

Board of Education Regular Meeting

February 10, 2020 7:00 PM

District Board Office, Central Services
Building
14801 South 108 Street
Springfield, NE 68059-4925

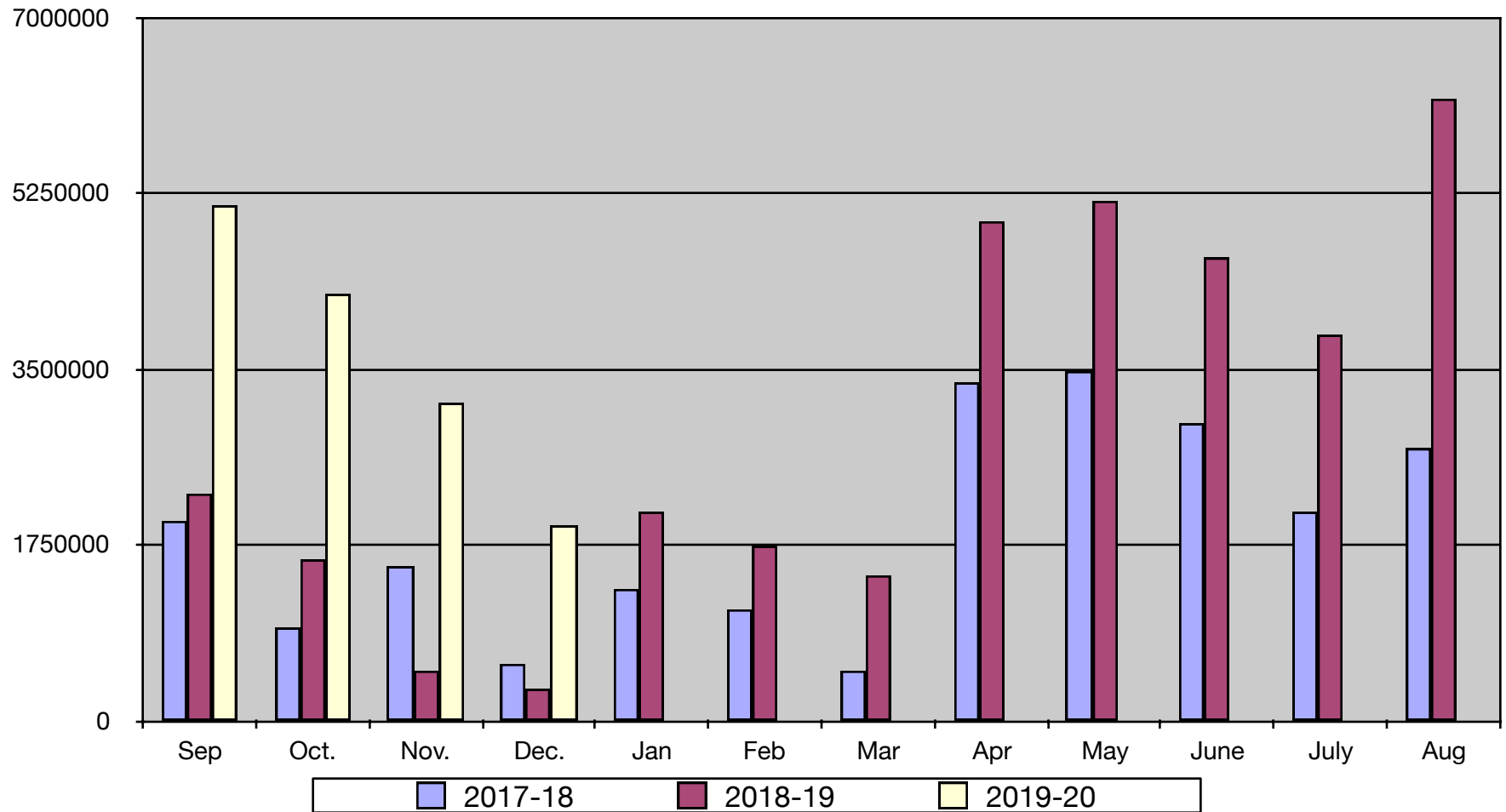
Agenda

- I. Site Committee Meeting 6 PM
- II. Finance Committee Meeting 6:30 PM
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - A. Minutes of the Previous Month's Meetings
 - B. Treasurer's Report
 - C. Statement of Activity Fund Accounts
 - D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. Old Business
 - A. Legislative Update
 - B. Calling for an Election to be held in Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska Regarding a Proposition to Issue General Obligation Bonds of the District and Approving Related Matters
 - C. Platteview High School Curriculum Handbook 2020-21
 - D. Visitor Bleacher Project Pad at Platteview High School- Bid from Midwest DCM
- VIII. New Business
 - A. Resignation of Christina Di Buono-Gonzalez- Certified Teacher
 - B. Option Enrollment 2020-21
 - C. Negotiated Agreement Between the Board of Education and the Springfield Platteview Education Association for 2020-22
 - D. Agreement with City of Springfield and SYAA on City Park Field Maintenance
- IX. Reports
 - A. NASB Quick Notes
 - B. Site Committee Report
 - C. Discussion of requests to transfer acres within school district boundary agreement to Papillion La Vista Community Schools
 - D. Student and Staff Successes
- X. Items from Patrons on Items Not on Agenda
- XI. Advance Planning
- XII. Adjourn

