$15.00
Advanced Furniture-\$30.00 deposit that goes towards project
Construction Technology-\$35.00
Computer Usage Fee-\$35.00

High School Activities 2024-2025

Activity Participation Fee-\$40.00
Punch ticket-\$50.00
All access-\$80.00
Varsity admission-Adults/\$7.00 Students/\$5.00 (HPS students are free)
JV admission-Adults/\$5.00 Students/\$3.00 (HPS students are free)

Middle School Fees 2024-2025

Activity Participation Fee-\$35.00
HMS Computer Usage Fee-\$35.00
8th Grade Skills & Technical Science (STS) class-\$20.00
8th Grade Construction class-\$30.00
8th Grade Manufacturing class-\$40.00
Select Vocal Music Groups-Varies
Family and Consumer Science-\$15.00 Lab Fee
Instrumental Rental-\$80.00

Middle School Activities 2024-2025

All Access Pass-\$15.00
Admission-Adults/\$5 Students/\$3

Fees can be paid online using the HPS Revtrak Store.

ATTENDANCE POLICY

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and individual study in order to reach the goal of maximum educational benefit for each student. While it is true that written work can be completed despite a student's absence from class, class instruction and presentation, discussions, audio-visual presentations, and student-teacher interaction can never be made up for by an individual student who has missed them. This is the essence of schooling. A student's contribution to and achievement in class is directly related to attendance. It is critical for both students and parents to understand that students miss an essential portion of their education when they are absent from class.

LOSS OF CREDIT AND EXCESSIVE ABSENCES

Students who accumulate eight (8) unexcused absences in a semester shall be deemed to be excessively absent. A student who accumulates (8) unexcused absences during a semester will forfeit 1/2 credit for that class unless there are chronic health conditions or special circumstances. Such absences shall include absences on a per-class basis for students at the high school. Unexcused absences are those absences marked as A (Absent), M (Any illness with no physician's note), and U (Unexcused). A note from the doctor's office is required to determine the validity of absences due to illness or appointment.

Special circumstances may also mean pre-planned, pre-scheduled absences due to a positive, career-leading or unique educational-related opportunity. This type of special circumstance would require a meeting with the school administration, parents, and students, prior to the absence. Two weeks prior to the absence(s), a contract with specified deadlines for providing work and work completion would be written and would require student/parent/principal signatures. This contract would be binding and non-negotiable with regard to required schoolwork and deadlines.

LOSS OF CREDIT APPEAL PROCESS

All students who forfeit ½ credit for a class for accumulating eight (8) unexcused absences during a semester are entitled to an appeal. The parent/guardian must complete the appeal within seven (7) school days following receipt of the Notification of the Loss of Credit letter. The parent/guardian will be invited to meet with the Hastings High School Attendance Committee to explain any extenuating circumstances and provide verification, if available, for the committee to review.

At the meeting the student, parent(s)/guardian(s), guidance counselor, and administration will discuss the current situation and a plan to move forward. If, after the meeting, the high school administration does not waive the half credit status, parent(s)/guardian(s) may appeal to the Hastings School District Superintendent and finally Hastings School District Board of Education.

CREDIT RECOVERY FOR EXCESSIVE ABSENCES

Students who have lost partial credit due to excessive absences are required to continue attending classes in question in order to earn partial credit. If a student loses partial credit, they may be required to attend summer school or makeup credits later in their high school career in order to satisfy graduation requirements.

ANTI-BULLYING POLICY

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. § 79-2137
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296
NDE February 2003 State Board Action; Reaffirmed December
2005

Approved 10/19/2015 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

Hastings YMCA and Hastings Public Schools Facility Usage Agreement

THIS AGREEMENT is made and entered into the 1st day of June 2024, by and between the Hastings Family YMCA, hereinafter referred to as YMCA and Hastings Public Schools, hereinafter referred to as HPS.

WHEREAS the YMCA owns and operates an indoor swimming pool located at 1430 West 16th Street Hastings, NE, hereinafter termed "swimming facilities" and the HPS desires to utilize the swimming facilities for the HHS Swim Team and the Life Skills Program.

NOW, THEREFORE, IN CONSIDERATION OF THE PREMISES AND THE MUTUAL COVENANTS AND AGREEMENTS HEREIN CONTAINED, the parties agree as follows:

Section 1. The YMCA agrees that HPS will have use of the pool during the interscholastic swimming season for any meets or tournaments involving competition with other schools from the first day of swim practice through the state swim meet as determined by the Nebraska State Activities Association (N.S.A.A.). The YMCA agrees that HPS shall also have the right to practice between the hours of 3:45pm and 6:00pm Monday - Friday. HPS will cooperate with the YMCA and other area organizations for the use of facilities for other activities. HPS will inform the YMCA of its schedule at least one month prior to the official starting date of the competitive swimming season as designated by the N.S.A.A.

Section 2. The YMCA agrees that HPS and Educational Service Unit #9 will have use of the pool on specific dates to be determined at a later time. These dates shall not exceed 20 days per year. During these predetermined dates, students within the Lifeskills program of HPS and the Educational Service Unit #9 shall have access to the pool, locker rooms, family change rooms and other areas of the facility as agreed upon by the YMCA staff. These groups will have access to the facility at various times throughout the days set forth, however, those times shall not be prior to 8:00AM and shall not be after 3:00PM.

Section 3. HPS shall pay the YMCA the sum of \$20,000.00. This contract will be for HPS swim practice and HPS swim meets. HPS and the YMCA shall give the other party (48) hours notice of any cancellation of the use of the any facilities except when such cancellation is necessitated by adverse weather conditions or acts of God.

Section 4. During all times when HPS is using the YMCA facilities, HPS personnel shall be responsible for the supervision of all students. HPS shall indemnify and hold harmless the YMCA from any liability that HPS may incur for any injury or harm arising out of the use of the facilities by HPS, its students, spectators, athletes, and coaches. YMCA agrees to provide safe facilities at all times for use by HPS.

IN WITNESS WHEREOF the parties have caused this Agreement to be executed by the Hastings Family YMCA of Hastings, Nebraska and Hastings Public Schools of Hastings, Nebraska, the day indicated by such signature.

Signed: Troy Stickle Date: 5/12/24 Signed: _____ Date: _____
Hastings YMCA Representative Hastings Public Schools Representative

**HASTINGS PUBLIC SCHOOLS
BOARD OF EDUCATION**

SUPERINTENDENT SUCCESSION PLAN, 2024-2025

Acting Superintendent

Periodically, when the Superintendent must be away from the District on a planned short-term basis, the Superintendent will designate an administrator from the District to represent him or her during the short-term absence. In this instance, no action by the Board of Education is necessary. The Superintendent's designee will be communicated to the members of the Board of Education and the Administrative Team.

However, when the Superintendent will be away from the District or unable to carry out his or her responsibilities for an extended or unplanned period of time (greater than 14 calendar days or as determined by the Board), and is expected to return to his or her duties within the contract year, the Board of Education will appoint an Acting Superintendent from the members of the Administrative Team. Should such an appointment take place, the Acting Superintendent will be expected to adjust the administrative responsibilities of the Administrative Team to allow the Acting Superintendent to serve in the capacity of the chief educational officer while continuing to carry out the functions of his or her prior assignment. In this instance, a replacement administrator for the Acting Superintendent will not be employed.

Interim Superintendent

The Board of Education will appoint an Interim Superintendent when a long-term vacancy in the Superintendency occurs at a time when it is not possible for the District to hire a Permanent Superintendent. In consultation with the Board, the Superintendent Succession Planning Committee will be responsible for locating a suitable Interim Superintendent. The Superintendent Succession Planning Committee will advertise and contact professional organizations, state institutions that offer Superintendent Certification Programs, and others to determine the availability of an Interim Superintendent. When necessary, the Superintendent Succession Planning Committee will paper screen, interview, and check the references of Interim Superintendent candidates to formulate a recommendation for the consideration of the full Board. In all cases, an Interim Superintendent position will require proper action by the Board of Education. An Interim Superintendent may be appointed from members of the Administrative Team. Should this occur, the Board would need to find an interim replacement for the Administrative Team Member elevated to the Interim Superintendency. Absent action by the Board, an Interim Superintendent will not be able to apply for a Permanent Superintendent position.

Permanent Superintendent

When a vacancy in the Superintendency is planned, the Superintendent Succession Planning Committee will, in a timely fashion, request proposals from administrative search firms to be approved for use by the Board as determined by the Board. The selected search firm may be asked to carry out some if not all of the following tasks:

- Create a profile using the input of the Board to determine the knowledge, skills, and/or dispositions of a candidate capable of excelling as a Superintendent of the District;
- Advertise broadly;
- Conduct a paper screening and, as appropriate, a reference review to provide the Board with the most qualified applications for the Superintendent Succession Planning Committee to consider.

The Superintendent Succession Planning Committee will determine “finalists.” Once finalists are selected the following Interview Committees will be established by the Superintendent under the direction of the Superintendent Succession Planning Committee:

- Classified Staff: representing the major departments of maintenance, custodial, transportation, clerical, instructional support and other departments deemed appropriate.
- Certificated Staff: representing each elementary and secondary staff on an equal basis.
- Patron: made up of individuals willing to serve from a list of community members generated by Board Members.
- Administrative Staff: made up by Directors and Principals.
- Board of Education.

In addition to interviews with the above committees, the Board President will establish a tour of the District with an individual or individuals designated by the Board President.

The President of the Board of Education will serve as the spokesperson for the District during the selection process and when announcing a new Superintendent.



To place your order: select [Submit Customer Purchase Order Here](#)

Confidential Price Quote (6577034)

[Submit Customer Purchase Order Here](#)

6/11/2024

Pricing on this Proposal Guaranteed: **10/7/2024**

Presented To: Angelo Martinez, angelo.martinez@hpstigers.org

Prepared By: Laura Reynolds, (515) 707-9182, laura.reynolds@cengage.com

SHIP TO: Hastings Public Schools
Lawrence Tunks
1515 W 8TH ST
HASTINGS, NE 68901
USA

BILL TO: Hastings Public Schools
Lawrence Tunks
1515 W 8TH ST
HASTINGS, NE 68901
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupport>

[View Quote in CAD](#)

Quoted Products: CTE/Business

Qty	Update Qty	Product	Price	Quoted Price	Total
		Principles of Business, 10th Student Edition Dlabay/Kleindl 10th Edition [K12, 2024]			
1		Principles of Business, 10th Student Edition Dlabay/Kleindl 10th Edition [K12, 2024] 9780357545010 / 035754501X	\$111.50	\$0.00	FREE
110		Principles of Business, 10th K12 MindTap (6-year access) Dlabay/Burrow 10th Edition [K12, 2024] 9780357877777 / 0357877772	\$173.00	\$173.00	\$19,030.00
1		Instructor's Wraparound Edition: Principles of Business, 10th Dlabay/Burrow 10th Edition [K12, 2024] 9780357816868 / 0357816862	\$168.75	\$0.00	FREE
		Law for Business and Personal Use, Copyright Update, 19th Student Edition Adamson/Morrison 19th Edition [K12, 2017]			
1		Law for Business and Personal Use, Copyright Update, 19th Student Edition Adamson/Morrison 19th Edition [K12, 2017] 9781305653009 / 1305653009	\$121.75	\$0.00	FREE
20		Law for Business and Personal Use, Copyright Update, 19th, K12 MindTap (6-year access) Adamson/Morrison 19th Edition [K12, 2017] 9780357084281 / 0357084284	\$173.00	\$173.00	\$3,460.00
1		Activity and Study Guide for Adamson/Morrison's Law for Business and Personal Use, 19th Adamson 19th Edition [K12, 2012] 9780840068514 / 0840068514	\$31.75	\$0.00	FREE
1		Instructor's Wraparound Edition for Adamson/Morrison's Law for Business and Personal Use, Copyright Update, 19th	\$184.25	\$0.00	FREE

		Adamson/Morrison 19th Edition [K12, 2017] 9781305653016 / 1305653017			
		Marketing, 5th Student Edition Burrow/Fowler 5th Edition [K12, 2021]			
1		Marketing, 5th Student Edition Burrow/Fowler 5th Edition [K12, 2021] 9780357135747 / 0357135741	\$97.25	\$0.00	FREE
60		Marketing, 5th K12 MindTap (6-year access) Burrow 5th Edition [K12, 2021] 9780357446836 / 0357446836	\$173.00	\$173.00	\$10,380.00
		Entrepreneurship : Theory, Process, Practice Kuratko 12th Edition [SSBH, 2024]			
1		Entrepreneurship : Theory, Process, Practice Kuratko 12th Edition [SSBH, 2024] 9780357899502 / 0357899504	\$234.75	\$0.00	FREE
20		Entrepreneurship: Theory, Process, Practice, 12th, K12 MindTap (6-year access) Kuratko 12th Edition [SSBH, 2024] 9780357899632 / 0357899636	\$173.00	\$173.00	\$3,460.00
1		K-12 Virtual Product Training National Geographic Learning 1st Edition [K12, 2016] 9781337466202 / 1337466204	\$997.50	\$997.50	\$997.50

Sub-Total: \$37,327.50
 + Estimated Shipping and/or Process Fee: \$2,612.92

TOTAL: \$39,940.42
Total Savings: \$950.00

[Submit Customer Purchase Order Here](#)

Thank you for your interest in Cengage Learning products.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

NEBRASKA CAREER AND TECHNICAL EDUCATION



BUSINESS, MARKETING, AND MANAGEMENT

PROGRAM OF STUDY STANDARDS

2023–2024



HOSPITALITY
& TOURISM



BUSINESS MANAGEMENT
& ADMINISTRATION



MARKETING



FINANCE

NEBRASKA CAREER AND TECHNICAL EDUCATION STATE MODEL PROGRAMS OF STUDY

CAREER FIELD OVERVIEW

The Business, Marketing, and Management Career Field Area provides opportunities for students to deepen their understanding of topics in areas such as financial literacy, business technologies, communication, business and consumer law, entrepreneurship, accounting, economics, personal finance, financial services marketing, retailing, fashion marketing/merchandising, international marketing, sports and entertainment marketing, global business, and hospitality and tourism.

PROGRAMS OF STUDY

Programs of Study are the primary delivery model for Career and Technical Education (CTE) in Nebraska. They include a sequence of courses which progresses in specificity and rigor and are updated regularly to align with Nebraska's workforce needs and economic development priorities. This document includes the programs of study and course-based standards for the Business, Marketing, and Management career field. These state model programs of study were developed to:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- Encourage collaboration between secondary and postsecondary education through curricular alignment;
- Offer opportunities for high-quality workplace experiences aligned to students' career interests;
- Promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- Support postsecondary education options for students to further prepare them for successful transitions to their future careers.

Nebraska's programs of study are organized around Nebraska's CTE Model, which provides a way for students to explore the diversity of career options available to them.



NEBRASKA CAREER AND TECHNICAL EDUCATION MODEL

1 CORE ACADEMICS AND CAREER READINESS

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 CAREER FIELDS

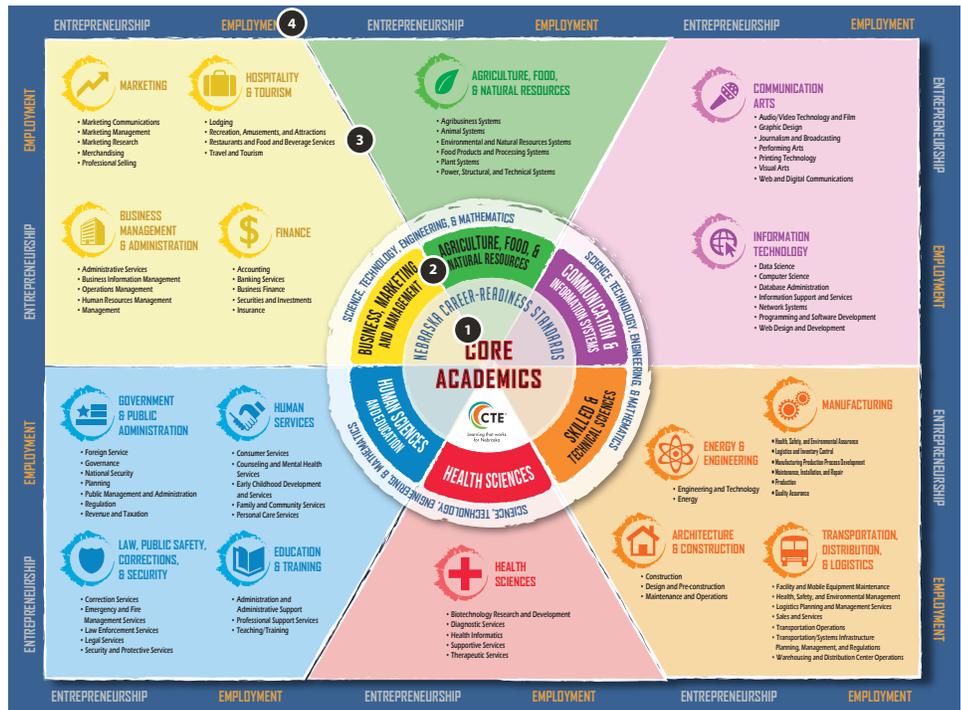
The six career fields represent broad sectors of the job market on which students may choose to focus.

3 CAREER CLUSTERS

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 EMPLOYABILITY AND ENTREPRENEURSHIP

Career education provides the opportunity to gain the knowledge and skills for both employment and entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure economic growth and vitality. By infusing entrepreneurship competencies, career education is helping create the next generation of America's innovators and entrepreneurs.



The model is a visual map of “career fields” and “career clusters/pathways” and organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them.
- Students to begin to prepare for their career with plans for secondary and post-secondary education.
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska’s economy.



COURSE SEQUENCING

The courses within the State Model Program of Study are intended to be offered sequentially, to allow learners to build upon foundational knowledge and skills learned in introductory and intermediate courses and applied in more advanced capstone coursework. Non-duplicative sequences of courses ensure students transition to postsecondary education without duplication of classes and content. CTE enrollment data is collected at the course level. Students who participate and concentrate in CTE generally have more positive outcomes such as higher graduation rates along with postsecondary success.

Introductory Courses

Introductory courses set the foundation for a program of study by introducing students to broad foundational knowledge relative to an occupational area and career field.

Intermediate Courses

Intermediate courses build on the foundational knowledge of Introductory courses to further develop the academic, technical, and career readiness skills within a particular career field and occupational area.

Capstone Courses

Capstone courses are occupationally specific and further develop the necessary and required academic, technical, and career readiness skills needed for seamless transitions to postsecondary education and employment. Capstone courses often provide opportunities for students to earn postsecondary credit.

State Model Programs of Study are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

Levels of Participation

CTE Participant

A student who has earned one or more credits in any career and technical education program area.

CTE Concentrator

A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.



COURSE-BASED STANDARDS

Individual CTE courses, which make up the sequence of courses for Programs of Study, include content area standards and indicators to provide a framework for quality teaching and learning. While not required by state law, districts are encouraged to adopt these State Model Programs of Study and their related course-based standards. CTE State Model Programs of Study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

Standards

At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

Indicators

Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning.

EXPANDED LEARNING OPPORTUNITIES

Expanded learning opportunities build on, support, and enhance learning within and outside of regular school programming. They are a critical component of Nebraska's educational landscape and should be intentionally supported to further develop students' college and career readiness. To signal aligned expanded learning opportunities, each Program of Study identifies additional areas where students may desire to personalize their program and take additional coursework or work-based learning that aligns with their interests. These expanded learning opportunities are not considered part of a Program of Study nor are they required, but rather a meaningful opportunity for students to continue to learn after completing the Program of Study sequence of courses within the context of their career interests. Along with aligned coursework, two prominent expanded learning opportunities include participating in Work-Based Learning or a Career and Technical Student Organization.

Work-Based Learning

Work-Based Learning (WBL) connects learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enables them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work. Expanding high-quality WBL opportunities for students is one of Nebraska's CTE strategic priorities and is a program quality accountability indicator. Nebraska CTE affirms WBL as a critical component of career development. Throughout the State Model Programs of Study, courses where WBL is embedded into the class is noted in the course title (e.g., "Business Management Work-Based Learning Experience"). It is also signaled as an expanded learning opportunity across all programs of study.

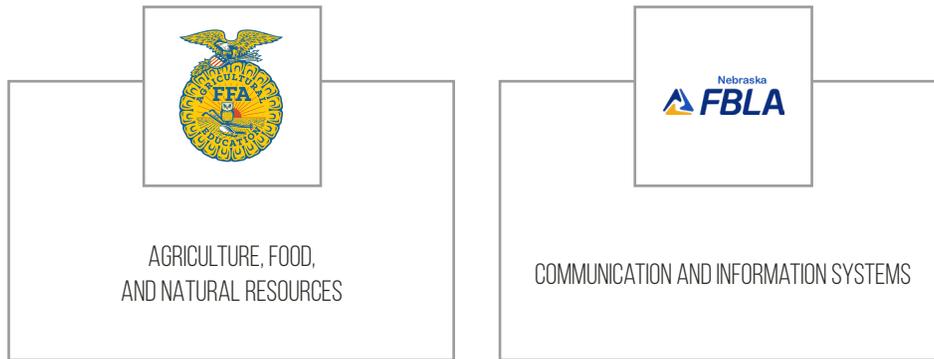


BUSINESS, MARKETING, AND MANAGEMENT

OVERVIEW

Career And Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs aligned with the state’s Programs of Study and career field areas. These include:



CAREER READINESS STANDARDS

Embedded into the State Model Programs of Study and courses are the Nebraska Career Readiness standards. These standards rest on important “practices and proficiencies” with long-standing importance in career education. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being

BUSINESS, MARKETING, AND MANAGEMENT

PROGRAMS OF STUDY



BUSINESS MANAGEMENT
& ADMINISTRATION CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
ACCOUNTING (Pages 11–28)	<p><u>032300 - Introduction to Business, OR</u></p> <p>032400 - College Introduction to Business, OR</p> <p>033000 - Personal Finance, OR</p> <p><u>033002 - Wealth Building Fundamentals</u></p>	<p><u>030501 - Accounting 1, AND</u></p> <p><u>030502 - Accounting 2</u></p>	<p><u>030503 - Accounting 3, AND</u></p> <p><u>030504 - Accounting 4, OR</u></p> <p>030302 - College Principles of Accounting</p>	320705 - Business Management Work-Based Learning Experience
ENTREPRENEURSHIP (Pages 29–39)	<p><u>032300 - Introduction to Business, OR</u></p> <p>032400 - College Introduction to Business, OR</p> <p><u>038100 - Marketing</u></p>	<p><u>030501 - Accounting 1, OR</u></p> <p><u>038101 - Marketing Management</u></p>	<p><u>032370 - Entrepreneurship, OR</u></p> <p>032600 - College Introduction to Entrepreneurship</p>	320705 - Business Management Work-Based Learning Experience
MANAGEMENT (Pages 40–49)	<p><u>032300 - Introduction to Business, OR</u></p> <p>032400 - College Introduction to Business</p>	<p><u>038101 - Marketing Management, OR</u></p> <p><u>030900 - Business Law</u></p>	<u>032802 - Management & Leadership</u>	320705 - Business Management Work-Based Learning Experience



BUSINESS, MARKETING, AND MANAGEMENT

PROGRAMS OF STUDY



FINANCE CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
FINANCE (Pages 50–63)	<u>032300 - Introduction to Business, OR</u> 032400 - College Introduction to Business, OR <u>033000 - Personal Finance, OR</u> <u>033002 - Wealth Building Fundamentals</u>	<u>030501 - Accounting 1</u>	038501 - AP Microeconomics, OR 038503 - College Microeconomics, OR 038500 - AP Macroeconomics, OR 038502 - College Macroeconomics, OR 111700 - Statistics/Probability, OR <u>031800 - Economics, OR</u> 151000 - High School Economics	320708 - Finance Work-Based Learning Experience



MARKETING CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
MARKETING (Pages 64–69)	<u>038100 - Marketing</u>	<u>038101 - Marketing Management</u>	<u>038200 - Advanced Marketing, OR</u> 038201 - College Principles of Marketing	320716 - Marketing Work-Based Learning Experience



BUSINESS, MARKETING, AND MANAGEMENT

PROGRAMS OF STUDY



HOSPITALITY & TOURISM CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
CULINARY ARTS & EVENT PLANNING (Pages 70–81)	090107 - <u>Fundamentals of Nutrition & Culinary Essentials (HSE)</u>	<u>370021 - Culinary Skills 1</u> , OR 370030 - ProStart 1	<u>370022 - Culinary Skills 2</u> , OR 370031 - ProStart 2, OR 370023 - <u>Baking & Pastry</u> , OR 038303 - <u>Event Management with Work-Based Learning Experience</u>	320711- Hospitality & Tourism Work-Based Learning Experience, OR 032370 - <u>Entrepreneurship</u> , OR 032600 - College Introduction to Entrepreneurship, OR
HOSPITALITY & EVENT PLANNING (Pages 82–92)	038301 - <u>Introduction to Hospitality & Event Planning</u>	<u>038101- Marketing Management</u> , OR 038302 - <u>Travel & Tourism</u>	<u>032370 - Entrepreneurship</u> , OR 038303 - <u>Event Management with Work-Based Learning Experience</u>	320711 - Hospitality & Tourism Work-Based Learning Experience





INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

- BMM.HS.16.1.a Explain the role of business in society.
- BMM.HS.16.1.b Explain types of business ownership.
- BMM.HS.16.1.c Describe the two basic types of business profit structures (i.e. profit and not for profit).
- BMM.HS.16.1.d Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

- BMM.HS.16.2.a Compare and contrast economic goods and services.
- BMM.HS.16.2.b Analyze economic indicators and how they affect the business cycle.
- BMM.HS.16.2.c Explain the principles of supply and demand and pricing.
- BMM.HS.16.2.d Compare and contrast the basic features of economic systems.
- BMM.HS.16.2.e Identify factors that impact a business' profit and risk.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

- BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).
- BMM.HS.16.3.b Differentiate between leading and managing.
- BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.
- BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.
- BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.
- BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

- BMM.HS.16.4.a Describe marketing and its relevance in a global economy.
- BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

- BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.
- BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

- BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.
- BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

- BMM.HS.16.7.a Identify careers and organizations within a business career field.
- BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.
- BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.
- BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.





PERSONAL FINANCE

COURSE DESCRIPTION

The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and decision-making skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments.

STANDARDS AND INDICATORS:

BMM.HS.22.1 Develop and evaluate a plan to earn an income and manage finances to achieve personal goals.

- BMM.HS.22.1.a Identify various forms of income and analyze the career clusters to explore how career choice, level of education, geographical location, type of industry, skill level, and work ethic affect income and personal goal attainment.
- BMM.HS.22.1.b Analyze the impact of sociological, economic, and technological changes on the future job outlook and potential to earn income.
- BMM.HS.22.1.c Interpret a pay stub to calculate gross and net pay.
- BMM.HS.22.1.d Evaluate the impact of taxes on personal financial planning.
- BMM.HS.22.1.e Describe information needed and required forms relevant to the completion of state and federal income tax forms (e.g., W-4, W-2, 1040).
- BMM.HS.22.1.f Develop and evaluate a personal budget based on income, employee benefits and incentives, savings and investment goals, and retirement contributions and analyze the life cycle of net worth.

BMM.HS.22.2 Examine budgeting, savings, and investment strategies based on individual preferences and circumstances to achieve financial goals.

- BMM.HS.22.2.a Compare and contrast saving and investing strategies that consider risk, return, and building wealth.
- BMM.HS.22.2.b Determine factors that influence decisions to save.
- BMM.HS.22.2.c Create short- and long-term financial goals for a personal budget.





PERSONAL FINANCE (cont.)

- BMM.HS.22.2.d Analyze the power of compound interest and the importance of starting early in implementing a plan of saving.
- BMM.HS.22.2.e Examine the concept of time, value of money, and rates of return that impact monetary decisions.
- BMM.HS.22.2.f Investigate opportunities to participate in employer-sponsored retirement plans (e.g., IRA, 401K, Roth IRA).

BMM.HS.22.3 Compare and evaluate the products and services financial institutions provide.

- BMM.HS.22.3.a Describe and explain the use of different forms of financial exchange (e.g., cash, credit, debit, electronic funds transfer, and other emerging payment forms, etc.) from a local, national, and global consumer perspective.
- BMM.HS.22.3.b Explain legal and ethical responsibilities associated with financial exchanges.
- BMM.HS.22.3.c Identify the structure and functions of the Federal Reserve System and how it facilitates the functions of money.
- BMM.HS.22.3.d Distinguish between the various types of financial institutions and the basic products and services provided and evaluate each for related costs and fees.
- BMM.HS.22.3.e Compare and contrast types of checking and savings accounts and the forms of financial exchange.
- BMM.HS.22.3.f Analyze privacy and security issues associated with financial exchanges (e.g. cash transfers, electronic payments, mobile payments, online and traditional banking, etc.)

BMM.HS.22.4 Analyze factors that affect the choice of credit, the cost of credit, maintaining credit, and the legal aspects of using credit for personal goals

- BMM.HS.22.4.a Identify the C's of creditworthiness (e.g., collateral, character, capacity, conditions).
- BMM.HS.22.4.b Evaluate the opportunity cost for each financial decision involving credit (e.g., credit cards, auto loans, college loans).
- BMM.HS.22.4.c Compare and contrast the various aspects of a decision to use credit (e.g., APR, grace period, incentive buying, methods of calculating interest, and fees).





PERSONAL FINANCE (cont.)

- BMM.HS.22.4.d Research the rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection).
- BMM.HS.22.4.e Explain the importance of credit ratings and credit scores and the effect on an individual's credit report, cost of credit, and future use of credit.
- BMM.HS.22.4.f Investigate methods to resolve credit discrepancies and minimize the danger and ramifications of identity theft.

BMM.HS.22.5 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

- BMM.HS.22.5.a Identify and use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods.
- BMM.HS.22.5.b Identify consumer rights laws and explain how they protect consumer rights.
- BMM.HS.22.5.c Develop comparison shopping practices and apply them to purchasing decisions.
- BMM.HS.22.5.d Compare the costs and benefits of purchasing, leasing, and renting (e.g., vehicle, tools, furniture, and housing).
- BMM.HS.22.5.e Research the types and use of consumer assistance services and advocacy groups provided to address consumer rights and responsibilities (e.g., government, the Better Business Bureau, and manufacturers).
- BMM.HS.22.5.f Describe the role of supply and demand on the availability and price of goods and services in the regional, national, and international marketplace.
- BMM.HS.22.5.g Examine the impact of advertising and marketing on consumer demand and decision making in the regional, national, and international marketplace.

BMM.HS.22.6 Analyze choices available to consumers for protection against risk and financial loss.

- BMM.HS.22.6.a Define and utilize the terms, concepts, and practices instrumental to varied forms of insurance (e.g. deductible, premium, peril, risk, etc.).
- BMM.HS.22.6.b Compare risk management strategies (e.g., retention, avoidance, reduction, transfer).





PERSONAL FINANCE (cont.)

- BMM.HS.22.6.c Explain how one's mindset, habits, behaviors, and choices affect the cost of insurance and identify ways consumers can reduce this cost (e.g. smokers are charged more for health insurance and quitting smoking could reduce that cost).
- BMM.HS.22.6.d Compare and contrast types of insurance associated with different risks (e.g., auto mobile, personal and professional liability, home, renters, health, life, long-term care, disability).
- BMM.HS.22.6.e Develop a plan for insurance coverage taking into account coverage, premium costs, willingness to take risks, income, age, and socioeconomic status.
- BMM.HS.22.6.f Explain how retirement planning and estate planning are risk-management strategies.

BMM.HS.22.7 Analyze choices and resources available for financing postsecondary education.

- BMM.HS.22.7.a Describe the multiple pathways to postsecondary education and career preparedness and analyze the costs and benefits associated with each choice.
- BMM.HS.22.7.b Identify the purpose of the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants, scholarships, and loans and the essential information.
- BMM.HS.22.7.c Evaluate the costs and benefits of postsecondary education funding and any repayment requirements (e.g. NEST 529 college saving plan, scholarships, grants, federal and private loans, work-study, etc.).
- BMM.HS.22.7.d Explore the options for borrowers struggling to make payments and the consequences of failure to repay student loans.
- BMM.HS.22.7.e Correlate salary potential to the education requirements of different careers by identifying strategies to reduce student loan debt.





WEALTH BUILDING FUNDAMENTALS

COURSE DESCRIPTION

This course is designed to provide knowledge of personal financial management. Students learn to manage their resources to make sound personal financial decisions, interpret data to develop short- and long-term budgetary plans, and develop product knowledge related to financial planning. Students will develop a financial plan that includes savings, investing, credit management, risk management, and retirement.

STANDARDS AND INDICATORS:

BMM.HS.24.1 Identify and develop essential financial and personal attributes that contribute to a successful income-producing career.

- BMM.HS.24.1.a Distinguish between various forms of income and explain how it can be obtained and accumulated.
- BMM.HS.24.1.b Connect factors that affect income as part of the career decision-making process and potential outcomes.

BMM.HS.24.2 Compare strategies used to maintain, monitor, control, and accurately plan the use of financial resources.

- BMM.HS.24.2.a Prioritize financial needs and goals to determine strategic financial strategy decisions.
- BMM.HS.24.2.b Create a plan for financial management based upon personal goals.

BMM.HS.24.3 Evaluate strategies used to establish, build, maintain, monitor, control, and use credit for personal and financial goals.

- BMM.HS.24.3.a Estimate and evaluate the opportunity cost for each financial decision involving credit.
- BMM.HS.24.3.b Identify applicable strategies to establish and maintain a good credit rating for beneficial credit use at all stages of life and financial capacity.
- BMM.HS.24.3.c Summarize the loan application process and explain how each part is used to determine the creditworthiness of the applicant.
- BMM.HS.24.3.d Evaluate credit laws and regulations.





WEALTH BUILDING FUNDAMENTALS (cont.)

BMM.HS.24.4 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

- BMM.HS.24.4.a Distinguish between income and wealth.
- BMM.HS.24.4.b Evaluate the need for saving and investing to ensure financial well-being and wealth building.
- BMM.HS.24.4.c Evaluate saving and investment options and criteria.

BMM.HS.24.5 Compare and contrast the economic advantages and disadvantages of real estate as an investment tool.

- BMM.HS.24.5.a Identify the advantages and disadvantages of buying versus renting a home.
- BMM.HS.24.5.b Identify potential barriers to purchasing real estate and describe how to mitigate or avoid them.
- BMM.HS.24.5.c Explain the risks and rewards of investing in income-producing real estate (e.g., residential, agricultural, commercial).

BMM.HS.24.6 Assess risks in life and how to protect against the consequences of risk.

- BMM.HS.24.6.a Identify common types of risks and basic risk management strategies.
- BMM.HS.24.6.b Evaluate insurance as a risk management strategy.

BMM.HS.24.7 Investigate appropriate technology solutions to interpret, analyze, and utilize emerging trends in business finance

- BMM.HS.24.7.a Apply technology or software tools as they relate to financial activities.
- BMM.HS.24.7.b Understand the use of information technology in business and industry.
- BMM.HS.24.7.c Analyze financial data to make decisions.
- BMM.HS.24.7.d Predict potential barriers to the availability of financial technology and how to overcome them.





ACCOUNTING 1

COURSE DESCRIPTION

This one-semester course covers a service business organized as a sole proprietorship which will include 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 and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

STANDARDS AND INDICATORS:

BMM.HS.1.1 Explain the purpose of and demonstrate the steps of the accounting cycle using generally accepted accounting principles (GAAP).