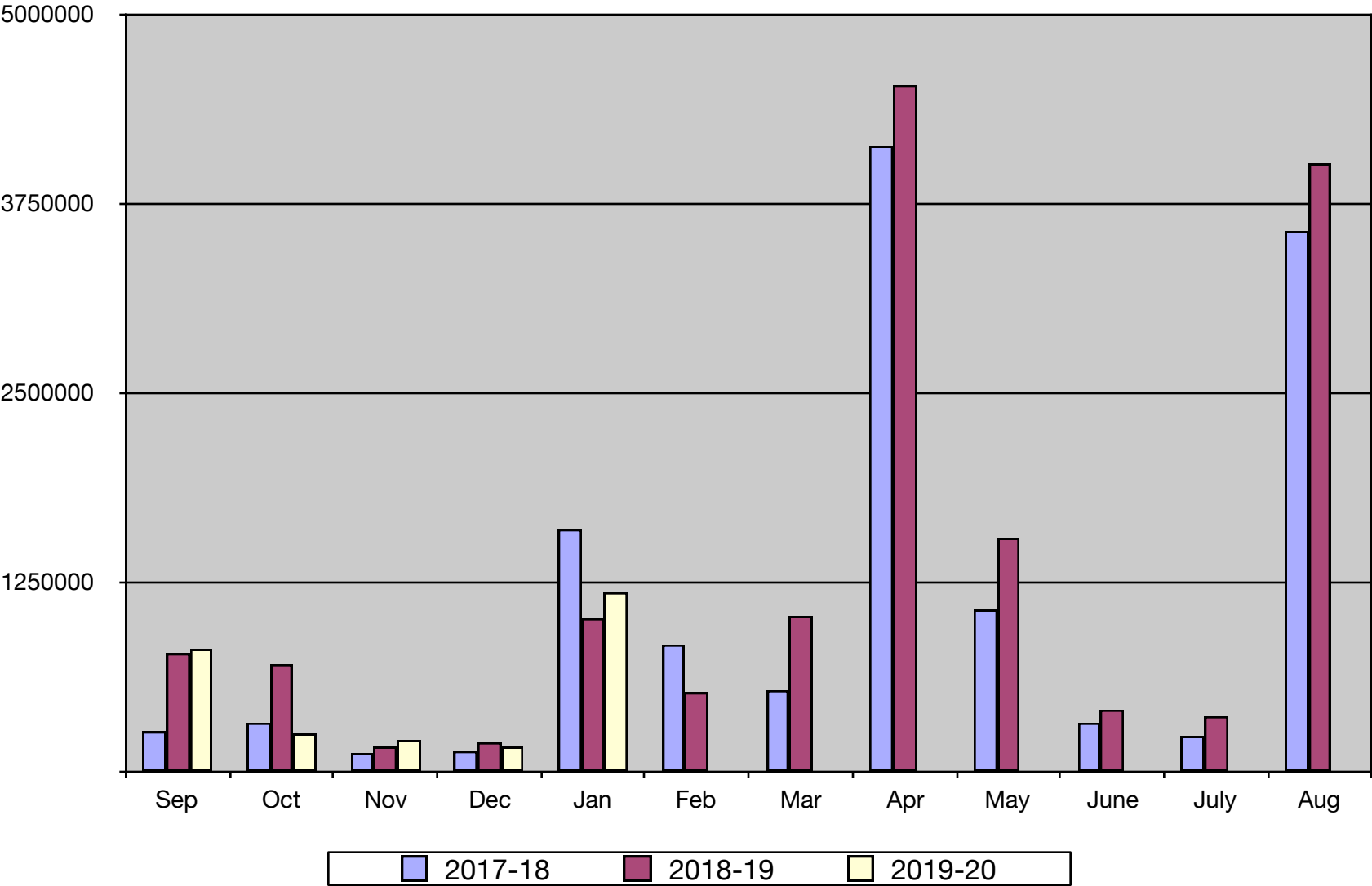
CASH COMPARISONS as of January 31, 2019

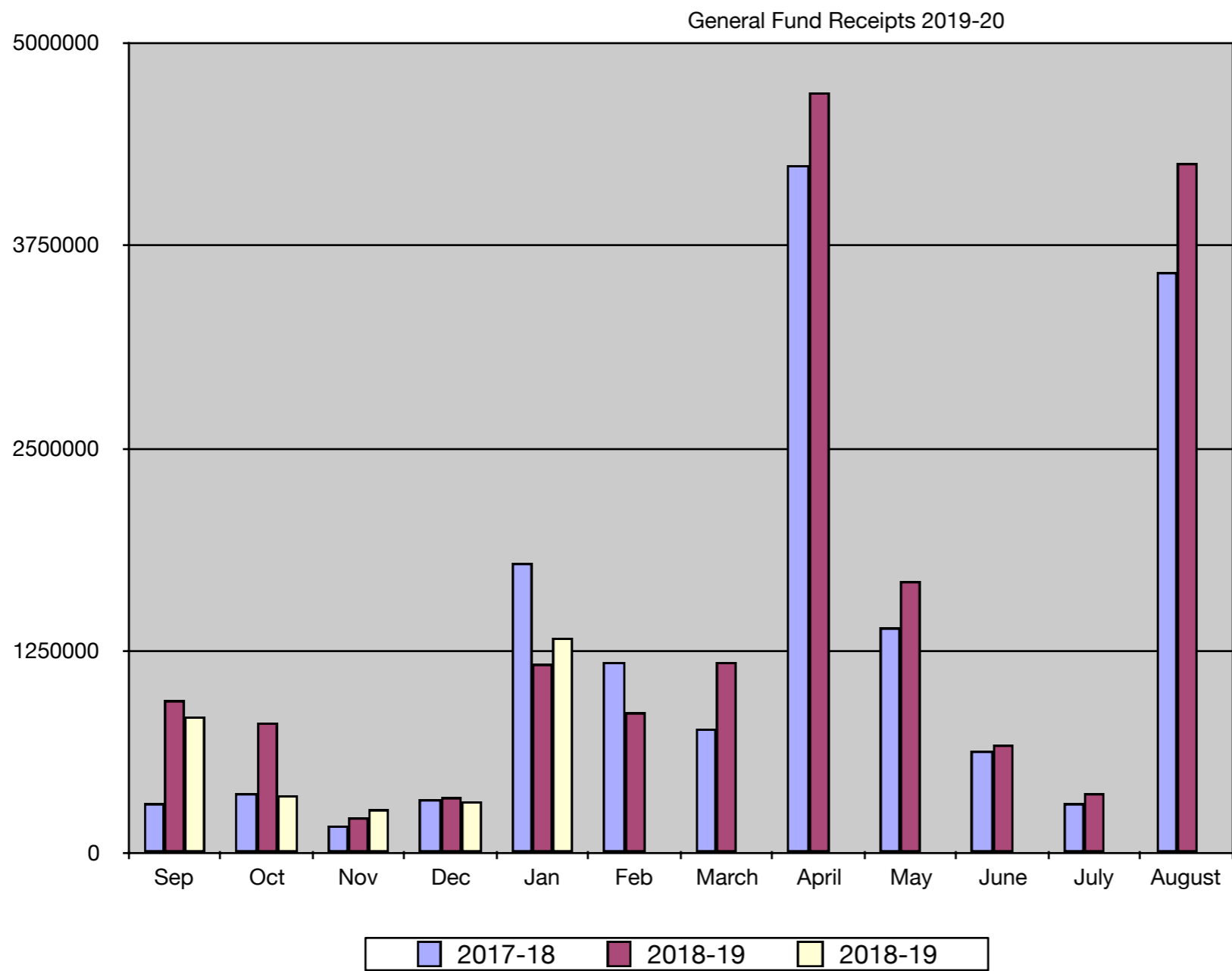
			2016-17	2017-18	2018-19
	Oct.	General Fund	\$2,980,050.60	\$ 936,121.47	\$1,621,236.98
		Emp. Benefit Fund	\$ 479,391.52	\$ 373,274.85	\$ 199,854.37
		Building Fund	\$ 812,591.11	\$2,203,061.95	\$ 994,589.43
		School Lunch	\$ 220,660.72	\$ 170,382.95	\$ 163,844.95
		Bond Fund	\$ 524,841.70	\$ 527,423.08	\$ 471,948.89
		Depreciation Fund	\$ 149,837.69	\$ 74,495.31	\$ 37,510.26
		QCPUF	\$ 130,682.11	\$ 223,870.95	\$ 304,238.05
		Oct. Total	\$5,298,055.45	\$4,508,630.56	\$3,793,222.93
	<u>Nov</u>	General Fund	\$2,534,641.95	\$1,539,467.00	\$ 505,607.00
		Emp. Benefit Fund	\$ 479,425.01	\$ 2,514.00	\$ 199,878.00
		Building Fund	\$ 812,898.57	\$ 546,625.00	\$ 849,413.00
		School Lunch	\$ 180,457.97	\$ 189,617.00	\$ 171,381.00
		Bond Fund	\$ 112,005.83	\$ 431,167.00	\$ 384,945.00
		Depreciation Fund	\$ 149,848.16	\$ 2,503.00	\$ 37,515.00
		QCPUF	\$ 104,186.20	\$ 2,767.00	\$ 70,668.00