- BMM.HS.1.1.a Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
- BMM.HS.1.1.b Analyze business transactions using a journal and describe the effect on the accounting equation.
- BMM.HS.1.1.c Apply the concepts of debits and credits through the use of T-accounts, normal account balances, and the chart of accounts.
- BMM.HS.1.1.d Evaluate changes in a fiscal period using financial statements and worksheets.
- BMM.HS.1.1.e Analyze and record transactions including adjusting, closing, and correcting entries.
- BMM.HS.1.1.f Post to the ledger and compare the relationship between journals, ledgers, and financial statements.

BMM.HS.1.2 Demonstrate the importance of cash control procedures and ethics in business.

- BMM.HS.1.2.a Define and apply cash control procedures by using documents to verify balances.
- BMM.HS.1.2.b Apply appropriate techniques to account for investments and withdrawals by owners.
- BMM.HS.1.2.c Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
- BMM.HS.1.2.d Demonstrate ethical decision-making skills through business scenarios.





ACCOUNTING 1 (cont.)

BMM.HS.1.3 Prepare, interpret, and analyze financial statements for a sole proprietorship.

- BMM.HS.1.3.a Evaluate the impact of data used in the development of financial statements.
- BMM.HS.1.3.b Prepare an income statement and balance sheet.
- BMM.HS.1.3.c Assess financial statements to summarize business performance.

BMM.HS.1.4 Investigate career opportunities, career readiness skills, and technology in the field of accounting.

- BMM.HS.1.4.a Research the educational requirements, certifications, and skills needed to be successful in an accounting-related career.
- BMM.HS.1.4.b Describe various careers and opportunities related to accounting.
- BMM.HS.1.4.c Demonstrate both verbal and nonverbal communication skills related to the workplace.
- BMM.HS.1.4.d Apply analytical, critical thinking, and leadership skills to the workplace.
- BMM.HS.1.4.e Demonstrate the ability to work as a team by setting goals and accomplishing individual and team tasks on time.
- BMM.HS.1.4.f Understand the use of information technology in the accounting industry





ACCOUNTING 2

COURSE DESCRIPTION

This one-semester course will develop accounting skills that build upon those acquired in Accounting I. Students will continue to apply concepts of double-entry accounting systems related to a merchandising business organized as a corporation. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating, recording, and adjusting entries, and interpreting financial information. Students are given the opportunity to explore career-related skills and perform accounting applications using technology. Accounting 1 is a prerequisite to this course.

STANDARDS AND INDICATORS:

BMM.HS.2.1 Explain the purpose and demonstrate the steps of the accounting cycle for a corporation using generally accepted accounting principles (GAAP)

- BMM.HS.2.1.a Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
- BMM.HS.2.1.b Analyze business transactions using special journals and describe the effect on the accounting equation.
- BMM.HS.2.1.c Prepare a worksheet and financial statements to evaluate changes in a fiscal period.
- BMM.HS.2.1.d Analyze and record transactions including adjusting, closing, and correcting entries.
- BMM.HS.2.1.e Prepare posts to the ledger and compare the relationship between journals, ledgers, and financial statements.
- BMM.HS.2.1.f Compare the different forms of business ownership and the advantages and disadvantages of each form.

BMM.HS.2.2 Prepare and maintain payroll records and business-tax-related records.

- BMM.HS.2.2.a Prepare and maintain payroll records and tax forms.
- BMM.HS.2.2.b Calculate various forms of earning (e.g., hourly, salary, commission).
- BMM.HS.2.2.c Calculate employee and employer tax deductions (e.g., Social Security, Medicare, state income tax, federal income tax, unemployment).
- BMM.HS.2.2.d Differentiate between taxation at the personal and business levels.





ACCOUNTING 2 (cont.)

BMM.HS.2.3 Prepare, interpret, and analyze financial statements for a corporation.

- BMM.HS.2.3.a Prepare an income statement, statement of stockholders' equity, and balance sheet.
- BMM.HS.2.3.b Prepare and understand specialized financial statements for controlling and subsidiary accounts.
- BMM.HS.2.3.c Analyze the effect of the capital stock, retained earnings, and dividend accounts for a corporation.
- BMM.HS.2.3.d Evaluate the impact of data and assess financial statements including ratios to summarize business performance.

BMM.HS.2.4 Demonstrate the skills and competencies needed to be successful and ethical in an accounting-related career.

- BMM.HS.2.4.a Demonstrate both verbal and nonverbal communication skills related to the workplace.
- BMM.HS.2.4.b Apply analytical, critical thinking, and leadership skills to the workplace.
- BMM.HS.2.4.c Demonstrate the ability to work in a team by setting goals and accomplishing individual and team tasks on time.
- BMM.HS.2.4.d Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
- BMM.HS.2.4.e Demonstrate ethical decision-making skills through business scenarios.
- BMM.HS.2.4.f Understand the use of information technology in the accounting industry.





ACCOUNTING 3

COURSE DESCRIPTION

This is a one-semester course that includes accounting for a merchandising business, adjustments in inventory control systems, and other general accounting adjustments. Accounting 1 and Accounting 2 are prerequisites to this course.

STANDARDS AND INDICATORS:

BMM.HS.3.1 Explain the purpose of and demonstrate the steps of the accounting cycle of a merchandising business using generally accepted accounting principles (GAAP). This may be completed with a departmentalized business.

- BMM.HS.3.1.a Define and identify accounting terms, concepts, and practices related to financial reporting for a merchandising business.
- BMM.HS.3.1.b Demonstrate journaling and post business transactions related to cash receipts, cash payments, sales, and purchases.
- BMM.HS.3.1.c Calculate and record employee and employer payroll taxes.
- BMM.HS.3.1.d Prepare and analyze financial statements for a merchandising business.
- BMM.HS.3.1.e Complete end-of-period work for a merchandising business.
- BMM.HS.3.1.f Perform ratio analysis of financial statements.

BMM.HS.3.2 Apply accounting principles to plan, count, and cost inventory.

- BMM.HS.3.2.a Describe the differences between the periodic and perpetual inventory systems and record business transactions using both methods.
- BMM.HS.3.2.b Define and calculate cost of goods sold and ending inventory using the LIFO, FIFO, and weighted average inventory costing methods.
- BMM.HS.3.2.c Calculate inventory turnover ratio.





ACCOUNTING 3(cont.)

BMM.HS.3.3 Plan, record, and apply general accounting adjustments.

- BMM.HS.3.3.a Define and identify accounting terms, concepts, and practices related to the adjusting entry process.
- BMM.HS.3.3.b Calculate and record adjustments for estimated uncollectible accounts using appropriate methods.
- BMM.HS.3.3.c Journalize the purchase and disposal of plant assets.
- BMM.HS.3.3.d Calculate and record depreciation using various methods.
- BMM.HS.3.3.e Demonstrate journaling transactions and adjustments for notes payable, prepaid expenses, and accrued expenses..
- BMM.HS.3.3.f Demonstrate journaling transactions and adjustments for notes receivable, unearned revenue, and accrued revenue.

BMM.HS.3.4 Explain and demonstrate the skills and competencies needed to be successful and ethical in an accounting-related career.

- BMM.HS.3.4.a Research various careers and opportunities related to accounting.
- BMM.HS.3.4.b Demonstrate both verbal and nonverbal communication skills related to the workplace.
- BMM.HS.3.4.c Apply analytical, critical thinking, and leadership skills to the workplace.
- BMM.HS.3.4.d Demonstrate the ability to work in a team by setting goals and accomplishing individual and team tasks on time.
- BMM.HS.3.4.e Demonstrate ethical decision-making skills through business scenarios.
- BMM.HS.3.4.f Assess the use of information technology in the accounting industry.





ACCOUNTING 4

COURSE DESCRIPTION

This is a one-semester course that evaluates financial planning and decision-making for corporate and managerial accounting and other types of business. Accounting 1, Accounting 2, and Accounting 3 are prerequisites to this course.

STANDARDS AND INDICATORS:

BMM.HS.4.1 Apply accounting concepts and demonstrate the steps of the accounting cycle for a corporation using generally accepted accounting principles (GAAP).

- BMM.HS.4.1.a Define and identify accounting terms, concepts, and practices related to corporate accounting including acquiring additional capital and financial analysis.
- BMM.HS.4.1.b Interpret transactions related to a corporation and its stocks and dividends and how to journalize.
- BMM.HS.4.1.c Calculate and journalize transactions related to acquiring additional capital (e.g., stock, treasury stock, and bonds payable).
- BMM.HS.4.1.d Prepare, analyze, and interpret corporate financial statements.
- BMM.HS.4.1.e Complete end-of-period procedures for a corporation.
- BMM.HS.4.1.f Perform ratio analysis of financial statements.

BMM.HS.4.2 Apply management accounting concepts.

- BMM.HS.4.2.a Define and identify accounting terms, concepts, and practices related to budgetary planning and control, cost-volume-profit analysis, present-value analysis, and financial statement analysis.
- BMM.HS.4.2.b Prepare a budget, budgeted income statement, and performance report.
- BMM.HS.4.2.c Determine break-even point.
- BMM.HS.4.2.d Perform calculations related to cost-volume-profit and present-value analysis.
- BMM.HS.4.2.e Analyze the long-term financial strength of a business through ratio analysis of financial statements.





ACCOUNTING 4 (cont.)

BMM.HS.4.3 Identify accounting principles for other types of businesses.

- BMM.HS.4.3.a Define and identify accounting terms, concepts, and practices related to cost accounting and financial reporting for a manufacturing business.
- BMM.HS.4.3.b Define and identify accounting terms, concepts, and practices related to accounting for a partnership and not-for-profit organizations.
- BMM.HS.4.3.c Differentiate between the types, purposes, and characteristics of not-for-profit organizations (e.g., governmental, religious, charitable, educational).

BMM.HS.4.4 Assess the financial strength of a business.

- BMM.HS.4.4.a Define and identify accounting terms, concepts, and practices related to financial statements and analysis
- BMM.HS.4.4.b Explain how financial statements are used to analyze a business.
- BMM.HS.4.4.c Perform a horizontal and vertical analysis of financial statements.
- BMM.HS.4.4.d Compute the financial ratios to evaluate a business (e.g., profitability, liquidity, solvency, financial condition, and operating results).

BMM.HS.4.5 Apply accounting practices related to a statement of cash flows.

- BMM.HS.4.5.a Define and identify accounting terms, concepts, and practices related to a statement of cash flow.
- BMM.HS.4.5.b Distinguish among operating, investing, and financing cash flows..
- BMM.HS.4.5.c Differentiate between the indirect and direct method of the Statement of Cash Flows.
- BMM.HS.4.5.d Prepare the statement of cash flows by the indirect method.
- BMM.HS.4.5.e Use the cash flow to evaluate business performance.





ACCOUNTING 4 (cont.)

BMM.HS.4.6 Explain and demonstrate the career readiness skills and competencies needed to be successful and ethical in an accounting-related career

- BMM.HS.4.6.a Demonstrate both verbal and nonverbal communication skills related to the workplace.
- BMM.HS.4.6.b Apply analytical, critical thinking, and leadership skills to the workplace.
- BMM.HS.4.6.c Demonstrate the ability to work in a team by setting goals and accomplishing individual and team tasks on time.
- BMM.HS.4.6.d Demonstrate ethical decision-making skills through business scenarios.
- BMM.HS.4.6.e Understand the use of information technology in the accounting industry.





INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

- BMM.HS.16.1.a Explain the role of business in society.
- BMM.HS.16.1.b Explain types of business ownership.
- BMM.HS.16.1.c Describe the two basic types of business profit structures (i.e. profit and not for profit).
- BMM.HS.16.1.d Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

- BMM.HS.16.2.a Compare and contrast economic goods and services.
- BMM.HS.16.2.b Analyze economic indicators and how they affect the business cycle.
- BMM.HS.16.2.c Explain the principles of supply and demand and pricing.
- BMM.HS.16.2.d Compare and contrast the basic features of economic systems.
- BMM.HS.16.2.e Identify factors that impact a business' profit and risk.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

- BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).
- BMM.HS.16.3.b Differentiate between leading and managing.
- BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.
- BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.
- BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.
- BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

- BMM.HS.16.4.a Describe marketing and its relevance in a global economy.
- BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

- BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.
- BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

- BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.
- BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

- BMM.HS.16.7.a Identify careers and organizations within a business career field.
- BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.
- BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.
- BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.





MARKETING

COURSE DESCRIPTION

This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process.

STANDARDS AND INDICATORS:

BMM.HS.19.1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

- BMM.HS.19.1.a Describe marketing functions and related activities.
- BMM.HS.19.1.b Distinguish between economic goods and services.
- BMM.HS.19.1.c Explain the principles of supply and demand.
- BMM.HS.19.1.d Determine economic utilities created by business activities.
- BMM.HS.19.1.e Explain the concept of competition.
- BMM.HS.19.1.f Identify employment opportunities in marketing.

BMM.HS.19.2 Identify marketing-information management strategies to understand its nature and scope.

- BMM.HS.19.2.a Identify the need for marketing data used to monitor marketing decision making.
- BMM.HS.19.2.b Explain the role of ethics in marketing information management.
- BMM.HS.19.2.c Discuss the nature of data mining (NF:148) (CS)
- BMM.HS.19.2.d Describe the use of technology in the marketing-information management function (IM:183) (SP)
- BMM.HS.19.2.e Describe the regulation of marketing-information management (IM:419) (SP)





MARKETING (cont.)

BMM.HS.19.3 Apply the concepts and marketing strategies utilized to determine and target a select market.

- BMM.HS.19.3.a Analyze and describe the importance of each of the components of the marketing mix.
- BMM.HS.19.3.b Explain factors that influence customer/client/business buying behavior.
- BMM.HS.19.3.c Analyze customer's rational and emotional buying motives and decisions.
- BMM.HS.19.3.d Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).
- BMM.HS.19.3.e Explain the concept of market and market identification.
- BMM.HS.19.3.f Identify strategies utilized in the elements of market segmentation.

BMM.HS.19.4 Identify the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

- BMM.HS.19.4.a Explain the nature and scope of the selling function.
- BMM.HS.19.4.b Explain the role of customer service as a component of selling relationships for building a clientele.
- BMM.HS.19.4.c Utilize sales processes and techniques to determine and satisfy customer needs.
- BMM.HS.19.4.d Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
- BMM.HS.19.4.e Explain legal and ethical considerations in selling.





ACCOUNTING 1

COURSE DESCRIPTION

This one-semester course covers a service business organized as a sole proprietorship which will include 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 and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

STANDARDS AND INDICATORS:

BMM.HS.1.1 Explain the purpose of and demonstrate the steps of the accounting cycle using generally accepted accounting principles (GAAP).

- BMM.HS.1.1.a Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
- BMM.HS.1.1.b Analyze business transactions using a journal and describe the effect on the accounting equation.
- BMM.HS.1.1.c Apply the concepts of debits and credits through the use of T-accounts, normal account balances, and the chart of accounts.
- BMM.HS.1.1.d Evaluate changes in a fiscal period using financial statements and worksheets.
- BMM.HS.1.1.e Analyze and record transactions including adjusting, closing, and correcting entries.
- BMM.HS.1.1.f Post to the ledger and compare the relationship between journals, ledgers, and financial statements.

BMM.HS.1.2 Demonstrate the importance of cash control procedures and ethics in business.

- BMM.HS.1.2.a Define and apply cash control procedures by using documents to verify balances.
- BMM.HS.1.2.b Apply appropriate techniques to account for investments and withdrawals by owners.
- BMM.HS.1.2.c Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
- BMM.HS.1.2.d Demonstrate ethical decision-making skills through business scenarios.





ACCOUNTING 1 (cont.)

BMM.HS.1.3 Prepare, interpret, and analyze financial statements for a sole proprietorship.

- BMM.HS.1.3.a Evaluate the impact of data used in the development of financial statements.
- BMM.HS.1.3.b Prepare an income statement and balance sheet.
- BMM.HS.1.3.c Assess financial statements to summarize business performance.

BMM.HS.1.4 Investigate career opportunities, career readiness skills, and technology in the field of accounting.

- BMM.HS.1.4.a Research the educational requirements, certifications, and skills needed to be successful in an accounting-related career.
- BMM.HS.1.4.b Describe various careers and opportunities related to accounting.
- BMM.HS.1.4.c Demonstrate both verbal and nonverbal communication skills related to the workplace.
- BMM.HS.1.4.d Apply analytical, critical thinking, and leadership skills to the workplace.
- BMM.HS.1.4.e Demonstrate the ability to work as a team by setting goals and accomplishing individual and team tasks on time.
- BMM.HS.1.4.f Understand the use of information technology in the accounting industry





MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 Identify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.





MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.





ENTREPRENEURSHIP

COURSE DESCRIPTION

Entrepreneurship is a course with emphasis 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.

STANDARDS AND INDICATORS:

BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.

- BMM.HS.13.1.a Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
- BMM.HS.13.1.b Identify responsible behavior, attitude, and leadership ability.
- BMM.HS.13.1.c Demonstrate problem-solving skills.
- BMM.HS.13.1.d Describe the history and development of successful and non-successful entrepreneurial ventures.
- BMM.HS.13.1.e Explore career opportunities in entrepreneurship.

BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.

- BMM.HS.13.2.a Identify and compare advantages and disadvantages of various forms of business ownership.
- BMM.HS.13.2.b Explain the legal and ethical issues affecting businesses.
- BMM.HS.13.2.c Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.





ENTREPRENEURSHIP (cont.)

BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.

- BMM.HS.13.3.a Describe the importance of strategic management to a small entrepreneurial business.
- BMM.HS.13.3.b Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
- BMM.HS.13.3.c Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
- BMM.HS.13.3.d Develop a marketing plan and strategies to position the product and/or service in the target market.
- BMM.HS.13.3.e Identify the legal documents and financial records for business operations.
- BMM.HS.13.3.f Evaluate the venture idea utilizing the components of a business plan.

BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.

- BMM.HS.13.4.a Identify entrepreneurial venture opportunities in international trade.
- BMM.HS.13.4.b Analyze global issues and trends for entrepreneurial ventures.
- BMM.HS.13.4.c Determine the impact of cultural and social requirements on international trade.





INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

- BMM.HS.16.1.a Explain the role of business in society.
- BMM.HS.16.1.b Explain types of business ownership.
- BMM.HS.16.1.c Describe the two basic types of business profit structures (i.e. profit and not for profit).
- BMM.HS.16.1.d Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

- BMM.HS.16.2.a Compare and contrast economic goods and services.
- BMM.HS.16.2.b Analyze economic indicators and how they affect the business cycle.
- BMM.HS.16.2.c Explain the principles of supply and demand and pricing.
- BMM.HS.16.2.d Compare and contrast the basic features of economic systems.
- BMM.HS.16.2.e Identify factors that impact a business' profit and risk.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

- BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).
- BMM.HS.16.3.b Differentiate between leading and managing.
- BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.
- BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.
- BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.
- BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

- BMM.HS.16.4.a Describe marketing and its relevance in a global economy.
- BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

- BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.
- BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

- BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.
- BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

- BMM.HS.16.7.a Identify careers and organizations within a business career field.
- BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.
- BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.
- BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.





MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 Identify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.





MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.





BUSINESS LAW

COURSE DESCRIPTION

In this course, students develop an understanding of laws and regulations that impact business. Topics included are contracts, employment law, sources of law, and the United States judicial system and legal procedures.

STANDARDS AND INDICATORS:

BMM.HS.9.1 Analyze the relationship between ethics and the law and describe sources of the law, structure of the court system, and classifications of laws.

- BMM.HS.9.1.a Describe the structure of federal and state court systems.
- BMM.HS.9.1.b Differentiate between procedural and substantive law.
- BMM.HS.9.1.c Compare and contrast civil and criminal law and their respective trial processes.
- BMM.HS.9.1.d Explain the advantages and disadvantages of negotiation, arbitration, mediation, and litigation.
- BMM.HS.9.1.e Distinguish between a tort and crime including burden of proof, penalties, and remedies.
- BMM.HS.9.1.f Describe the role of values in constructing an ethical code and a legal system.

BMM.HS.9.2 Identify the legal environment of businesses, domestic and international.

- BMM.HS.9.2.a Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies.
- BMM.HS.9.2.b Identify legislation and entities that regulate employment rights, working conditions and benefits, and equal opportunity in the workplace.
- BMM.HS.9.2.c Demonstrate knowledge of agency law, fiduciary duty, and responsibilities.
- BMM.HS.9.2.d Explain the relationship between national and international law.





BUSINESS LAW (cont.)

BMM.HS.9.3 Analyze the elements, concepts, and principles of contract law.

- BMM.HS.9.3.a Explain the contractual relationship and identify the elements of a legally binding contract (offer, acceptance, mutual assent, consideration, capacity).
- BMM.HS.9.3.b Identify the classifications of contracts (valid, void, voidable, unenforceable, express, implied, bilateral, unilateral, oral, and written).
- BMM.HS.9.3.c Describe breach of contract and remedies available (e.g., monetary, specific performance, liquidation) when a contract is breached.
- BMM.HS.9.3.d Identify types of contracts that must be in writing under the statute of frauds.
- BMM.HS.9.3.e Compare ways a contract can be discharged or terminated.

BMM.HS.9.4 Analyze the protections afforded consumers through consumer laws.

- BMM.HS.9.4.a Describe consumer protection and product liability laws and warranties.
- BMM.HS.9.4.b Define common, unfair, and deceptive practices.
- BMM.HS.9.4.c Identify and state the purpose of legislation that regulates consumer credit.
- BMM.HS.9.4.d Explain the legal rules that apply to personal property, real property, and intellectual property.
- BMM.HS.9.4.e Explain both the landlord and tenants rights and responsibilities.

BMM.HS.9.5 Analyze the role and importance of employment law related to the conduct of business.

- BMM.HS.9.5.a Explain the nature of the employee-employer relationship.
- BMM.HS.9.5.b Describe an employer's right to free speech in the workplace.
- BMM.HS.9.5.c Describe the elements needed in a social media policy.
- BMM.HS.9.5.d Explain the powers and operation of the Equal Employment Opportunity Commission (EEOC).





MANAGEMENT AND LEADERSHIP

Course Description

This course emphasizes the basic concepts of management and leadership within a business or organization. It addresses characteristics, organization, and operation of business as major sectors of the economy. Students will investigate management issues involved in planning, organizing, leading, and controlling an organization.

Standards and Indicators:

BMM.HS.18.1 Assess the importance of business management and the role of managers as it relates to the success of business.

- BMM.HS.18.1.a Define management and the manager's role.
- BMM.HS.18.1.b Analyze management theories and their application within a business environment.
- BMM.HS.18.1.c Compare and contrast the basic forms of business ownership.
- BMM.HS.18.1.d Analyze the organizational structure of a business.
- BMM.HS.18.1.e Explain the relationship between and among management levels.
- BMM.HS.18.1.f Explore employment opportunities in business management and administration.

BMM.HS.18.2 Analyze management functions and their implementation and integration within the business environment.

- BMM.HS.18.2.a Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies.
- BMM.HS.18.2.b Identify legislation and entities that regulate employment rights, working conditions and benefits, and equal opportunity in the workplace.
- BMM.HS.18.2.c Demonstrate knowledge of agency law, fiduciary duty, and responsibilities.
- BMM.HS.18.2.d Explain the relationship between national and international law.
- BMM.HS.18.2.e Analyze management's role when implementing change including planning and unforeseen issues
- BMM.HS.18.2.f Discuss the importance of the controlling function in the business environment.
- BMM.HS.18.2.g Determine alternative actions when goals are not being met.





MANAGEMENT AND LEADERSHIP (cont.)

BMM.HS.18.3 Describe human resource functions and their importance to an organization's successful operation.

- BMM.HS.18.3.a Analyze the role of ethics in human resource management.
- BMM.HS.18.3.b Explain the hiring process.
- BMM.HS.18.3.c Identify the impact of orientation, training, and performance appraisals on employees and the organization.
- BMM.HS.18.3.d Examine compensation, promotion, benefits, and incentives of employees.
- BMM.HS.18.3.e Discuss and identify the legal implications and processes relating to separation, termination, and transition.
- BMM.HS.18.3.f Evaluate alternative options to employment (e.g., outsourcing, freelancers, contract labor).

BMM.HS.18.4 Analyze financial data influenced by internal and external factors in order to make short and long term decisions.

- BMM.HS.18.4.a Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, statement of net worth).
- BMM.HS.18.4.b Explain ways to minimize and manage risk.
- BMM.HS.18.4.c Assess the short-term and long-term financial needs of an organization.

BMM.HS.18.5 Investigate the strategic role of a manager and the contributions made to the success of a business.

- BMM.HS.18.5.a Describe the process and systems implemented to monitor, plan, and control the daily operational activities.
- BMM.HS.18.5.b Identify internal/external factors that influence management decisions.
- BMM.HS.18.5.c Explain the strategic planning process within an organization.
- BMM.HS.18.5.d Understand the role and function of innovation management.





MANAGEMENT AND LEADERSHIP (cont.)

BMM.HS.18.6 Develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment.

- BMM.HS.18.6.a Analyze how managers at various levels manage their time differently.
- BMM.HS.18.6.b Identify how an effective stress reduction plan affects the efficiency of business.
- BMM.HS.18.6.c Demonstrate effective communication skills (e.g., reading, listening, writing, technology, verbal, nonverbal).
- BMM.HS.18.6.d Examine internal and external business interactions and networking to build positive relationships.

BMM.HS.18.7 Explain the concept of leadership.

- BMM.HS.18.7.a Identify and discuss characteristics of effective and ineffective leaders.
- BMM.HS.18.7.b Differentiate between leading and managing.
- BMM.HS.18.7.c Differentiate between power, authority, and leadership.
- BMM.HS.18.7.d Identify various leadership styles.
- BMM.HS.18.7.e Explain the importance of motivation in leadership.

BMM.HS.18.8 Employ leadership skills to achieve workplace objectives.

- BMM.HS.18.8.a Determine personal leadership style and the appropriate style for varying situations.
- BMM.HS.18.8.b Identify ways in which a leader demonstrates social responsibility and ethics (e.g., initiative, honesty, integrity, cultural sensitivity, empathy).
- BMM.HS.18.8.c Demonstrate conflict resolution and negotiation skills.
- BMM.HS.18.8.d Examine team building techniques to accomplish goals (e.g., consensus building, negotiation, motivation to encourage teamwork).





INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

- BMM.HS.16.1.a Explain the role of business in society.
- BMM.HS.16.1.b Explain types of business ownership.
- BMM.HS.16.1.c Describe the two basic types of business profit structures (i.e. profit and not for profit).
- BMM.HS.16.1.d Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

- BMM.HS.16.2.a Compare and contrast economic goods and services.
- BMM.HS.16.2.b Analyze economic indicators and how they affect the business cycle.
- BMM.HS.16.2.c Explain the principles of supply and demand and pricing.
- BMM.HS.16.2.d Compare and contrast the basic features of economic systems.
- BMM.HS.16.2.e Identify factors that impact a business' profit and risk.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

- BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).
- BMM.HS.16.3.b Differentiate between leading and managing.
- BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.
- BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.
- BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.
- BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

- BMM.HS.16.4.a Describe marketing and its relevance in a global economy.
- BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

- BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.
- BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.





INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

- BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.
- BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

- BMM.HS.16.7.a Identify careers and organizations within a business career field.
- BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.
- BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.
- BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.





PERSONAL FINANCE

COURSE DESCRIPTION

The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and decision-making skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments.

STANDARDS AND INDICATORS:

BMM.HS.22.1 Develop and evaluate a plan to earn an income and manage finances to achieve personal goals.

- BMM.HS.22.1.a Identify various forms of income and analyze the career clusters to explore how career choice, level of education, geographical location, type of industry, skill level, and work ethic affect income and personal goal attainment.
- BMM.HS.22.1.b Analyze the impact of sociological, economic, and technological changes on the future job outlook and potential to earn income.
- BMM.HS.22.1.c Interpret a pay stub to calculate gross and net pay.
- BMM.HS.22.1.d Evaluate the impact of taxes on personal financial planning.
- BMM.HS.22.1.e Describe information needed and required forms relevant to the completion of state and federal income tax forms (e.g., W-4, W-2, 1040).
- BMM.HS.22.1.f Develop and evaluate a personal budget based on income, employee benefits and incentives, savings and investment goals, and retirement contributions and analyze the life cycle of net worth.

BMM.HS.22.2 Examine budgeting, savings, and investment strategies based on individual preferences and circumstances to achieve financial goals.

- BMM.HS.22.2.a Compare and contrast saving and investing strategies that consider risk, return, and building wealth.
- BMM.HS.22.2.b Determine factors that influence decisions to save.
- BMM.HS.22.2.c Create short- and long-term financial goals for a personal budget.





PERSONAL FINANCE (cont.)

- BMM.HS.22.2.d Analyze the power of compound interest and the importance of starting early in implementing a plan of saving.
- BMM.HS.22.2.e Examine the concept of time, value of money, and rates of return that impact monetary decisions.
- BMM.HS.22.2.f Investigate opportunities to participate in employer-sponsored retirement plans (e.g., IRA, 401K, Roth IRA).

BMM.HS.22.3 Compare and evaluate the products and services financial institutions provide.

- BMM.HS.22.3.a Describe and explain the use of different forms of financial exchange (e.g., cash, credit, debit, electronic funds transfer, and other emerging payment forms, etc.) from a local, national, and global consumer perspective.
- BMM.HS.22.3.b Explain legal and ethical responsibilities associated with financial exchanges.
- BMM.HS.22.3.c Identify the structure and functions of the Federal Reserve System and how it facilitates the functions of money.
- BMM.HS.22.3.d Distinguish between the various types of financial institutions and the basic products and services provided and evaluate each for related costs and fees.
- BMM.HS.22.3.e Compare and contrast types of checking and savings accounts and the forms of financial exchange.
- BMM.HS.22.3.f Analyze privacy and security issues associated with financial exchanges (e.g. cash transfers, electronic payments, mobile payments, online and traditional banking, etc.)

BMM.HS.22.4 Analyze factors that affect the choice of credit, the cost of credit, maintaining credit, and the legal aspects of using credit for personal goals

- BMM.HS.22.4.a Identify the C's of creditworthiness (e.g., collateral, character, capacity, conditions).
- BMM.HS.22.4.b Evaluate the opportunity cost for each financial decision involving credit (e.g., credit cards, auto loans, college loans).





PERSONAL FINANCE (cont.)

- BMM.HS.22.4.d Research the rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection).
- BMM.HS.22.4.e Explain the importance of credit ratings and credit scores and the effect on an individual's credit report, cost of credit, and future use of credit.
- BMM.HS.22.4.f Investigate methods to resolve credit discrepancies and minimize the danger and ramifications of identity theft.

BMM.HS.22.5 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

- BMM.HS.22.5.a Identify and use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods.
- BMM.HS.22.5.b Identify consumer rights laws and explain how they protect consumer rights.
- BMM.HS.22.5.c Develop comparison shopping practices and apply them to purchasing decisions.
- BMM.HS.22.5.d Compare the costs and benefits of purchasing, leasing, and renting (e.g., vehicle, tools, furniture, and housing).
- BMM.HS.22.5.e Research the types and use of consumer assistance services and advocacy groups provided to address consumer rights and responsibilities (e.g., government, the Better Business Bureau, and manufacturers).
- BMM.HS.22.5.f Describe the role of supply and demand on the availability and price of goods and services in the regional, national, and international marketplace.
- BMM.HS.22.5.g Examine the impact of advertising and marketing on consumer demand and decision making in the regional, national, and international marketplace.

BMM.HS.22.6 Analyze choices available to consumers for protection against risk and financial loss.

- BMM.HS.22.6.a Define and utilize the terms, concepts, and practices instrumental to varied forms of insurance (e.g. deductible, premium, peril, risk, etc.).
- BMM.HS.22.6.b Compare risk management strategies (e.g., retention, avoidance, reduction, transfer).





PERSONAL FINANCE (cont.)

- BMM.HS.22.6.c Explain how one’s mindset, habits, behaviors, and choices affect the cost of insurance and identify ways consumers can reduce this cost (e.g. smokers are charged more for health insurance and quitting smoking could reduce that cost).
- BMM.HS.22.6.d Compare and contrast types of insurance associated with different risks (e.g., auto mobile, personal and professional liability, home, renters, health, life, long-term care, disability).
- BMM.HS.22.6.e Develop a plan for insurance coverage taking into account coverage, premium costs, willingness to take risks, income, age, and socioeconomic status.
- BMM.HS.22.6.f Explain how retirement planning and estate planning are risk-management strategies.

BMM.HS.22.7 Analyze choices and resources available for financing postsecondary education.

- BMM.HS.22.7.a Describe the multiple pathways to postsecondary education and career preparedness and analyze the costs and benefits associated with each choice.
- BMM.HS.22.7.b Identify the purpose of the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants, scholarships, and loans and the essential information.
- BMM.HS.22.7.c Evaluate the costs and benefits of postsecondary education funding and any repayment requirements (e.g. NEST 529 college saving plan, scholarships, grants, federal and private loans, work-study, etc.).
- BMM.HS.22.7.d Explore the options for borrowers struggling to make payments and the consequences of failure to repay student loans.
- BMM.HS.22.7.e Correlate salary potential to the education requirements of different careers by identifying strategies to reduce student loan debt.





WEALTH BUILDING FUNDAMENTALS

COURSE DESCRIPTION

This course is designed to provide knowledge of personal financial management. Students learn to manage their resources to make sound personal financial decisions, interpret data to develop short- and long-term budgetary plans, and develop product knowledge related to financial planning. Students will develop a financial plan that includes savings, investing, credit management, risk management, and retirement.

STANDARDS AND INDICATORS:

BMM.HS.24.1 Identify and develop essential financial and personal attributes that contribute to a successful income-producing career.

- BMM.HS.24.1.a Distinguish between various forms of income and explain how it can be obtained and accumulated.
- BMM.HS.24.1.b Connect factors that affect income as part of the career decision-making process and potential outcomes.

BMM.HS.24.2 Compare strategies used to maintain, monitor, control, and accurately plan the use of financial resources.

- BMM.HS.24.2.a Prioritize financial needs and goals to determine strategic financial strategy decisions.
- BMM.HS.24.2.b Create a plan for financial management based upon personal goals.

BMM.HS.24.3 Evaluate strategies used to establish, build, maintain, monitor, control, and use credit for personal and financial goals.

- BMM.HS.24.3.a Estimate and evaluate the opportunity cost for each financial decision involving credit.
- BMM.HS.24.3.b Identify applicable strategies to establish and maintain a good credit rating for beneficial credit use at all stages of life and financial capacity.
- BMM.HS.24.3.c Summarize the loan application process and explain how each part is used to determine the creditworthiness of the applicant.
- BMM.HS.24.3.d Evaluate credit laws and regulations.





WEALTH BUILDING FUNDAMENTALS (cont.)

BMM.HS.24.4 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

- BMM.HS.24.4.a Distinguish between income and wealth.
- BMM.HS.24.4.b Evaluate the need for saving and investing to ensure financial well-being and wealth building.
- BMM.HS.24.4.c Evaluate saving and investment options and criteria.

BMM.HS.24.5 Compare and contrast the economic advantages and disadvantages of real estate as an investment tool.

- BMM.HS.24.5.a Identify the advantages and disadvantages of buying versus renting a home.
- BMM.HS.24.5.b Identify potential barriers to purchasing real estate and describe how to mitigate or avoid them.
- BMM.HS.24.5.c Explain the risks and rewards of investing in income-producing real estate (e.g., residential, agricultural, commercial).

BMM.HS.24.6 Assess risks in life and how to protect against the consequences of risk.