		November Total	\$4,373,463.69	\$2,714,660.00	\$2,219,407.00
	<u>December</u>	General Fund	\$2,263,468.16	\$ 569,962.77	\$ 332,183.72
		Emp. Benefit Fund	\$ 479,425.01	\$ 2,514.03	\$ 174,800.94
		Building Fund	\$ 815,054.51	\$ 473,914.00	\$ 207,617.86
		School Lunch	\$ 154,276.14	\$ 118,906.62	\$ 111,709.00
		Bond Fund	\$ 112,759.21	\$ 13,770.34	\$ 37,145.27
		Depreciation Fund	\$ 149,858.63	\$ 2,502.75	\$ 37,519.41
		QCPUF	\$ 104,186.20	\$ 3,928.22	\$ 5,563.74
		December Total	\$4,079,027.86	\$1,185,498.73	\$ 906,539.94
	<u>January</u>	General Fund	\$2,176,181.37	\$1,317,686.54	\$2,074,009.28
		Emp. Benefit Fund	\$ 479,494.23	\$ 2,514.14	\$ 174,823.21
		Building Fund	\$ 971,326.45	\$ 696,082.81	\$ 370,225.94
		School Lunch	\$ 166,318.01	\$ 114,033.59	\$ 103,201.62
		Bond Fund	\$ 131,246.02	\$ 58,121.65	\$ 58,328.28
		Depreciation Fund	\$ 149,869.80	\$ 2,502.86	\$ 37,524.19
		QCPUF	\$ 88,895.89	\$ 46,694.65	\$ 28,174.91
		January Total	\$4,163,331.77	\$2,237,636.24	\$2,846,287.43

General Fund Balance 2019-20

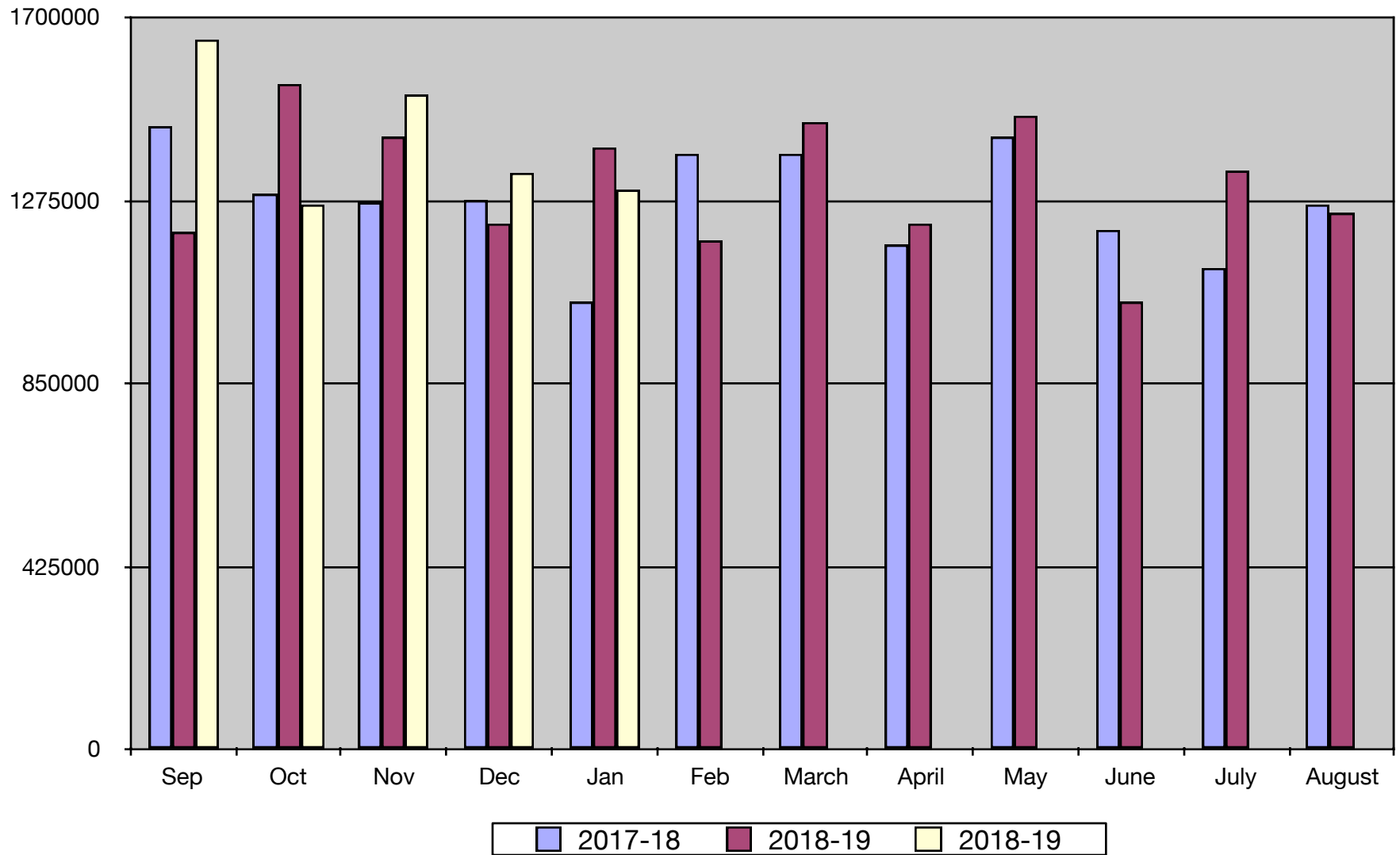


General Fund Tax Draws 2019-20





General Fund Expenses 2019-20



Balance as of last day of the month			
Month	2017-18	2018-19	2019-20
September	1,984,435	2,262,784	5,146,012
October	936,121	1,621,237	4,256,601
November	1,539,467	505,607	3,159,199
December	569,963	332,184	1,941,566
January	1,317,686	2,074,009	
February	1,108,010	1,753,972	
March	492,422	1,457,617	
April	3,370,417	4,986,650	
May	3,495,774	5,189,232	
June	2,957,802	4,622,005.9	
July	2,082,418	3,843,444	
August	2,726,141	6,204,289	
Tax Draw			
Month	2017-18	2018-19	2019-20
September	276,440	794,849	811,549
October	326,128	710,175	252,712
November	132,012	167,822	209,289
December	147,813	203,071	177,342
January	1,605,719	1,020,166	1,185,326
February	850,222	527,109	
March	551,197	1,034,931	
April	4,141,618	4,537,279	
May	1,081,821	1,547,306	
June	323,240	419,632	
July	240,789	367,067	
August	3,569,340	4,024,777	
TOTALS	13,246,339	15,354,184	2,636,218
Receipts			
Month	2017-18	2018-19	2019-20
September	303,673	933,659	835,820
October	363,527	800,221	346,905
November	157,941	218,493	266,213
December	321,937	342,310	309,966
January	1,786,926	1,161,150	1,331,404
February	1,172,567	861,570	
March	765,540	1,176,426	
April	4,250,577	4,695,060	
May	1,388,936	1,676,490	
June	630,658	665,861	
July	303,192	369,171	
August	3,583,648	4,266,167	
TOTALS	15,029,122	17,166,578	
Expenses			
Month	2016-17	2017-18	
September	1,447,001	1,203,738	1,646,988
October	1,290,069	1,546,444	1,265,293
November	1,271,215	1,423,600	1,522,015
December	1,276,574	1,221,604	1,340,222
January	1,039,562	1,399,770	1,298,525
February	1,381,656	1,184,238	
March	1,382,093	1,458,853	
April	1,172,798	1,220,185	
May	1,421,208	1,472,957	
June	1,209,278	1,037,630	
July	1,116,789	1,344,436	
August	1,266,339	1,247,098	
TOTALS	15,274,582	15,760,553	7,073,043

Board of Education Regular Meeting

Monday, January 13, 2020 7:00 PM

The Finance Committee started at 6:30p.m. Icenogle, Fisher, Roseland, Osborn, Swanson were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:35p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, January 13, 2020, at the District Board Office, Central Services Building. Present: Fisher, Icenogle, Osborn, Roseland, Swanson. Absent: Sherman.

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

The yearly Board reorganization began. Superintendent Richards chaired the election of Board President. Roseland nominated Swanson. Icenogle nominated Fisher. Nominations were closed. The election results were as follows: four ballots for Swanson and one ballot for Fisher. Swanson is elected President for 2020.

President Swanson took the chair and proceeded with reorganization calling for nominations for vice president. Osborn nominated Roseland. There were no other nominations. The election results were as follows: five ballots for Roseland. Roseland is elected Vice-President for 2020.

Nominations for Secretary were opened. Icenogle nominated Fisher. No other nominations were made. The election results were as follows: five ballots for Fisher. Fisher is elected secretary for 2020.

Action to appoint Brett Richards School District Treasurer passed with a motion by Osborn and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Swanson. Nays-None.

President Swanson announced that board members should let her know what committee assignments they are requesting by the end of the month and she will make those appointments at a later meeting.

Action to designate the Papillion Times as legal publication for Springfield Platteview Community Schools for 2020 passed with a motion by Icenogle and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Swanson. Nays- None.

Action to designate Springfield State Bank as the official depository for Springfield Platteview Community Schools for 2020 passed with a motion by Fisher and a second by Osborn. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Swanson. Nays- None.

The board reviewed conflict of interest policies.

There were no items from patrons on items not on the agenda

Superintendent Richards and Principal Ron Alexander spoke to patrons and the board regarding a recent assembly at the High School.

Action to approve the Consent Agenda as presented passed with a motion by Roseland and a second by Fisher. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Swanson. Nays- None.

President Swanson called for a motion that the Board of Education of this school district should and does hereby approve the construction manager at risk agreement between the School District and Boyd Jones Construction Company for the proposed construction of a new elementary school facility and renovations to the Westmont Elementary School building projects in the form on file with

official School District records as presented at this meeting or which such changes as are deemed necessary and in the best interest of the School District and approved by the superintendent or a designee, to sign, execute and deliver the agreement, and to take all other action necessary to carry such agreement into effect. A motion was made by Osborn and seconded by Fisher. The motion passed with a unanimous vote.

Building principals reported on student and staff successes in their respective buildings.

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

Executive Session was tabled.

Action to adjourn the meeting at 7:27p.m. passed with a motion by Roseland and a second by Fisher. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Swanson. Nays-None.

Board of Education Work Session
Monday, January 27, 2020

The Site Committee started at 5:30 p.m. Fisher, Icenogle, Osborn, Roseland, and Sherman were present. Swanson joined the meeting at 5:50. Upcoming Building and District projects were discussed. The Site Committee adjourned at 6:47pm.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, January 27, 2020, at the District Board Office, Central Services Building. Present: Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Absent: None.

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

There was no public comment.

Community member, Tim Trumble proposed a food recycling program to the board.