- BMM.HS.24.6.a Identify common types of risks and basic risk management strategies.
- BMM.HS.24.6.b Evaluate insurance as a risk management strategy.

BMM.HS.24.7 Investigate appropriate technology solutions to interpret, analyze, and utilize emerging trends in business finance

- BMM.HS.24.7.a Apply technology or software tools as they relate to financial activities.
- BMM.HS.24.7.b Understand the use of information technology in business and industry.
- BMM.HS.24.7.c Analyze financial data to make decisions.
- BMM.HS.24.7.d Predict potential barriers to the availability of financial technology and how to overcome them.





ACCOUNTING 1

COURSE DESCRIPTION

This one-semester course covers a service business organized as a sole proprietorship which will include 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 and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

STANDARDS AND INDICATORS:

BMM.HS.1.1 Explain the purpose of and demonstrate the steps of the accounting cycle using generally accepted accounting principles (GAAP).

- BMM.HS.1.1.a Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
- BMM.HS.1.1.b Analyze business transactions using a journal and describe the effect on the accounting equation.
- BMM.HS.1.1.c Apply the concepts of debits and credits through the use of T-accounts, normal account balances, and the chart of accounts.
- BMM.HS.1.1.d Evaluate changes in a fiscal period using financial statements and worksheets.
- BMM.HS.1.1.e Analyze and record transactions including adjusting, closing, and correcting entries.
- BMM.HS.1.1.f Post to the ledger and compare the relationship between journals, ledgers, and financial statements.

BMM.HS.1.2 Demonstrate the importance of cash control procedures and ethics in business.

- BMM.HS.1.2.a Define and apply cash control procedures by using documents to verify balances.
- BMM.HS.1.2.b Apply appropriate techniques to account for investments and withdrawals by owners.
- BMM.HS.1.2.c Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
- BMM.HS.1.2.d Demonstrate ethical decision-making skills through business scenarios.





ACCOUNTING 1 (cont.)

BMM.HS.1.3 Prepare, interpret, and analyze financial statements for a sole proprietorship.

- BMM.HS.1.3.a Evaluate the impact of data used in the development of financial statements.
- BMM.HS.1.3.b Prepare an income statement and balance sheet.
- BMM.HS.1.3.c Assess financial statements to summarize business performance.

BMM.HS.1.4 Investigate career opportunities, career readiness skills, and technology in the field of accounting.

- BMM.HS.1.4.a Research the educational requirements, certifications, and skills needed to be successful in an accounting-related career.
- BMM.HS.1.4.b Describe various careers and opportunities related to accounting.
- BMM.HS.1.4.c Demonstrate both verbal and nonverbal communication skills related to the workplace.
- BMM.HS.1.4.d Apply analytical, critical thinking, and leadership skills to the workplace.
- BMM.HS.1.4.e Demonstrate the ability to work as a team by setting goals and accomplishing individual and team tasks on time.
- BMM.HS.1.4.f Understand the use of information technology in the accounting industry





ECONOMICS

COURSE DESCRIPTION

Economics is a course designed to help students understand decision-making. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The course will use economic principles applied to current events and issues. Emphasis includes decision-making, allocation of scarce resources, incentives, economic institutions, markets and prices, economic systems, market structures, productivity, role of government, global economic concepts, and economic indicators.

STANDARDS AND INDICATORS:

BMM.HS.12.1 Apply economic reasoning skills to make informed decisions and become effective participants in the economy at all levels.

- BMM.HS.12.1.a Evaluate decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.
- BMM.HS.12.1.b Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- BMM.HS.12.1.c Assess the incentives for investing in personal education, skills, and talents.
- BMM.HS.12.1.d Examine data about current economic conditions and how these conditions can influence decisions.

BMM.HS.12.2 Explain the role of markets in determining prices and allocating scarce goods and services.

- BMM.HS.12.2.a Understand the role of competition, markets, and prices.
- BMM.HS.12.2.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.
- BMM.HS.12.2.c Hypothesize how competition between sellers could result in lower prices, higher-quality products, and better customer service.
- BMM.HS.12.2.d Investigate possible causes and consequences of shortages and surpluses.





ECONOMICS (cont.)

BMM.HS.12.3 Explain how economic institutions such as clearly defined property rights, open markets, and the rule of law impact different individuals and various groups.

- BMM.HS.12.3.a Summarize and assess the functions of economic institutions (e.g., property rights, open markets, and the rule of law) and their effects on markets and entrepreneurship.
- BMM.HS.12.3.b Explain how the U.S. government defines, enforces, and puts limitations on the economic institutions (e.g., property rights, open markets, and the rule of law) and compare this to other countries.
- BMM.HS.12.3.c Calculate and describe the impact of economic indicators (e.g., GDP, unemployment, inflation) including common uses and possible measurement error(s).
- BMM.HS.12.3.d Describe the functions, roles, and limitations of the Federal Reserve System and its influence through monetary policy.
- BMM.HS.12.3.e Explain how banks and a sound monetary system are critical to a functioning economy.

BMM.HS.12.4 Demonstrate personal and business financial management by developing plans to support short- and long-term goals.

- BMM.HS.12.4.a Identify and critique the tools, strategies, and systems used to establish, build, maintain, monitor, and control the use of financial resources.
- BMM.HS.12.4.b Demonstrate an understanding of decisions related to checking accounts, loans, down payments, insurance, taxes, and compound interest.
- BMM.HS.12.4.c Develop a plan to support short- and long-term goals including budgeting, career planning, banking, debt management, effects of taxes on income, and retirement planning.
- BMM.HS.12.4.d Evaluate savings, investment, and risk management strategies to achieve short- and long-term goals.





ECONOMICS (cont.)

BMM.HS.12.5 Analyze the roles and responsibilities of government from different economic perspectives.

- BMM.HS.12.5.a Examine how governments utilize taxation to provide goods and services to society.
- BMM.HS.12.5.b Analyze how the government can use taxation and spending policies to influence behavior and alter market outcomes.
- BMM.HS.12.5.c Critique government policies and regulations in areas of market failure.
- BMM.HS.12.5.d Evaluate the effects of fiscal policy on economic outcomes including budget deficits/surpluses, national debt, and economic systems.
- BMM.HS.12.5.e Compare the impact a government's fiscal policy has on different types of economic systems (e.g., command/communism, mixed, socialism, market, and traditional economic systems).
- BMM.HS.12.5.f Evaluate how the government uses economic indicators (e.g., unemployment rate, inflation, and real GDP) to influence their fiscal policy decisions and describe the possible outcomes.
- BMM.HS.12.5.g Evaluate and critique the costs and benefits of current events and public policy alternatives and assess who enjoys the benefits and who bears (takes on) the costs.

BMM.HS.12.6 Determine how international trade affects individuals, organizations, the domestic economy, and other nations.

- BMM.HS.12.6.a Explore comparative advantage among different countries.
- BMM.HS.12.6.b Calculate exchange rates and explain the impact of the strength of the dollar on economic decisions.
- BMM.HS.12.6.c Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
- BMM.HS.12.6.d Compare and contrast examples of specific goods and services that countries trade globally.
- BMM.HS.12.6.e Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.





MARKETING

COURSE DESCRIPTION

This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process.

STANDARDS AND INDICATORS:

BMM.HS.19.1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

- BMM.HS.19.1.a Describe marketing functions and related activities.
- BMM.HS.19.1.b Distinguish between economic goods and services.
- BMM.HS.19.1.c Explain the principles of supply and demand.
- BMM.HS.19.1.d Determine economic utilities created by business activities.
- BMM.HS.19.1.e Explain the concept of competition.
- BMM.HS.19.1.f Identify employment opportunities in marketing.

BMM.HS.19.2 Identify marketing-information management strategies to understand its nature and scope.

- BMM.HS.19.2.a Identify the need for marketing data used to monitor marketing decision making.
- BMM.HS.19.2.b Explain the role of ethics in marketing information management.
- BMM.HS.19.2.c Discuss the nature of data mining.
- BMM.HS.19.2.d Describe the use of technology in the marketing-information management function.
- BMM.HS.19.2.e Describe the regulation of marketing-information management.





MARKETING (cont.)

BMM.HS.19.3 Apply the concepts and marketing strategies utilized to determine and target a select market.

- BMM.HS.19.3.a Analyze and describe the importance of each of the components of the marketing mix.
- BMM.HS.19.3.b Explain factors that influence customer/client/business buying behavior.
- BMM.HS.19.3.c Analyze customer's rational and emotional buying motives and decisions.
- BMM.HS.19.3.d Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).
- BMM.HS.19.3.e Explain the concept of market and market identification.
- BMM.HS.19.3.f Identify strategies utilized in the elements of market segmentation.

BMM.HS.19.4 Identify the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

- BMM.HS.19.4.a Explain the nature and scope of the selling function.
- BMM.HS.19.4.b Explain the role of customer service as a component of selling relationships for building a clientele.
- BMM.HS.19.4.c Utilize sales processes and techniques to determine and satisfy customer needs.
- BMM.HS.19.4.d Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
- BMM.HS.19.4.e Explain legal and ethical considerations in selling.





MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 Identify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.





MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.





ADVANCED MARKETING

Course Description

This course is an expansion and application of previous marketing studies with an emphasis on learning to develop responsive marketing strategies that meet customer needs. Students will focus on organization and society where they will develop a marketing plan. Topics include market research, product development, promotion, channel management, and pricing.

Standards and Indicators:

BMM.HS.5.1 Analyze marketing, the marketing concept, and marketing management.

- BMM.HS.5.1.a Define the role of marketing in organizations.
- BMM.HS.5.1.b Describe how marketers create value for a product or service.
- BMM.HS.5.1.c Analyze the environment in which firms operate to develop effective marketing strategies and decisions.
- BMM.HS.5.1.d Select strategies to obtain the best return on marketing investment (ROMI).
- BMM.HS.5.1.e Evaluate marketing mix strategies in response to market opportunities and customer expectations.

BMM.HS.5.2 Analyze methods of information gathering and investigate research techniques.

- BMM.HS.5.2.a Describe the nature of marketing research.
- BMM.HS.5.2.b Investigate qualitative and quantitative research sources.
- BMM.HS.5.2.c Select and apply methods of data collection (e.g., observations, surveys, discussion forums, scanners).
- BMM.HS.5.2.d Interpret marketing information and/or data mining to test hypotheses and/or resolve issues.





ADVANCED MARKETING (cont.)

BMM.HS.5.3 Identify market segments and positioning strategies.

- BMM.HS.5.3.a Identify market segmentation strategies (e.g., demographics, geographics, psychographics, and behaviors).
- BMM.HS.5.3.b Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.
- BMM.HS.5.3.c Recommend the positioning strategy that communicates the firm's or the product's value proposition.
- BMM.HS.5.3.d Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socio-economic characteristics) on buying decisions.

BMM.HS.5.4 Evaluate marketing mix strategies.

- BMM.HS.5.4.a Develop marketing mix strategies that focus on meeting customer needs and wants.
- BMM.HS.5.4.b Assess current product and service strategies to determine growth strategy (e.g., market penetration, market development, product development, diversification).
- BMM.HS.5.4.c Identify factors that drive channel management design (e.g., Internet, Social Media, competitive advantage).
- BMM.HS.5.4.d Distinguish concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perception of value.
- BMM.HS.5.4.e Research, analyze, and recommend promotional goals and strategies as they relate to profitability and/or effectiveness in reaching the target market.

BMM.HS.5.5 Demonstrate the importance of an effective marketing plan.

- BMM.HS.5.5.a Apply project management competencies in working with a viable business in the creation of a marketing plan.
- BMM.HS.5.5.b Analyze current marketing strategies utilized by business.
- BMM.HS.5.5.c Initiate a marketing plan by identifying target market, conducting market analysis, and reviewing SWOT analysis.
- BMM.HS.5.5.d Develop marketing strategies to position and/or reposition business effectively.
- BMM.HS.5.5.e Assess cost effectiveness of recommended marketing strategies.
- BMM.HS.5.5.f Monitor and evaluate performance of marketing plan.





FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (HSE)

COURSE DESCRIPTION

This introductory course provides students with foundational knowledge and skills in food preparation and nutrition planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts.

STANDARDS AND INDICATORS:

HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.

- HSE.HS.21.1.a Demonstrate working as a member of a diverse team.
- HSE.HS.21.1.b Demonstrate professional practices required in the workplace.
- HSE.HS.21.1.c Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.
- HSE.HS.21.1.d Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.

HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.

- HSE.HS.21.2.a Compare and contrast definitions of health and wellness.
- HSE.HS.21.2.b Analyze farm to table for a variety of food products grown locally and globally.
- HSE.HS.21.2.c Identify issues surrounding global production of food and how sustainability and conservation practices are connected.

HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.

- HSE.HS.21.3.a Identify key bodily functions of the six essential nutrients and the components of each.
- HSE.HS.21.3.b Summarize the digestion, absorption, and metabolic processes associated with the use of nutrients in the digestive system.
- HSE.HS.21.3.c Identify the nutrient density of a variety of foods for each of the nutrients.
- HSE.HS.21.3.d Interpret the impact and effects of over or underconsumption of each nutrient.
- HSE.HS.21.3.e Explain the concept of calories and energy density of foods.
- HSE.HS.21.3.f Apply nutrition mathematical concepts to calculate energy from nutrients and the energy composition of a food item.





FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.

- HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels, etc.).
- HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.
- HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.
- HSE.HS.21.4.d Identify package labeling components.
- HSE.HS.21.4.e Analyze the Nutrition Facts label to determine nutrient contributions of a variety of foods.

HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.

- HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.
- HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.
- HSE.HS.21.5.c Sequence the requirements for proper receiving and storage of prepared foods and identify signs of food spoilage and contamination (e.g., FIFO - first in first out).
- HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness (HACCP system).
- HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (i.e., slips, burns, fires, shock, cuts, equipment accidents, poisoning, etc.).
- HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.





FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.6 Demonstrate foundational food preparation techniques.

- HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.
- HSE.HS.21.6.b Demonstrate mise en place.
- HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.
- HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.
- HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).
- HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.

HSE.HS.21.7 Create a meal plan based on the dietary recommendations for individuals and families across the lifespan.

- HSE.HS.21.7.a Identify food purchasing strategies used by consumers (e.g., store layout, comparison shopping, etc.).
- HSE.HS.21.7.b Develop a market order and time management plan.
- HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees, etc.).
- HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.
- HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.





CULINARY SKILLS 1 (HSE)

COURSE DESCRIPTION

This intermediate course focuses on culinary skills development building on concepts from the introductory course. Topics covered include planning, preparing, and marketing a variety of menu items following industry standards. Technical skills will be developed through the use of professional tools and equipment.

STANDARDS AND INDICATORS:

BMM.HS.10.1 Apply efficiency in food and kitchen safety and sanitation procedures.

- BMM.HS.10.1.a Demonstrate best practices for purchasing, receiving, inventorying, and storage in the restaurant and food service industry.
- BMM.HS.10.1.b Describe the proper storage and use of cleaners and sanitizers and develop a cleaning schedule.
- BMM.HS.10.1.c Describe appropriate measures for the control of insects, rodents, and pests.
- BMM.HS.10.1.d Identify appropriate types, uses, and location of fire extinguishers & equipment in the food service area.
- BMM.HS.10.1.e Describe the role of regulatory agencies governing sanitation and food safety.

BMM.HS.10.2 Apply math concepts to food preparation, recipe, and menu development.

- BMM.HS.10.2.a Perform basic math functions using the baker's percentage and fraction factor.
- BMM.HS.10.2.b Calculate the cost of recipes.
- BMM.HS.10.2.c Demonstrate measurements using weight and volume.
- BMM.HS.10.2.d Convert recipes to yield smaller and larger quantities based on operational needs.





CULINARY SKILLS 1 (cont.)

BMM.HS.10.3 Apply menu planning principles based on standardized recipes to meet customer needs.

- BMM.HS.10.3.a Apply menu planning principles to develop and modify menus.
- BMM.HS.10.3.b Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
- BMM.HS.10.3.c Create professional menu item descriptions for a food product.
- BMM.HS.10.3.d Develop a standardized recipe listing the ingredients and procedures in the order of which they are used.
- BMM.HS.10.3.e Utilize weight and measurement tools in food preparation and portion control.

BMM.HS.10.4 Demonstrate fundamental procedures within the restaurant and food service industry.

- BMM.HS.10.4.a Summarize the components of industry-standard kitchen facilities, planning, and layout principles.
- BMM.HS.10.4.b Demonstrate proper planning and time management to the overall operation of the restaurant facility.
- BMM.HS.10.4.c Identify front of the house and back of the house principles to facility operations and management.
- BMM.HS.10.4.d Identify regulations for inspecting and grading ingredients.
- BMM.HS.10.4.e Prepare requisitions for food, equipment, and supplies to meet production requirements.





CULINARY SKILLS 1 (cont.)

BMM.HS.10.5 Demonstrate technical food preparation techniques.

- BMM.HS.10.5.a Identify and describe the function of common ingredients used in cooking and baking (including but not limited to: fats, flours, sugars, eggs, dairy, grains, legumes, fruits, vegetables, meats, seafood, etc.).
- BMM.HS.10.5.b Identify the characteristics of herbs and spices and incorporate them to enhance flavor.
- BMM.HS.10.5.c Prepare salads, vinaigrettes, emulsions, and other common dips.
- BMM.HS.10.5.d Prepare sandwiches, pizza, stocks, soups and sauces.
- BMM.HS.10.5.e Prepare dessert sauces, baked goods, and pastries.
- BMM.HS.10.5.f Demonstrate professional plating, garnishing, and food presentation techniques.

BMM.HS.10.6 Examine effective management principles within the restaurant and food service industry.

- BMM.HS.10.6.a Identify the components of a restaurant and food service management plan.
- BMM.HS.10.6.b Explain the purpose and components of a marketing plan.
- BMM.HS.10.6.c Identify the areas of risk management and legal liability within the food service industry.
- BMM.HS.10.6.d Explain principles of customer service in the restaurant and food service industry, with an emphasis on community focused customer service.
- BMM.HS.10.6.e Describe the opportunities for entrepreneurship in the restaurant and food service industries.