The Board discussed the 2020-2021 PHS Curriculum Handbook.

Superintendent Richards discussed the Agricultural Education Program with the Board.

Principal Alexander discussed Project Lead The Way--Potential new programs in Computer Science and Engineering.

The Board discussed testing the well water at both the Jr. High and High School.

Action to approve the agreement for services for Jodi Kohl for 2020 as Event Coordinator for the district as presented passed with a motion by Sherman and a second by Icenogle. Vote: Yeas-Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson.. Nays- None.

Action to approve the resignation of Kerri Schlange at the end of the current certified contract year passed with a motion by Sherman and a second by Fisher. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the resignation of Michele Tiller at the end of the current certified contract year passed with a motion by Icenogle and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the Voluntary Separation Program Agreement for Kerri Schlange as presented passed with a motion by Sherman and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the Voluntary Separation Program Agreement for Michele Tiller as presented passed with a motion by Icenogle and a second by Sherman. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the resignation of Amber Murphy at the end of the current certified contract year passed with a motion by Sherman and a second by Fisher. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the resignation of Janna Giles at the end of the current certified contract year passed with a motion by Sherman and a second by Fisher. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays-None.

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

Action to enter into executive session at 8:36 p.m. for the purpose of strategy sessions to discuss school district boundary price negotiations with respect to Papillion La Vista Community Schools and to discuss current negotiations with respect to the Springfield Platteview Education Association which is necessary to go into closed session for the protection of the public interest passed with a motion by Sherman and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to Adjourn Meeting at 9:04 p.m. passed with a motion by Sherman and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays-None.

SPRINGFIELD STATE BANK
600 MAIN ST
SPRINGFIELD, NE 68059-3220
Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
STUDENT FEE ACCOUNT
14801 S 108TH ST
SPRINGFIELD NE 68059

Statement Date: 01/31/2020 Enclosures:

(0)

Account No.:

4151129 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Category	Type :	REG	Status :	Active	Number	Amount
Balance Forward From 12/31/19						7.58
Debits						0.00
Ending Balance On 01/31/20						7.58
Average Balance (Collected)					7.58+	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253 - 2222

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	7.58	Minimum Ledger Balance :	7.58
Average Collected Balance :	7.58	Minimum Collected Balance :	7.58
Average Available Balance :	7.58	Minimum Available Balance :	7.58

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date	Total Last Year
Total Overdraft Fees	\$0.00	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00	\$0.00

This Statement Cycle Reflects 31 Days

FOR "A CYBERSECURITY GUIDE FOR CONSUMERS" GO TO
[HTTPS://WWW.FDIC.GOV/CONSUMERS/ASSISTANCE/PROTECTION/
BROCHURES/CYBERCUSTOMER.PDF](https://www.fdic.gov/consumers/assistance/protection/brochures/cybercustomer.pdf)

PRIVACY NOTICE

Federal law requires us to tell you how we collect, share,
and protect your personal information. Our privacy policy
has not changed and you may review our policy and practices
with respect to your personal information at
springfieldstatebank.com/documents/annual-privacy-notice.pdf
or we will mail you a free copy upon request if you call us
at 402-253-2222

JAN 2020 ADMIN. REVOLVING

Administrative

2/3/2020

Date	Num	Transaction	Payment	C
1/14/2020	TXFR	TrANsFER FROM GENERAL		R
1/15/2020	AW	SPRINGFIELD BANK cat: SAFETY DEP BOX memo: 01-2-02510-890-000-01	40.00	R
1/16/2020	5840	MIDLAND UNIVERSITY cat: REGISTR FEE memo: 01-2-01100-810-001-22	200.00	
1/16/2020	5841	HEARTLAND ACADEMIC COMPETITION cat: REGISTR FEE memo: 01-2-01100-810-005-21	100.00	
1/27/2020	5842	KIDS BODY SHOP SPLIT PRE-SCHOOL FIELD TRIP PRE-SCHOOL FIELD TRIP 01-2-01291-610-002-11 PRE-SCHOOL FIELD TRIP 01-2-01291-610-004-12	250.00 125.00 125.00	

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS			
Treasurer's Report			
For the month ended Jan. 31, 2020			
<u>General Fund Now Account</u>			
Bank Balance: Beginning of Reporting Period		\$	384,784.13
Deposits:			
Springfield State Bank - Interest	\$	65.77	
Transfer from Admin Revolving	\$	0.00	
Transfers from Investment Account	\$	1,296,181.14	
Transfers from Bond Fund	\$	0.00	
Transfer from QCPUF	\$	0.00	
Transfers from Lunch Fund Investment	\$	0.00	
Transfers from Building Fund Investment	\$	12,658.00	\$ 1,308,904.91
			\$ 1,693,689.04
Disbursements			\$ 1,329,668.50
Bank Balance: End of Reporting Period			\$ 364,020.54
Outstanding Checks: End of Reporting Period			\$ 179,988.34
NOW Account Balance: End of Reporting Period			\$ 184,032.20
<u>General Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period		\$	1,941,565.70
Deposits:			
Springfield State Bank - Interest	\$	244.18	
Sarpy County Treasurer - Local Taxes	\$	995,129.80	
Sarpy- MVT	\$	190,196.69	
State Aid	\$	23,130.00	
SPED SA Reimb- State	\$	107,307.00	
Federal- IDEA/ Title/ ReVision reimbursement	\$	10,000.00	
Rentals	\$	0.00	
County Fines/City Fees/ Liquor Licenses	\$	0.00	
Medicaid	\$	0.00	
Summer School/ Preschool payments	\$	0.00	
Refunds/ Reimbursements/ Payments	\$	5,161.50	
Technology Sale	\$	0.00	
iPad Fees and Insurance	\$	235.00	
			\$ 1,331,404.17
			\$ 3,272,969.87
Disbursements			
Transfers to General Fund NOW	\$	1,296,181.14	
Administrative Revolving	\$	2,158.33	
Transfer to Depreciation	\$	0.00	
Transfer to back to Building Fund	\$	0.00	
Returned checks/ fees/ overpayment	\$	0.00	
Bank and other Service Charges	\$	185.30	\$ 1,298,524.77
Investment Account Balance: End of Reporting Period			\$ 1,974,445.10
<u>General Fund Administrative Revolving Account</u>			

Available Balance: Beginning of Reporting Period			\$ 2,537.57
Deposits:			
Transfers From General Fund Investment Acc't	\$ 2,158.33		
Transfers From Building Fund	\$ 0.00		
		\$ 2,158.33	
		\$ 4,695.90	
Disbursements		\$ 40.00	
Bank Balance: End of Reporting Period		\$ 4,655.90	
Outstanding Checks: End of Reporting Period		\$ 750.00	
Admin. Revolving Account Balance: End of Reporting Period		\$ 3,905.90	
General Fund Administrative Revolving Account		\$ 3,905.90	
General Fund NOW Account		\$ 184,032.20	
General Fund Investment Account		\$ 1,974,445.10	
TOTAL GENERAL FUND BALANCE		\$ 2,162,383.20	
<u>Employee Benefit Fund</u>			
Available Balance: Beginning of Reporting Period		\$ 175,063.33	
Deposits:			
Springfield State Bank - Interest		\$ 22.30	
Transfers From General Fund Investment Acc't		\$ 0.00	
Bank Balance: End of Reporting Period		\$ 175,085.63	
Certificate of Deposit			
Available Balance: End of Reporting Period		\$ 175,085.63	
Disbursements		\$ 0.00	
TOTAL EMPLOYEE BENEFIT BALANCE		\$ 175,085.63	
<u>Special Building Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period		\$ 442,521.69	
Deposits:			
Springfield State Bank - Interest	\$ 74.09		
Shadow lake 2 land transfer	\$ 42,083.00		
SPCS Foundation Transfer for video boards	\$ 200,000.00		
Sarpy County Treasurer - Local Taxes	\$ 166,107.37	\$ 408,264.46	
		\$ 850,786.15	
Disbursements	\$ 12,658.00	\$ 12,658.00	
Available Balance: End of Reporting Period		\$ 838,128.15	
TOTAL SPECIAL BUILDING FUND BALANCE		\$ 838,128.15	
<u>School Lunch Investment Account</u>			
Available Balance: Beginning of Reporting Period		\$ 140,441.61	
Deposits:			
Springfield State Bank - Interest	\$ 19.86		
Hot Lunches	\$ 31,528.65		

State/Federal Aid	\$	11,322.07		
KidsCare Reimbursement	\$	0.00	\$	42,870.58
			\$	183,312.19
Disbursements				
Transfers to NOW	\$	0.00		
Transfer to Admin Revolving	\$	0.00		
Returned checks debit/fees	\$	20.00		
			\$	20.00
Available Balance: End of Reporting Period			\$	20.00
TOTAL SCHOOL LUNCH FUND BALANCE			\$	183,292.19
<u>Bond Fund Investment Account</u>				
Available Balance: Beginning of Reporting Period			\$	26,483.98
Deposits:				
Springfield State Bank - Interest	\$	4.98		
Sarpy County Treasurer - Local Taxes	\$	23,045.99	\$	23,050.97
			\$	49,534.95
Disbursements			\$	0.00
Transfer to NOW			\$	0.00
Available Balance: End of Reporting Period			\$	49,534.95
TOTAL BOND FUND BALANCE			\$	49,534.95
<u>Depreciation Fund Account</u>				
Available Balance: Beginning of Reporting Period			\$	72,593.98
Deposits:				
Springfield State Bank - Interest	\$	9.25		
Transfers from General Fund	\$	0.00	\$	9.25
			\$	72,603.23
Disbursements				
Transfer to NOW	\$	0.00	\$	0.00
Available Balance: End of Reporting Period			\$	72,603.23
TOTAL DEPRECIATION FUND BALANCE			\$	72,603.23
<u>QCPUF Fund Account</u>				
Available Balance: Beginning of Reporting Period			\$	3,321.29
Deposits:				
Transfer from Bond Fund	\$	0.00		
Springfield State Bank - Interest	\$	2.01		
Local Real Estate Taxes	\$	24,587.20		
			\$	27,910.50
Disbursements				
Transfer to NOW	\$	0.00		
			\$	0.00
Available Balance: End of Reporting Period			\$	27,910.50

TOTAL QCPUF FUND BALANCE			\$ 27,910.50

Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

Springfield Elementary

01/01/2020 through 01/31/2020

Checking

Bank Statement Reconciliation Summary

Statement Balance	\$ 14,093.59
- Outstanding checks	\$ 2,030.99
+ Outstanding Deposits	\$ 0.00
+ Outstanding Adjustments	\$ 0.00
- Outstanding Investment Transfers	\$ 0.00
Total	\$ 12,062.60
+ Investments	\$ 0.00
Book Balance	\$ 12,062.60

Karla Joy Heniger 2-6-2020

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 01/01/2020 to 01/31/2020.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SE	Springfield Elementary							
D	Clubs/Organizations							
	465	Student Council		446.89	257.40	46.42	0.00	657.87
		D	Totals:	446.89	257.40	46.42	0.00	657.87
M	Miscellaneous							
	727	Destination Imagination		1,450.00	3,257.20	1,188.77	0.00	3,518.43
	745	Library		1,084.04	78.92	0.00	0.00	1,162.96
	750	Principal		2,043.50	2,045.50	47.06	0.78	4,042.72
	760	Pop		384.03	80.00	361.34	0.00	102.69
	775	Walk-A-Thon		3,060.10	0.00	482.17	0.00	2,577.93
		M	Totals:	8,021.87	5,461.62	2,079.34	0.78	11,404.73
		SE	Totals:	8,468.56	5,719.02	2,125.76	0.78	12,062.60
			Report Totals:	8,468.56	5,719.02	2,125.76	0.78	12,062.60

Current Cash Balance

Sorted by Site ID, Group ID; Filtered by Site.
From 01/01/2020 to 01/31/2020.