CULINARY SKILLS 2 (HSE)

COURSE DESCRIPTION

This capstone course focuses on the application of culinary skills building on concepts from the introductory and intermediate courses. Topics covered include restaurant marketing, menu management, cost control, breakfast cookery, fruits and vegetables, potatoes/grains/pastas, meat/poultry/seafood, plating/garnishing, and global cuisines. Developing a restaurant business management plan and implementing food service management principles are also covered.

STANDARDS AND INDICATORS:

BMM.HS.11.1 Demonstrate food and kitchen safety and sanitation procedures.

- BMM.HS.11.1.a Recognize sanitary and safety design and construction features of food production equipment and facilities (e.g., NSF, UL, OSHA, ADA, etc.).
- BMM.HS.11.1.b Explain Material Safety Data Sheets (MSDS) and the requirements for handling hazardous materials.
- BMM.HS.11.1.c Outline a safety management program and emergency policies.

BMM.HS.11.2 Apply math concepts to food preparation, recipe, and menu development.

- BMM.HS.11.2.a Calculate the cost of recipes to maximize profitability.
- BMM.HS.11.2.b Convert recipes between the English and metric system.
- BMM.HS.11.2.c Convert recipes to yield smaller and larger quantities to maximize resources.

BMM.HS.11.3 Demonstrate technical food preparation techniques.

- BMM.HS.11.3.a Prepare breakfast foods (e.g., pancakes, crêpes, waffles, French toast, breakfast meats, etc.).
- BMM.HS.11.3.b Prepare fruits and vegetables.
- BMM.HS.11.3.c Prepare potatoes, grains, legumes, and pastas.
- BMM.HS.11.3.d Prepare meats, poultry, and seafood.
- BMM.HS.11.3.e Prepare various global cuisines.





CULINARY SKILLS 2 (cont.)

BMM.HS.11.4 Implement food service management principles.

- BMM.HS.11.4.a Develop a business management and marketing plan for food service operations.
- BMM.HS.11.4.b Calculate profitability and target margins of a food product and/or entire menu.
- BMM.HS.11.4.c Interpret impact of costs incurred by a food service business.
- BMM.HS.11.4.d Develop a budget.
- BMM.HS.11.4.e Analyze a profit-and-loss report/income statement verifying invoices sent and received.
- BMM.HS.11.4.f Record performance of menu items to analyze sales and determine menu revisions.





BAKING AND PASTRY (HSE)

Course Description

This capstone course focuses on developing the skills used to plan, prepare, and market pastries and baked goods building on concepts from the introductory and intermediate courses. Topics covered include understanding the function of ingredients, scaling recipes, measurement systems, and baking and pastry management principles, including entrepreneurship.

Standards and Indicators:

BMM.HS.6.1 Demonstrate foundational food preparation skills used in the baking and pastry industry.

- BMM.HS.6.1.a Identify and describe the function of common ingredients used in baking (including but not limited to: leavening agents, flours, sugars, fats, eggs, dairy, gluten alternatives, thickening agents, dough conditioners, and coloring and flavoring agents).
- BMM.HS.6.1.b Identify and describe physical, chemical, and biological leaveners.
- BMM.HS.6.1.c Describe proper gluten development in relationship to product outcomes.
- BMM.HS.6.1.d Identify specific ingredients and/or substitutions appropriate to method and desired product outcome.
- BMM.HS.6.1.e Demonstrate foundational baking and pastry techniques (measuring, mixing, folding, creaming, whisking, kneading, proofing, shaping, portioning etc.).

BMM.HS.6.2 Demonstrate the preparation of various doughs, batters, and pastries.

- BMM.HS.6.2.a Explain the strengthening or weakening effect of ingredients in the production of doughs and batters.
- BMM.HS.6.2.b Compare and contrast yeast and laminate dough types and quick breads (muffin and biscuit dough types) and related methods and processes.
- BMM.HS.6.2.c Prepare yeast and laminate dough types and quick breads (muffin and biscuit dough types).
- BMM.HS.6.2.d Prepare Pâte à Choux and products derived from it.
- BMM.HS.6.2.e Prepare pies, including various dough types and related methods and processes and fruit pie filling methods.





BAKING AND PASTRY (cont.)

BMM.HS.6.3 Demonstrate the ability to prepare various cakes, cookies, and other baked goods.

- BMM.HS.6.3.a Demonstrate creaming and two-stage methods as they relate to cakes, cookies, brownies, and short pastry dough.
- BMM.HS.6.3.b Demonstrate egg foaming methods as it relates to sponge, chiffon, souffles, génoise, angel food, meringues, and mousse.
- BMM.HS.6.3.c Demonstrate the use of alternative foams (aquafaba, dolgona).
- BMM.HS.6.3.d Prepare various types of frosting, icing, and glaze.
- BMM.HS.6.3.e Prepare various custard types.
- BMM.HS.6.3.f Demonstrate various cake decorating techniques including: royal icing, rolled fondant, gum paste, airbrush designs and/or edible images.

BMM.HS.6.4 Implement baking and pastry industry management principles.

- BMM.HS.6.4.a Develop a budget, business management and marketing plan for baking and pastry operations.
- BMM.HS.6.4.b Calculate profitability and target margins of a baked good or pastry product.
- BMM.HS.6.4.c Interpret impact of costs incurred by a baking and pastry business.
- BMM.HS.6.4.d Analyze a profit-and-loss report/income statement verifying invoices sent and received.
- BMM.HS.6.4.e Describe the opportunities for entrepreneurship in the baking and pastry industry.





EVENT MANAGEMENT WITH WORK-BASED LEARNING (HSE)

Course Description

This course focuses on the evolving hospitality industry building on concepts from the introductory and intermediate courses. Topics covered include many facets of event planning such as: career opportunities, step-by-step planning, food/beverage operations, and marketing strategies. Through this capstone course, knowledge and skills will be applied within a structured work-based learning experience. The focus of the experience will be to plan and carry out events that may take place as part of class projects or within a business setting.

Standards and Indicators:

BMM.HS.14.1 Describe the foundational knowledge pertaining to event planning and management.

- BMM.HS.14.1.a Determine why events and meetings take place (e.g., celebrations, fundraising, milestones, etc).
- BMM.HS.14.1.b Compare and contrast where events and meetings take place (e.g., resorts, hotels, backyards, fairgrounds, educational institutions, etc).
- BMM.HS.14.1.c Identify different types of events and meetings (e.g., special/social and educational/business).
- BMM.HS.14.1.d Describe legal issues affecting the event management industry.
- BMM.HS.14.1.e Summarize the use of technology as a means of planning, facilitating, and promoting an event (e.g., event-specific software, mobile apps, registration, live streaming, etc).

BMM.HS.14.2 Evaluate career development and employability skills required for event management.

- BMM.HS.14.2.a Summarize career opportunities and growth potential in event planning and management (e.g., corporate or private event planner, independent contractor, vendor, hotel staff, etc).
- BMM.HS.14.2.b Identify education and training requirements for careers in event and entertainment management.
- BMM.HS.14.2.c Demonstrate skills needed in the workplace (e.g., effective communication, successful problem solving, effective customer service skills, etc.).
- BMM.HS.14.2.d Investigate current trends in the event and entertainment industry.





EVENT MANAGEMENT WITH WORK-BASED LEARNING (cont.)

BMM.HS.14.3 Analyze the overall design of event planning and management.

- BMM.HS.14.3.a Determine the vision, goals, and objectives of an event.
- BMM.HS.14.3.b Appraise client needs, wants, and expectations.
- BMM.HS.14.3.c Analyze the factors that determine a budget/financial strategy for an event.
- BMM.HS.14.3.d Determine event logistics (e.g., food and beverage, accommodations, site selection, staffing, theme, safety/security, etc.).
- BMM.HS.14.3.e Identify key components of an event timeline/itinerary.

BMM.HS.14.4 Analyze food and beverage operations in event management.

- BMM.HS.14.4.a Examine food and beverage operations in various contexts.
- BMM.HS.14.4.b Describe the equipment and supplies used in food and beverage operations.
- BMM.HS.14.4.c Explain the importance of proper sanitation in food and beverage operations.
- BMM.HS.14.4.d Compare costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage operations.

BMM.HS.14.5 Analyze effective marketing strategies for the event.

- BMM.HS.14.5.a Describe the importance of each of the 4 P's of the marketing mix for an event.
- BMM.HS.14.5.b Identify promotional strategies for attracting targeted audiences (e.g., advertising, public relations, personal selling, etc.).
- BMM.HS.14.5.c Analyze strategies used to determine and adjust prices in order to maximize return and maintain value.
- BMM.HS.14.5.d Implement channel activities to minimize costs and to determine distribution strategies.

BMM.HS.14.6 Apply event management skills in a work environment.

- BMM.HS.14.6.a Implement continual appraisal of performance and identify strengths and weaknesses
- BMM.HS.14.6.b Evaluate the work-based learning experience.
- BMM.HS.14.6.c Apply emotional intelligence to foster self-understanding and enhance relationships.
- BMM.HS.14.6.d Apply event management concepts and principles to plan and carry out an event.





INTRODUCTION TO HOSPITALITY AND EVENT PLANNING

Course Description

This introductory course is focused on exploring the hospitality and event planning industry. Topics covered include safety and security, sustainable practices, customer service, management techniques and emerging trends in the hospitality and event planning industry.

Standards and Indicators:

BMM.HS.17.1 Analyze the major aspects of the hospitality and event planning industry and the industry's role in local, state, national, and global economies.

- BMM.HS.17.1.a Define and compare core elements of the hospitality and event planning industry (e.g. lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions).
- BMM.HS.17.1.b Determine the relationship of amusements and recreation to travel and tourism.
- BMM.HS.17.1.c Analyze trends and their impact on hospitality and event planning practices (e.g., economy, green movement, sports, etc.).
- BMM.HS.17.1.d Analyze the impact and contributions of various segments of the industry on economies, cultures, and the environment.
- BMM.HS.17.1.e Compare and contrast the relationship between industry trends and economic trends.

BMM.HS.17.2 Analyze career opportunities within the hospitality and event planning industry.

- BMM.HS.17.2.a Explain the roles and functions of individuals engaged in hospitality and event planning careers.
- BMM.HS.17.2.b Identify opportunities for employment in hospitality and event planning.
- BMM.HS.17.2.c Describe the working conditions of various careers in the hospitality and event planning industry.
- BMM.HS.17.2.d Summarize education and training requirements for careers in hospitality and event planning.
- BMM.HS.17.2.e Compare the relationship between the hospitality and event planning industry.





INTRODUCTION TO HOSPITALITY AND EVENT PLANNING (cont.)

BMM.HS.17.3 Analyze safety and security practices in hospitality and event planning.

- BMM.HS.17.3.a Explain the importance of safety and security related to the hospitality and event planning industries.
- BMM.HS.17.3.b Summarize evacuation plans and emergency procedures.
- BMM.HS.17.3.c Describe personal safety to avoid injury or accidents.
- BMM.HS.17.3.d Explain the impact of laws and regulations that affect accommodations and practices (e.g., Americans with Disabilities Act, wage and hour laws, tenant status, accommodation of minors, etc.).

BMM.HS.17.4 Apply concepts of quality service to ensure customer satisfaction.

- BMM.HS.17.4.a Summarize industry standards for service that meet cultural and geographic expectations of guests or customers.
- BMM.HS.17.4.b Describe how employee dispositions can impact customer satisfaction.
- BMM.HS.17.4.c Compare the effects of customer relations on success of the hospitality and event planning industries.
- BMM.HS.17.4.d Identify the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).
- BMM.HS.17.4.e Recognize common guest complaints and the service solutions for preventing or resolving them.





INTRODUCTION TO HOSPITALITY AND EVENT PLANNING (cont.)

BMM.HS.17.5 Analyze effective management principles within the hospitality and event planning industry.

- BMM.HS.17.5.a Explain the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
- BMM.HS.17.5.b Explain procedures for handling cash and noncash transactions (e.g., balancing cash, credit cards, personal checks, identifying counterfeit currency, etc.).
- BMM.HS.17.5.c Explain the role of individual departments as they impact the business as a whole.
- BMM.HS.17.5.d Describe the relationship between facility and equipment management and profit and loss (e.g., costs of resource consumption, breakage, theft, decisions for repairs or replacement, etc.).
- BMM.HS.17.5.e Summarize procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies.

BMM.HS.17.6 Plan and carry out an event.

- BMM.HS.17.6.a Describe various types of event planning and managing services within the industry (e.g., fundraiser, sporting event, special occasion/celebration, concert, etc.).
- BMM.HS.17.6.b Describe the importance of establishing business relationships with a variety of locations, food suppliers, and other vendors.
- BMM.HS.17.6.c Demonstrate the essential procedures for promoting, publicizing, and evaluating an event.
- BMM.HS.17.6.d Develop schedules, registration tools, event materials, and programs.
- BMM.HS.17.6.e Demonstrate procedures for setting up facilities, equipment, and supplies.
- BMM.HS.17.6.f Outline the process for planning events based on specific themes, budgets, agendas, space and security needs.





MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 Identify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.





MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.





TRAVEL AND TOURISM

Course Description

This intermediate course focuses on marketing and management principles within the travel and tourism industry building on concepts from the introductory course. Topics in this course include a history, the key sectors, specific travel logistics, marketing strategies, and current trends in the travel and tourism industry.

Standards and Indicators:

BMM.HS.23.1 Analyze the history and development of the travel and tourism industry.

- BMM.HS.23.1.a Apply the terms, concepts, and practices within the travel and tourism industry.
- BMM.HS.23.1.b Describe the evolution of travel and tourism.
- BMM.HS.23.1.c Differentiate how reasons for travel have changed over time.
- BMM.HS.23.1.d Discuss the different kinds of consumers and what satisfies their travel needs.

BMM.HS.23.2 Analyze the key sectors of the travel and tourism industry.

- BMM.HS.23.2.a Describe geographical locations, time zones, and seasonal influences that impact travel and tourism.
- BMM.HS.23.2.b Explore factors influencing destination decisions.
- BMM.HS.23.2.c Analyze the success of the top tourism destinations in the world.
- BMM.HS.23.2.d Explain the role of Destination Management Organizations (DMOs) including Convention and Visitors Bureaus (CVBs) in the travel and tourism industry.





TRAVEL AND TOURISM (cont.)

BMM.HS.23.3 Analyze different modes of transportation, types of tour operators, lodging providers, and travel facilitators.

- BMM.HS.23.3.a Compare and contrast different modes of transportation.
- BMM.HS.23.3.b Describe the pricing structure of various kinds of tours and tour packages.
- BMM.HS.23.3.c Differentiate among the types of lodging accommodations and guest amenities.
- BMM.HS.23.3.d Describe the decision-making process when designing a travel experience.
- BMM.HS.23.3.e Explain the role of travel facilitators in the travel experience.

BMM.HS.23.4 Evaluate marketing and sales information for travel and tourism management.

- BMM.HS.23.4.a Utilize information from market segmentation (e.g., demographics, geographics, psychographics, etc.) to guide product and service decisions.
- BMM.HS.23.4.b Analyze each of the 4 P's of the marketing mix and how they impact decisions in the travel and tourism industry.
- BMM.HS.23.4.c Assess joint marketing efforts in the travel and tourism industry.
- BMM.HS.23.4.d Identify the features and benefits of travel and tourism products and services.
- BMM.HS.23.4.e Examine types of marketing promotions in travel and tourism.

BMM.HS.23.5 Evaluate the current trends in the travel and tourism industry.

- BMM.HS.23.5.a Investigate current trends in travel and tourism.
- BMM.HS.23.5.b Analyze the social, cultural, economic, and environmental impacts of the travel and tourism industry.
- BMM.HS.23.5.c Analyze the impact of technological developments in the travel and tourism industry.
- BMM.HS.23.5.d Examine career opportunities available in travel and tourism.





ENTREPRENEURSHIP

COURSE DESCRIPTION

Entrepreneurship is a course with emphasis 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.

STANDARDS AND INDICATORS:

BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.

- BMM.HS.13.1.a Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
- BMM.HS.13.1.b Identify responsible behavior, attitude, and leadership ability.
- BMM.HS.13.1.c Demonstrate problem-solving skills.
- BMM.HS.13.1.d Describe the history and development of successful and non-successful entrepreneurial ventures.
- BMM.HS.13.1.e Explore career opportunities in entrepreneurship.

BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.

- BMM.HS.13.2.a Identify and compare advantages and disadvantages of various forms of business ownership.
- BMM.HS.13.2.b Explain the legal and ethical issues affecting businesses.
- BMM.HS.13.2.c Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.





ENTREPRENEURSHIP (cont.)

BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.

- BMM.HS.13.3.a Describe the importance of strategic management to a small entrepreneurial business.
- BMM.HS.13.3.b Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
- BMM.HS.13.3.c Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
- BMM.HS.13.3.d Develop a marketing plan and strategies to position the product and/or service in the target market.
- BMM.HS.13.3.e Identify the legal documents and financial records for business operations.
- BMM.HS.13.3.f Evaluate the venture idea utilizing the components of a business plan.

BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.

- BMM.HS.13.4.a Identify entrepreneurial venture opportunities in international trade.
- BMM.HS.13.4.b Analyze global issues and trends for entrepreneurial ventures.
- BMM.HS.13.4.c Determine the impact of cultural and social requirements on international trade.





EVENT MANAGEMENT WITH WORK-BASED LEARNING

Course Description

This course focuses on the evolving hospitality industry building on concepts from the introductory and intermediate courses. Topics covered include many facets of event planning such as: career opportunities, step-by-step planning, food/beverage operations, and marketing strategies. Through this capstone course, knowledge and skills will be applied within a structured work-based learning experience. The focus of the experience will be to plan and carry out events that may take place as part of class projects or within a business setting.

Standards and Indicators:

BMM.HS.14.1 Describe the foundational knowledge pertaining to event planning and management.