Site ID Site Name
Group ID Group Name

		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PHS	Platteview High School					
A	Athletics	647.47	24,249.00	11,562.17	0.00	13,334.30
B	Activities	14,750.31	661.10	962.72	0.00	14,448.69
C	Classes	54,378.58	6,505.50	4,369.53	0.00	56,514.55
D	Clubs/Organizations	18,431.85	1,844.11	1,238.23	0.00	19,037.73
E	Education	5,132.69	0.00	192.45	0.00	4,940.24
F	Fundraising	23,118.91	4,491.00	3,381.47	0.00	24,228.44
M	Miscellaneous	20,203.01	6,669.50	4,147.70	18.28	22,743.09
N	Non-Active Accounts	0.00	0.00	0.00	0.00	0.00
PHS Totals:		136,662.82	44,420.21	25,854.27	18.28	155,247.04
Report Totals:		136,662.82	44,420.21	25,854.27	18.28	155,247.04

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 01/01/2020 to 01/31/2020.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PCJH	Platteview Central Jr High							
D	Clubs/Organizations							
	440		National Honor Society	790.50	0.00	146.92	0.00	643.58
	465		Student Council	445.63	0.00	0.00	0.00	445.63
		D	Totals:	1,236.13	0.00	146.92	0.00	1,089.21
M	Miscellaneous							
	727		Destination Imagination	1,052.19	0.00	0.00	0.00	1,052.19
	745		Library	264.67	0.00	0.00	0.00	264.67
	750		Principal	4,806.04	49.00	526.61	0.94	4,329.37
	755		Parent Advisory Council	3,259.36	0.00	0.00	0.00	3,259.36
	765		Science In Motion	833.95	0.00	774.28	0.00	59.67
		M	Totals:	10,216.21	49.00	1,300.89	0.94	8,965.26
		PCJH	Totals:	11,452.34	49.00	1,447.81	0.94	10,054.47
			Report Totals:	11,452.34	49.00	1,447.81	0.94	10,054.47

Dawn Johnson
2-6-2020

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site
From 01/01/2020 to 01/31/2020

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WE	Westmont Elementary							
D	Clubs/Organizations							
	465		Student Council	67.36	0.00	0.00	0.00	67.36
		D	Totals:	67.36	0.00	0.00	0.00	67.36
M	Miscellaneous							
	727		Destination Imagination	2,128.49	705.85	156.42	0.00	2,677.92
	745		Library	4,329.00	14.99	0.00	0.00	4,343.99
	750		Principal	4,937.83	542.80	130.85	0.00	5,349.78
	760		Pop	694.04	0.00	0.00	0.00	694.04
		M	Totals:	12,089.36	1,263.64	287.27	0.00	13,065.73
		WE	Totals:	12,156.72	1,263.64	287.27	0.00	13,133.09
			Report Totals:	12,156.72	1,263.64	287.27	0.00	13,133.09

Melissa Wasty

SPRINGFIELD STATE BANK
600 MAIN ST
SPRINGFIELD, NE 68059-3220
Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
PLATTEVIEW EARLY EDUCATION CEN
ACTIVITY FUND
14801 S 108TH STREET
SPRINGFIELD NE 68059

Statement Date: 01/31/2020 Enclosures:

(0)

Account No.: 3491217 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Category	Type :	REG	Status :	Active	Number	Amount
Balance Forward From 12/31/19						48.23
Debits						0.00
Ending Balance On 01/31/20						48.23
Average Balance (Collected)					48.23+	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253 - 2222

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	48.23	Minimum Ledger Balance :	48.23
Average Collected Balance :	48.23	Minimum Collected Balance :	48.23
Average Available Balance :	48.23	Minimum Available Balance :	48.23

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date	Total Last Year
Total Overdraft Fees	\$0.00	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00	\$0.00

This Statement Cycle Reflects 31 Days

FOR "A CYBERSECURITY GUIDE FOR CONSUMERS" GO TO
[HTTPS://WWW.FDIC.GOV/CONSUMERS/ASSISTANCE/PROTECTION/
BROCHURES/CYBERCUSTOMER.PDF](https://www.fdic.gov/consumers/assistance/protection/brochures/cybercustomer.pdf)

PRIVACY NOTICE

Federal law requires us to tell you how we collect, share,
and protect your personal information. Our privacy policy
has not changed and you may review our policy and practices
with respect to your personal information at
springfieldstatebank.com/documents/annual-privacy-notice.pdf
or we will mail you a free copy upon request if you call us
at 402-253-2222

Springfield Platteview Community Schools
Bills By Fund For Payment February 10, 2020

GENERAL FUND			
Payee	Account Code	Reason	Amount
Advanced Audio Visual, Inc.	01-2-01100-642-000-22	PROJECTOR	\$658.64
Alexander, Ronald A	01-2-02410-333-001-22	REIMBR. MILEAGE	\$63.45
AMAZON	01-2-01100-610-001-22	CREDIT MEMO	-\$158.00
AMAZON	01-2-01100-610-002-11	SUPPLIES	\$83.49
AMAZON	01-2-01100-610-004-12	SUPPLIES	\$199.04
AMAZON	01-2-01100-810-000-12	SUPPLIES	\$126.27
AMAZON	01-2-01200-610-000-01	SUPPLIES	\$144.49
AMAZON	01-2-01291-610-002-11	SUPPLIES	\$27.98
AMAZON	01-2-02410-642-001-22	SUPPLIES	\$430.58
American Express	01-2-01100-320-000-11	JAN 2020 CREDIT CARD	\$50.00
American Express	01-2-01100-643-000-01	JAN 2020 CREDIT CARD	\$16.04
American Express	01-2-01200-610-005-21	JAN 2020 CREDIT CARD	\$48.00
American Express	01-2-02510-643-000-01	JAN 2020 CREDIT CARD	\$49.99
American Express	01-2-02650-626-000-01	JAN 2020 CREDIT CARD	\$458.05
Baugh, Nichole	01-2-02560-333-000-01	REIMBR. MILEAGE	\$97.75
Black Hills Energy	01-2-02610-621-004-12	FUEL	\$805.19
Blick Art Materials	01-2-01100-610-001-22	SUPPLIES	\$13.02
Canon Financial Services, Inc.	01-2-02510-443-000-01	COPIER LEASE	\$1,455.00
Canon Solutions America	01-2-02520-610-000-01	STAPLES	\$411.00
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-001-22	PRINTER LEASE	\$122.13
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-002-11	PRINTER LEASE	\$224.24
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-004-12	PRINTER LEASE	\$221.73
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-005-21	PRINTER LEASE	\$70.28
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01200-443-002-11	PRINTER LEASE	\$7.21
CAPITAL BUSINESS SYSTEMS, INC.	01-2-02130-443-001-01	PRINTER LEASE	\$4.08
CAPITAL BUSINESS SYSTEMS, INC.	01-2-02510-443-000-01	PRINTER LEASE	\$27.60
CAROL J SALBER	01-2-01200-320-000-01	SPED SERVICE	\$225.00
Case, Jacki L	01-2-02410-333-001-22	REIMBR. MILEAGE	\$48.55
CENTURY LINK	01-2-02510-530-000-01	PHONE SERVICE	\$371.08
City Of Springfield	01-2-02610-410-000-11	WATER/SEWER @ SP	\$93.45
COX BUSINESS	01-2-02510-530-000-01	PHONE SERVICE	\$602.59
Culligan Us Filter	01-2-02410-340-000-22	SUPPLIES	\$13.00
Culligan Us Filter	01-2-02510-610-000-01	SUPPLIES	\$27.00
Dana F. Cole & Company, LLP	01-2-02510-315-000-01	18/19 AUDIT SERVICE	\$7,975.00
Dill, Shellee L	01-2-02140-333-000-01	REIMBR. MILEAGE	\$52.33
ECOLAB	01-2-02620-430-000-01	REPAIR DISHWASHER @ SP	\$418.61
Educational Service #3	01-2-01100-810-000-11	HAL @ SP	\$200.00
Educational Service #3	01-2-01100-810-000-12	HAL @ WM	\$180.00