- BMM.HS.14.1.a Determine why events and meetings take place (e.g., celebrations, fundraising, milestones, etc).
- BMM.HS.14.1.b Compare and contrast where events and meetings take place (e.g., resorts, hotels, backyards, fairgrounds, educational institutions, etc).
- BMM.HS.14.1.c Identify different types of events and meetings (e.g., special/social and educational/business).
- BMM.HS.14.1.d Describe legal issues affecting the event management industry.
- BMM.HS.14.1.e Summarize the use of technology as a means of planning, facilitating, and promoting an event (e.g., event-specific software, mobile apps, registration, live streaming, etc).

BMM.HS.14.2 Evaluate career development and employability skills required for event management.

- BMM.HS.14.2.a Summarize career opportunities and growth potential in event planning and management (e.g., corporate or private event planner, independent contractor, vendor, hotel staff, etc).
- BMM.HS.14.2.b Identify education and training requirements for careers in event and entertainment management.
- BMM.HS.14.2.c Demonstrate skills needed in the workplace (e.g., effective communication, successful problem solving, effective customer service skills, etc.).
- BMM.HS.14.2.d Investigate current trends in the event and entertainment industry.





EVENT MANAGEMENT WITH WORK-BASED LEARNING (cont.)

BMM.HS.14.3 Analyze the overall design of event planning and management.

- BMM.HS.14.3.a Determine the vision, goals, and objectives of an event.
- BMM.HS.14.3.b Appraise client needs, wants, and expectations.
- BMM.HS.14.3.c Analyze the factors that determine a budget/financial strategy for an event.
- BMM.HS.14.3.d Determine event logistics (e.g., food and beverage, accommodations, site selection, staffing, theme, safety/security, etc.).
- BMM.HS.14.3.e Identify key components of an event timeline/itinerary.

BMM.HS.14.4 Analyze food and beverage operations in event management.

- BMM.HS.14.4.a Examine food and beverage operations in various contexts.
- BMM.HS.14.4.b Describe the equipment and supplies used in food and beverage operations.
- BMM.HS.14.4.c Explain the importance of proper sanitation in food and beverage operations.
- BMM.HS.14.4.d Compare costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage operations.

BMM.HS.14.5 Analyze effective marketing strategies for the event.

- BMM.HS.14.5.a Describe the importance of each of the 4 P's of the marketing mix for an event.
- BMM.HS.14.5.b Identify promotional strategies for attracting targeted audiences (e.g., advertising, public relations, personal selling, etc.).
- BMM.HS.14.5.c Analyze strategies used to determine and adjust prices in order to maximize return and maintain value.
- BMM.HS.14.5.d Implement channel activities to minimize costs and to determine distribution strategies.

BMM.HS.14.6 Apply event management skills in a work environment.

- BMM.HS.14.6.a Implement continual appraisal of performance and identify strengths and weaknesses
- BMM.HS.14.6.b Evaluate the work-based learning experience.
- BMM.HS.14.6.c Apply emotional intelligence to foster self-understanding and enhance relationships.
- BMM.HS.14.6.d Apply event management concepts and principles to plan and carry out an event.





Hastings Public Schools

Administrative Offices

1515 West 8th Street • Hastings, NE 68901 • Phone (402) 461-7500 • Fax (402) 461-7509

High School Fees 2024-2025

Art Classes-\$15.00
Food Science-\$15.00
Nutrition-\$15.00
Intro. To Design-\$15.00
Textile Construction-\$15.00
Intro. To Engineering-\$10.00
Engineering Concepts-\$10.00
Engineering Applications-\$10.00
Architectural Drafting and Design-\$10.00
Introduction to Manufacturing/Welding-\$30.00
Advanced Manufacturing I-\$30.00
Advanced Welding-\$30.00 plus cost for individual projects
Advanced Manufacturing II-\$30.00
Basic Cabinetry-\$15.00
Advanced Furniture-\$30.00 deposit that goes towards project
Construction Technology-\$35.00
Computer Usage Fee-\$35.00

High School Activities 2024-2025

Activity Participation Fee-\$40.00
Punch ticket-\$50.00
All access-\$80.00
Varsity admission-Adults/\$7.00 Students/\$5.00 (HPS students are free)
JV admission-Adults/\$5.00 Students/\$3.00 (HPS students are free)

Middle School Fees 2024-2025

Activity Participation Fee-\$35.00
HMS Computer Usage Fee-\$35.00
8th Grade Skills & Technical Science (STS) class-\$20.00
8th Grade Construction class-\$30.00
8th Grade Manufacturing class-\$40.00
Select Vocal Music Groups-Varies
Family and Consumer Science-\$15.00 Lab Fee
Instrumental Rental-\$80.00

Middle School Activities 2024-2025

All Access Pass-\$15.00
Admission-Adults/\$5 Students/\$3

Fees can be paid online using the HPS Revtrak Store.

Approved 6-17-02 Reviewed 06-13-24 Revised 06-17-24

HASTINGS PUBLIC SCHOOLS

BOARD ASSOCIATION MEMBERSHIP

Participation in Board member associations is beneficial to the Board. The Board shall maintain active memberships in organizations the Board determines will be of benefit to the Board and the School District.

Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

Approved 6-17-02 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOL

BOARD ASSOCIATION MEMBERSHIP

Participation in Board member associations is beneficial to the Board. The Board shall maintain active memberships in organizations the Board determines will be of benefit to the Board and the School District.

The Board will list on the school's website the organizations and memberships that the Board belongs to and the annual membership dues (if any) for such organizations and memberships, as well as the fees paid by the Board to any individual lobbyist or lobbying firm (if any).

Legal Reference: Neb. Statute 79-512
 LB 304 (2024)

Cross Reference: 206.03 Board Member Development Opportunities

Approved 6-17-02
Reviewed 06-13-24
Revised 06-17-24

HASTINGS PUBLIC SCHOOLS

STUDENT ATTENDANCE

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules consistent with this policy and all staff are expected to implement this policy and administrative rules to encourage regular and punctual student attendance. Teachers and Principals, or the Principal's designee, are required to maintain an accurate record of student attendance.

The circumstances for all absences from school will be recorded as "school excused" or "not school excused."

School Excused: Absences created by impossible or impracticable barriers outside the control of the parent or student that prevent a student from attending school. All school excused absences, except for absences caused by illness and/or a death in a family, require advanced approval. An absence for any of the following reasons will be school excused, provided the required procedures have been followed:

1. Attendance at a funeral of a member of the immediate family (parents, siblings, and grandparents);
2. Illness causing a student to be absent from school with parental permission;
3. Doctor or dental appointments that require the student to be absent from school;
4. Court appearances that are required by court order;
5. Family trips, approved by the Principal, in which the student accompanies parent(s)/legal guardian(s);
6. School sponsored activities that require students to be absent from school; and
7. Other absences that received the prior approval of the Principal. The Principal shall have the ability to deny approval of any of the foregoing reasons, depending on the circumstances such as the student's attendance record, the student's academic record, the tests or other projects that may be missed, and, in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

In cases where attendance is of a growing concern, parents or guardians may be required to provide school officials with additional documentation to demonstrate that an absence was created by an impossible or impracticable barrier outside the control of the parent or student.

Not School Excused: An absence not excused by the school. A student who engages in absences not excused by the school may be considered a truant per state law. Truancy is a violation of school rules and truant students are subject to disciplinary consequences.

The District may identify different codes in the District's Student Information Management System (SIMS), to provide greater definition to the circumstances of a

student's absence. However, all codes will be categorized as either school excused or not school excused and reported to students, parents, and guardians as needed or requested.

Mandatory school attendance is required if a child will reach age six prior to January 1 of the then-current school year and has not reached eighteen years of age. There are exceptions to mandatory school attendance. They are:

Exceptions for Younger Students. Attendance is not mandatory for a resident child who has reached the age of six years prior to January 1 of the then-current school year, but will not reach age seven prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the District an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect, pursuant to law, not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement, pursuant to law, on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects, pursuant to law, not to meet accreditation or approval requirements; or (3) has reached the age of sixteen years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in an Exempt School ("Home School"). A person who has legal or actual charge or control of a child of mandatory attendance age may withdraw such child from school and be exempt from mandatory attendance requirements if such child will be or has been enrolled in a school that elects not to meet the accreditation or approval requirements and has on file with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

Reporting and Responding to Excessive Absenteeism

Any administrator, teacher, or member of the Board of Education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an

attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings between the school (a School/Community Liaison or a school administrator or his or her designee), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- Illness related to physical or behavioral health of the child;
- Educational counseling;
- Educational evaluation;
- Referral to community agencies for economic services;
- Family or individual counseling; and
- Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

Additional Measures

In addition to the intervention efforts provided above, disciplinary measures may be applied to students who are tardy or truant.

Given the need for student engagement and the commonly held standards of time held by the State and post-secondary institutions, the Senior High may deny the awarding of academic credit, in part or in whole, for a class or classes that a student excessively fails to attend. The Senior High administration will be responsible for developing and implementing administrative regulations specifying when a student's attendance could jeopardize the awarding of credit for a class or classes. The regulations provided must be consistent with Board of Education Policy. The regulations developed shall include an appeal/hearing process for students and parents to use when credit has been denied at the building level. The appeal process may be found in Policy 504.02 – Students(Parents) Grievances.

Reporting Excessive Absenteeism to the County Attorney

The school may report to the County Attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to referring the child to the County Attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined and where truancy is involved or suspected.

Reporting to the Commissioner

The Superintendent or designee shall report to the Commissioner of Education, as directed by the Commissioner, the number of and reasons for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the Office of the County Attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as a School Resource Officer) by the District relative to a student enrolled in the District.

Legal Reference: Neb. Rev. Stat. 79-201 through 79-209
Neb. Rev. Stat. 79-527

Cross Reference:	502.01	Resident Students
	503.015	Early Withdrawal for Students Enrolled in Accredited or Approved School
	502.02	Nonresident Students
	502.10	Home-School Exemption/Reintegration Services
	502.11	Student Promotion
	503.02	Student Attendance Records
	503.03	Enrollment Option Program
	503.09	Homeless Children and Youth
	504.02	Students (Parents)Grievances
	504.03	Student Conduct
	505.03	Emergency Exclusion, Short-Term or Long-Term Suspension, Expulsion, Mandatory Reassignment, and/or Alternative Educational Placement
	508.01	Student Health and Immunization Requirements
	508.07	Custody and Parental Rights
	508.09	Guidance and Counseling
	508.10	Referral of Students to Other Agencies
	509.06	Minimum Number of Semester Hours Per Semester

Approved _____ Reviewed _____ Revised 7-21-2014 _____

HASTINGS PUBLIC SCHOOLS

STUDENT ATTENDANCE

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules consistent with this policy and all staff are expected to implement this policy and administrative rules to encourage regular and punctual student attendance. **The District will maintain** an accurate record of student attendance.

The circumstances for all absences from school will be recorded as "school excused" or "not school excused."

School Excused: Absences created by impossible or impracticable barriers outside the control of the parent or student that prevent a student from attending school. All school excused absences, except for absences caused by illness and/or a death in a family, require advanced approval. An absence for any of the following reasons will be school excused, provided the required procedures have been followed:

1. Attendance at a funeral of a member of the immediate family (parents, siblings, and grandparents);
2. Illness, **including mental illness**, causing a student to be absent from school with parental permission;
3. Doctor or dental appointments that require the student to be absent from school;
4. Court appearances that are required by court order;
5. Family trips, approved by the Principal, in which the student accompanies parent(s)/legal guardian(s);
6. School sponsored activities that require students to be absent from school; and
7. Other absences that received the prior approval of the Principal. The Principal shall have the ability to deny approval of any of the foregoing reasons, depending on the circumstances such as the student's attendance record, the student's academic record, the tests or other projects that may be missed, and, in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

In cases where attendance is of a growing concern, parents or guardians may be required to provide school officials with additional documentation to demonstrate that an absence was created by an impossible or impracticable barrier outside the control of the parent or student.

Not School Excused: An absence not excused by the school. A student who engages in absences not excused by the school may be considered a truant per state law. Truancy is a violation of school rules and truant students are subject to disciplinary consequences.

The District may identify different codes in the District's Student Information Management System (SIMS), to provide greater definition to the circumstances of a student's absence. However, all codes will be categorized as either school excused or

not school excused and reported to students, parents, and guardians as needed or requested.

Mandatory school attendance is required if a child will reach age six prior to January 1 of the then-current school year and has not reached eighteen years of age. There are exceptions to mandatory school attendance. They are:

Exceptions for Younger Students. Attendance is not mandatory for a resident child who has reached the age of six years prior to January 1 of the then-current school year, but will not reach age seven prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the District an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect, pursuant to law, not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement, pursuant to law, on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects, pursuant to law, not to meet accreditation or approval requirements; or (3) has reached the age of sixteen years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in an Exempt School ("Home School"). A person who has legal or actual charge or control of a child of mandatory attendance age may withdraw such child from school and be exempt from mandatory attendance requirements if such child will be or has been enrolled in a school that elects not to meet the accreditation or approval requirements and has on file with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

Reporting and Responding to Excessive Absenteeism

Any administrator, teacher, or member of the Board of Education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and

"Reporting Excessive Absenteeism."

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings between the school (a School/Community Liaison or a school administrator or his or her designee), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- Illness related to physical or behavioral health of the child;
- Educational counseling;
- Educational evaluation;
- Referral to community agencies for economic services;
- Family or individual counseling; and
- Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

Additional Measures

In addition to the intervention efforts provided above, disciplinary measures may be applied to students who are tardy or truant.

Given the need for student engagement and the commonly held standards of time held by the State and post-secondary institutions, the Senior High may deny the awarding of academic credit, in part or in whole, for a class or classes that a student excessively fails to attend. The Senior High administration will be responsible for developing and implementing administrative regulations specifying when a student's attendance could jeopardize the awarding of credit for a class or classes. The regulations provided must be consistent with Board of Education Policy. The regulations developed shall include an appeal/hearing process for students and parents to use when credit has been denied at the building level. The appeal process may be found in Policy 504.02 – Students(Parents) Grievances.

Reporting Excessive Absenteeism to the County Attorney

The school may report to the County Attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the

collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to referring the child to the County Attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined and where truancy is involved or suspected.

Reporting to the Commissioner

The Superintendent or designee shall report to the Commissioner of Education, as directed by the Commissioner, the number of and reasons for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the Office of the County Attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as a School Resource Officer) by the District relative to a student enrolled in the District.

Legal Reference: Neb. Rev. Stat. 79-201 through 79-209
Neb. Rev. Stat. 79-527

Cross Reference:	502.01	Resident Students
	503.015	Early Withdrawal for Students Enrolled in Accredited or Approved School
	502.02	Nonresident Students
	502.10	Home-School Exemption/Reintegration Services
	502.11	Student Promotion
	503.02	Student Attendance Records
	503.03	Enrollment Option Program
	503.09	Homeless Children and Youth
	504.02	Students (Parents)Grievances
	504.03	Student Conduct
	505.03	Emergency Exclusion, Short-Term or Long-Term Suspension, Expulsion, Mandatory Reassignment, and/or Alternative Educational Placement
	508.01	Student Health and Immunization Requirements
	508.07	Custody and Parental Rights
	508.09	Guidance and Counseling
	508.10	Referral of Students to Other Agencies
	509.06	Minimum Number of Semester Hours Per Semester

Approved _____ Reviewed 06-13-24 Revised 7-14-2014; 6-17-24

STUDENT APPEARANCE

The Board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, and visitors.

Students are expected to adhere to standards of cleanliness, grooming, and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

It shall be the responsibility of the Superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students
504 Student Rights and Responsibilities

Approved 9-15-03 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

STUDENT APPEARANCE

The Board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, and visitors.

Students are expected to adhere to standards of cleanliness, grooming, and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration.

It shall be the responsibility of the Superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526
LB 43 (2024)

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students
504 Student Rights and Responsibilities

Approved 9-15-03 Reviewed 6-13-24 Revised 6-17-24

HASTINGS PUBLIC SCHOOLS

STUDENT DISCIPLINE

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary (not to exceed an additional 48 hours) following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or

- guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
 - e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for

- b. expulsion; the procedures will be those set forth in the Student Discipline Act.
- c. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- d. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- e. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- f. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- g. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District

Court, County Court, or Juvenile Court, who chooses to meet

conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- h. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution of institution accredited by one of the six regional accrediting bodies in the United States.
- i. Exception for Pre-Kindergarten through Second Grade students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with the Policy's disciplinary procedures.

- 4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
 - a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make

temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
 - C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school

purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or

contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.

10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off- school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or

- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Law Violations

- 1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school

officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made. The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. sections 79-254 to 79-296

Forms related to this Policy are attached as Exhibit A.

Approved 7-19-2005 _____

Reviewed 6-17-19; 7-15-19; 7-13-23

Revised 7-15-19; 7-17-23

HASTINGS PUBLIC SCHOOLS

STUDENT DISCIPLINE

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary (not to exceed an additional 48 hours) following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent

or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
 3. Expulsion:
 - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
 - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended

immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet

conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as

educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution of institution accredited by one of the six regional accrediting bodies in the United States.
 - h. Exception for Pre-Kindergarten through Second Grade students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with the Policy's disciplinary procedures.
 - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. **Other Forms of Student Discipline:** Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. **Student Conduct Expectations.** Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
 - C. **Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment.** The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.

10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off- school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a

dangerous weapon other than a firearm.

18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring

administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made. The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. sections 79-254 to 79-296
[LB 43 \(2024\)](#)

Forms related to this Policy are attached as Exhibit A.

Approved: 7-19-2005

Reviewed: 6-17-19; 7-15-19; 7-13-23; [6-13-24](#)

Revised: 7-15-19; 7-17-23; [6-17-24](#)

HASTINGS PUBLIC SCHOOLS

GRADUATION/CERTIFICATE OF ACHIEVEMENT

It shall be the policy of the Hastings Public Schools that graduation from high school is the highest achievement expected from students in the Hastings Public Schools. Earning a high school diploma is the culmination of the best efforts of the school and community in preparing young persons for active roles in society.

While Board members, teachers, and administrators will make every effort to assist students in their pursuit of a diploma, diligent effort on the part of each student will be necessary to complete the graduation requirements of the District.

It shall be the policy of the Hastings Public Schools that each Senior High student meet the following minimum requirements for graduation:

1. Earn forty (40) semester hours in English/Language Arts.
2. Earn thirty (30) semester hours in Science.
3. Earn thirty (30) semester hours in Mathematics
4. Earn thirty (30) semester hours in Social Studies.
5. Earn ten (10) semester hours of credit in Physical Education.
6. Earn five (5) semester hours in Speech I/Communication Arts.
7. Earn five (5) semester hours in Personal Finance or Financial Literacy.
8. Earn five (5) semester hours in Information Technology.
9. Students must earn two-hundred and twenty-five (225) semester hours of credit in grades nine, ten, eleven, and twelve. One hundred and seventy-five (175) hours of credit must be earned in courses other than music and physical education.

It shall further be the policy of the Hastings Public Schools that diplomas will be awarded to those students who have successfully completed all graduation requirements or who are verified in special education and have completed their prescribed individual education plan (IEP).

A student who has successfully completed an approved program of study for high school completion (i.e., GED) but who did not meet the above-specified District requirements for a diploma will be recognized as such with a Certificate of Achievement.

Legal Reference: Neb. Rev. Stat. Sec. 79-729
Neb. Rev. Stat. Sec. 79-3003
NDE Rule 10

Cross Reference: 604.03 Students With Disabilities
611.05 Grading Guidelines
611.07 Graduation Requirements
611.08 Early Graduation
611.09 Commencement

Approved 09-15-03

Reviewed 12-20-10, 11-21-11, 7-13-23

Revised 01-17-11, 12-19-11, 7-17-23

HASTINGS PUBLIC SCHOOLS

GRADUATION/CERTIFICATE OF ACHIEVEMENT

It shall be the policy of the Hastings Public Schools that graduation from high school is the highest achievement expected from students in the Hastings Public Schools. Earning a high school diploma is the culmination of the best efforts of the school and community in preparing young persons for active roles in society.

While Board members, teachers, and administrators will make every effort to assist students in their pursuit of a diploma, diligent effort on the part of each student will be necessary to complete the graduation requirements of the District.

It shall be the policy of the Hastings Public Schools that each Senior High student meet the following minimum requirements for graduation:

1. Earn forty (40) semester hours in English/Language Arts.
2. Earn thirty (30) semester hours in Science.
3. Earn thirty (30) semester hours in Mathematics
4. Earn thirty (30) semester hours in Social Studies.
5. Earn ten (10) semester hours of credit in Physical Education.
6. Earn five (5) semester hours in Speech I/Communication Arts.
7. Earn five (5) semester hours in Personal Finance or Financial Literacy.
8. Earn five (5) semester hours in Information Technology.
9. Students must earn two-hundred and twenty-five (225) semester hours of credit in grades nine, ten, eleven, and twelve. One hundred and seventy-five (175) hours of credit must be earned in courses other than music and physical education.

Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

It shall further be the policy of the Hastings Public Schools that diplomas will be awarded to those students who have successfully completed all graduation requirements or who are verified in special education and have completed their prescribed individual education plan (IEP).

A student who has successfully completed an approved program of study for high school completion (i.e., GED) but who did not meet the above-specified District requirements for a diploma will be recognized as such with a Certificate of Achievement.

Legal Reference: Neb. Rev. Stat. Sec. 79-729
Neb. Rev. Stat. Sec. 79-3003
NDE Rule 10

Cross Reference: 604.03 Students With Disabilities
611.05 Grading Guidelines
611.07 Graduation Requirements
611.08 Early Graduation
611.09 Commencement

Approved 09-15-03

Reviewed 12-20-10, 11-21-11, 7-13-23, 6-13-24

Revised 01-17-11, 12-19-11, 7-17-23, 6-17-24

HASTINGS PUBLIC SCHOOLS

MEAL CHARGE POLICY

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available at each school and the District Office. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Distribution Annually

This policy shall be provided in writing to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

Legal Reference: Richard B. Russell National School Lunch Act
(42 U.S.C. § 1751); U.S.D.A. Memorandum SP 57-2016.

Approved: 6/19/17 Reviewed: _____ Revised: _____

HASTINGS PUBLIC SCHOOLS

MEAL CHARGE POLICY

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available at each school and the District Office. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

The District will not use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of any student. Nor will the District assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Distribution Annually

This policy shall be provided in writing to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

Legal Reference: Richard B. Russell National School Lunch Act
(42 U.S.C. § 1751); U.S.D.A. Memorandum SP 57-2016.
Neb. LB 1329 (2024)

Approved: 6/19/17 Reviewed:[6/13/24](#) Revised:[6/17/24](#)

HASTINGS PUBLIC SCHOOLS

PURCHASING GUIDES

It shall be the policy of the Hastings Public Schools that a function of the business office shall be to serve the educational program by providing the necessary supplies, equipment, and services.

The Board declares its intention to purchase competitively, whenever possible, without prejudice and to seek maximum educational value for every dollar expended.

The acquisition of services, equipment, and supplies shall be centralized in the business office under the supervision of the Director of Finance and Operations.

Approved 4-19-04 Reviewed 12-17-12 Revised 12-17-12

HASTINGS PUBLIC SCHOOLS

PURCHASING GUIDES

It shall be the policy of the Hastings Public Schools that a function of the business office shall be to serve the educational program by providing the necessary supplies, equipment, and services.

The Board declares its intention to purchase competitively, whenever possible, without prejudice and to seek maximum educational value for every dollar expended.

For any company that submits a bid or proposal for any technology-related product or service, and before entering into any contract with any company for any technology-related product or service, the company must certify that: (1) the company is not a scrutinized company (as defined by law); (2) the company will not subcontract with any scrutinized company for any aspect of performance of the contemplated contract; and (3) any products or services to be provided do not originate with a scrutinized company. The District will not knowingly enter into any contract with any scrutinized company.

The acquisition of services, equipment, and supplies shall be centralized in the business office under the supervision of the Director of Finance and Operations.

Legal Reference: Neb Rev. Stat. Sec. 4-114
LB 1300 (2024)

Cross Reference: 706.025 Internal Controls

Approved 4-19-04
Reviewed 12-17-12; 06-13-24
Revised 12-17-12; 06-17-24

HASTINGS PUBLIC SCHOOLS

BUSINESS OPERATIONS

Purchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. **When possible, and appropriate, the District encourages the purchase of environmentally preferable products and services when quality, performance, price, and functionality are comparable to their non-environmentally preferable counterparts.** Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$20,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$20,000 up to \$100,000. The Superintendent shall request the submission of proposals for purchases that have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the School District in no way shall be obligated to arbitrarily award the contract to the lowest proposal but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$100,000 and above. The Superintendent shall advertise for sealed bids that shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member of, or apart from, the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the Director of Finance and Operations or Superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

Approved 6-16-08 Reviewed 8/17/15 Revised 9/21/15

HASTINGS PUBLIC SCHOOLS

BUSINESS OPERATIONS

Purchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. **When possible, and appropriate, the District encourages the purchase of environmentally preferable products and services when quality, performance, price, and functionality are comparable to their non-environmentally preferable counterparts.** Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$20,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$20,000 up to \$100,000. The Superintendent shall request the submission of proposals for purchases that have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the School District in no way shall be obligated to arbitrarily award the contract to the lowest proposal but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$100,000 and above. The Superintendent shall advertise for sealed bids that shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member of, or apart from, the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the Director of Finance and Operations or Superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.
6. **Notwithstanding anything to the contrary, no employee may enter into any agreement or understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.**

Legal Reference: Neb. Rev. Stat. Sec. 13-610
Neb. Rev. Stat. Sec. 49-1401, et seq

Cross Reference: 703.03 Procurement Plan
706.01 Purchasing Guides
706.04 Vendor Relations

Approved 6-16-08 Reviewed 8/17/15; 06/13/24 Revised 9/21/15; 06/17/24

HASTINGS PUBLIC SCHOOLS

PUBLIC EXAMINATION OF DISTRICT RECORDS

Public records of the School District may be viewed by the public during the regular business hours of the Administration Offices of the School District. These hours are 7:30 a.m. to 4:30 p.m. Monday through Friday, except for holidays and recesses.

Records defined by law as confidential records shall be viewed or copied upon receipt of written permission by the Administration Office from the person or entity whose confidential records are being requested. Lacking such permission, the Superintendent will issue a written denial of the request.

Persons wishing to view the School District's public records shall contact the Central Administration Office and make arrangements for the viewing. The Board secretary will make arrangements for viewing the records as soon as practicable and within four (4) business days, if possible.

Persons wanting copies may be assessed a fee for the copies not to exceed the actual costs. If the estimated cost of the records exceeds \$50.00, the secretary will obtain an advance deposit equal to the estimated cost. Records will not be made available in any form in which that record is not already maintained or produced. Persons making requests to use their own copying equipment must make arrangements satisfactory to the secretary.

It shall be the responsibility of the Board secretary to maintain accurate and current records of the School District. It shall be the responsibility of the Board secretary to respond in a timely manner to requests for viewing and receiving public information of the School District. If the secretary is unable to provide the requested records within four (4) business days, the secretary will issue a written explanation with a revised date for completion, an estimate of cost, and allow the requester to modify or prioritize the information request.

Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

Approved 12-16-02 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

PUBLIC EXAMINATION OF DISTRICT RECORDS

Public records of the School District may be viewed by the public during the regular business hours of the Administration Offices of the School District. These hours are 7:30 a.m. to 4:30 p.m. Monday through Friday, except for holidays and recesses.

Records defined by law as confidential records shall be viewed or copied upon receipt of written permission by the Administration Office from the person or entity whose confidential records are being requested. Lacking such permission, the Superintendent will issue a written denial of the request.

Persons wishing to view the School District's public records shall contact the Central Administration Office and make arrangements for the viewing. The Board secretary will make arrangements for viewing the records as soon as practicable and within four (4) business days, if possible.

Persons wanting copies may be assessed a fee for the copies not to exceed the actual costs. ~~If the estimated cost of the records exceeds \$50.00, the secretary will obtain an advance deposit equal to the estimated cost.~~ Records will not be made available in any form in which that record is not already maintained or produced. Persons making requests to use their own copying equipment must make arrangements satisfactory to the secretary.

~~For residents of Nebraska and news media desiring to submit a public records request to the School District, a requester must submit a written request to the School District. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:~~

- ~~(a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;~~
- ~~(b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district; or~~
- ~~(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. If the response to the request is expected to require more than eight cumulative hours of staff time spent searching,~~

identifying, physically redacting, or copying, the District may require the requester to furnish a deposit, as permitted under the Public Records Request Laws.

For nonresidents of Nebraska, a requester must submit a written request to the School District. The School District may then require the requestor to submit a deposit, as permitted under the Public Records Request Laws.

It shall be the responsibility of the Board secretary to maintain accurate and current records of the School District. It shall be the responsibility of the Board secretary to respond in a timely manner to requests for viewing and receiving public information of the School District. If the secretary is unable to provide the requested records within four (4) business days, the secretary will issue a written explanation with a revised date for completion, an estimate of cost, and allow the requester to modify or prioritize the information request.

Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

Approved 12-16-02

Reviewed 06-13-24

Revised 06-17-24

HASTINGS PUBLIC SCHOOLS

STUDENT PROMOTION

Pupils will be enrolled in grades and classes in which they can be expected to master established District instructional/learning objectives. All pupils who are included under the compulsory school attendance law must be enrolled and required to attend all classes prescribed by the state and the District Board of Education unless exempt by the school authorities.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the principal and other professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents. Parents may ask the Superintendent of Schools to review the recommendation and make the final the decision if they are not satisfied with the rationale.

High school students will be classified in certain grades according to the following criteria:

- Freshman (ninth-grade student) - A student in his/her first year of a four-year senior high school or a student with sufficient credits to expect graduation in four years.
- Sophomore (tenth-grade student) - A student in the second year of enrollment in a four-year senior high school who has earned sufficient credits to expect graduation in three years (55 credit hours or more).
- Junior (eleventh-grade student) - A student with two or more years of enrollment in a senior high school who has earned sufficient credit to expect graduation in two years (110 credit hours or more).
- Senior (twelfth-grade student) - A student with three or more years of enrollment in a senior high school who has earned sufficient credit to expect graduation in one year (165 credit hours or more).

Legal Reference: Neb. Statute 79-526
R.R.S. 79-443 District Board; schools; supervision
and control

Cross Reference: 100 District Organization and Basic Commitments
503 Student Attendance
509.05 Graduation

Approved 9-15-03 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

STUDENT PROMOTION

Pupils will be enrolled in grades and classes in which they can be expected to master established District instructional/learning objectives. All pupils who are included under the compulsory school attendance law must be enrolled and required to attend all classes prescribed by the state and the District Board of Education unless exempt by the school authorities.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the principal and other professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents. Parents may ask the Superintendent of Schools to review the recommendation and make the final the decision if they are not satisfied with the rationale.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

High school students will be classified in certain grades according to the following criteria:

- Freshman (ninth-grade student) - A student in his/her first year of a four-year senior high school or a student with sufficient credits to expect graduation in four years.
- Sophomore (tenth-grade student) - A student in the second year of enrollment in a four-year senior high school who has earned sufficient credits to expect graduation in three years (55 credit hours or more).
- Junior (eleventh-grade student) - A student with two or more years of enrollment in a senior high school who has earned sufficient credit to expect graduation in two years (110 credit hours or more).

- Senior (twelfth-grade student) - A student with three or more years of enrollment in a senior high school who has earned sufficient credit to expect graduation in one year (165 credit hours or more).

Legal Reference: Neb. **Rev.** Stat. Sec. 79-526
 R.R.S. 79-443 District Board; schools; supervision
 and control

Cross Reference: 100 District Organization and Basic Commitments
 503 Student Attendance
 509.05 Graduation

Approved 9-15-03

Reviewed 06-13-24

Revised 06-17-24

HASTINGS PUBLIC SCHOOLS

Instruction

Classroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems. Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

The District will only permit the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map for display or use in the classroom.

Legal Reference: Neb. LB 1329 (2024)

Approved _____ Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

Firearm Policy

It shall be the policy of the Hastings Public Schools to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, including concealed firearms, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or reserve officers training corp, peace officers, or other duly authorized law enforcement officers when on duty or training or when contracted by a school to provide school security or school event contract services. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by a non-student adult when the firearm is not loaded, is encased, and is either in a locked firearm rack that is on a motor vehicle or is in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied or otherwise fastened with no part of a firearm exposed.

Any unlawful use or possession of a firearm, including concealed firearms, as described in this policy and as described by statute shall as soon as is reasonably possible be reported to an appropriate peace officer. Nothing in this policy shall be construed to prevent the district from carrying out regular disciplinary procedures as have been adopted by the Board of Education or as otherwise authorized by law.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04

Approved _____ Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

Administrative Resignation/Release/Retire(s)

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Resignation/Release/Retire(s)				

Administrative Transfer(s)

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Transfer(s)				

Administrative New Hire(s)

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/University</u>	<u>Replaces/Reason</u>
No New Hire(s)					

Certificated Resignation/Release(s)

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Resignation/Release/Retire(s)				

Certificated Transfer(s)

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Mikhala Jorgensen	Grade 2/Longfellow	Grade 1/Longfellow	8/10/2024	New section due to enrollment numbers

Certificated New Hire(s)

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/University</u>	<u>Replaces/Reason</u>
Jennifer Welsch	English/Middle School	8/6/2024	MA27-4	University of Nebraska, Kearney	Kassie Neujahr/Transfer

Extra Standard Resignation/Release(s)

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Kalee Reams	Problem Solving/Watson	5/22/2024	Resign

Extra Standard Transfer(s)

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Hannah Moran	Assistant Track/Middle School	Head Track/Middle School	8/10/2024	Deb Miles/Resign

Extra Standard New Hire(s)

<u>Name</u>	<u>Assignment/Building</u>	<u>Level</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Brianna Cobb	0.5 FTE Problem Solving/Lincoln	1/2 CAT I, Lvl 1	8/10/2024	Connor Zimmer/Resign
Zach Cook	MS Garden/Middle School	CAT I, Lvl 1	8/10/2024	Open Position 2023-24
Michelle Haase	Learning Team Liaison/Districtwide	Learning Team Liason Stipend	8/10/2024	Brenda McKenzie/Resign
Jerelyn Musgrave	0.5 FTE Problem Solving/Lincoln	1/2 CAT I, Lvl 1	8/10/2024	Connor Zimmer/Resign
Aaron Oswald	Assistant Track/Middle School	CAT I, Lvl 1	8/10/2024	Elizabeth Trausch/Resign
Kalee Reams	Head Speech/Senior High	CAT III, Lvl 1	8/10/2024	Emily Thomas/Resign

Kimberly Remmers	Learning Team Liaison/Districtwide	Learning Team Liason Stipend		8/10/2024	Michelle Rehbein/Resign
<u>Classified Resignation/Release(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>		<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Wendy Keele	Sixpence Coordinator/Districtwide		1.0	7/31/2024	Resign
Colton Shore	Night Custodian/Senior High		1.0	5/15/2024	Resign
<u>Classified Transfer(s)</u>					
<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Kenneth McKenzie	Libraray Paraeducator/Watson	SPED Paraeducator/Longfellow	1	8/10/2024	Pamela Lainson/Retire
Meghan Patten	SEBL Paraeducator/Watson	SEBL Skills 1 Paraeducator/Watson	1	8/10/2024	New Position
<u>Classified New Hire(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>		<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Trey Clark	Night Custodian/Middle School		1.0	6/10/24	Marty Hulse/Resign