Metropolitan Utilities Dist	01-2-02610-621-001-22	LEVEL PAYMENT	\$3,603.00
Metropolitan Utilities Dist	01-2-02610-621-002-11	LEVEL PAYMENT	\$489.00
Metropolitan Utilities Dist	01-2-02610-621-005-21	FUEL @ PC	\$264.63
Metropolitan Utilities Dist	01-2-02620-621-000-03	FUEL @ STORAGE BLDG	\$437.87
Music Is Elementary	01-2-01100-610-004-12	SUPPLIES	\$9.90
NASB ALICAP	01-2-02510-520-000-01	18-19 WORKERS COMPENSATION	\$3,085.00
NE Assoc Of School Boards	01-2-02310-330-000-01	2020 LIC- K. FISHER	\$145.00
NE Assoc Of School Boards	01-2-02320-330-000-01	2020 LIC- B. RICHARDS	\$145.00
NE Public Health Enviromental Laboratory	01-2-02620-420-000-01	WATER TESTING	\$31.00
Nebraska Air Filter Inc	01-2-02620-610-000-01	SUPPLIES	\$558.48
O'Reilly Automotive Inc	01-2-02650-626-000-01	SUPPLIES	\$51.18
Omaha Public Power District	01-2-02610-622-000-02	LEVEL PAYMENT	\$695.85
Omaha Public Power District	01-2-02610-622-001-22	LEVEL PAYMENT	\$14,295.80
Omaha Public Power District	01-2-02610-622-002-11	LEVEL PAYMENT	\$3,257.02
Omaha Public Power District	01-2-02610-622-004-12	LEVEL PAYMENT	\$3,891.33
One Source	01-2-02510-340-000-01	BACKGROUND CKS	\$45.00
OPAA! FOOD MGT. OF NE, LLC.	01-2-01291-610-002-11	PK SNACKS	\$358.14
OPAA! FOOD MGT. OF NE, LLC.	01-2-01291-610-004-12	PK SNACKS	\$358.14
Papillion Sanitation	01-2-02620-420-000-01	SANITATION PICK UP	\$578.67
Pearson Assessments	01-2-02141-610-000-01	SUPPLIES	\$16.00
Perry,Guthery,Haase & Gessford,P.C.,L.L.O	01-2-02320-317-000-01	LEGAL SERVICE	\$420.00
Quill Corp	01-2-02510-610-000-01	SUPPLIES	\$18.68
Quill Corp	01-2-02520-610-000-01	SUPPLIES	\$278.74
Rainbow Glass And Supply	01-2-02520-430-000-01	2008 CHEV. WINDSHIELD REPAIR	\$208.00
Rainbow Glass And Supply	01-2-02520-626-000-01	2008 CHEV. MIRROR REPAIR	\$108.00
Rainbow Glass And Supply	01-2-02620-430-000-01	DOOR REPAIR @ SP	\$363.00
Rainbow Glass And Supply	01-2-02620-430-000-01	PHS LOCKER ROOM REPAIR	\$155.00
Rainbow Glass And Supply	01-2-02620-430-000-01	REPAIR GYM DOOR @ SP	\$320.00
Regal Advertising	01-2-02560-610-000-01	SUPPLIES	\$149.73
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	SNOW REMOVAL- PHS	\$7,909.65
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	SNOW REMOVAL- SP	\$2,655.15
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	SNOW REMOVAL- WM	\$5,667.42
S I D #23	01-2-02610-410-000-12	WATER & SEWER @ WM	\$289.45
SATELLITE SHELTERS- KANSAS CITY	01-2-02620-442-000-01	PORTABLE RENTAL @ SP	\$1,168.00
Schmitt Music Center	01-2-01100-340-001-22	REPAIR	\$90.00
Schmitt Music Center	01-2-01100-610-001-22	SUPPLIES	\$81.00
SHRED-IT, USA	01-2-01100-890-000-21	SHREDDING	\$68.26
SHRED-IT, USA	01-2-02410-890-000-22	SHREDDING	\$136.52
SIGNAL 88, LLC	01-2-02660-340-000-01	SECURITY	\$6,330.00
SPORTS FACILITY MAINTENANCE, LLC	01-2-02620-431-000-01	PHS- FRONT GYM SAFETY STRAP-WM/SP INSPEC	\$4,350.00
Student Transportation of NE, Inc.	01-2-02790-510-000-01	ACTIVITY TRIPS- 12/3/19-12/21/19	\$5,238.58
Student Transportation of NE, Inc.	01-2-02790-510-000-01	REGULAR ROUTES- DEC 2019	\$33,104.40
Student Transportation of NE, Inc.	01-2-02790-626-000-01	FUEL ESCALATOR- DEC 2019	\$1,115.49

Student Transportation of NE, Inc.	01-2-02792-510-000-01	SPED ROUTES- DEC 2019	\$15,846.00
Student Transportation of NE, Inc.	01-2-02793-510-000-01	SPED ROUTES- DEC 2019	\$1,580.70
Suburban Newspapers, Inc	01-2-02510-540-000-01	LEGALS	\$66.14
TBP PRODUCTIONS, LLP	01-2-01100-643-000-22	SUBSCRIPTION RENEWAL	\$400.00
University of NE High School	01-2-01100-382-001-01	ONLINE ACADEMY 2020	\$1,000.00
Verizon Wireless	01-2-02510-530-000-01	CELL PHONE	\$281.15
Walmart Community/GECRB	01-2-01100-610-001-22	SUPPLIES	\$539.58
WATERLINK, INC.	01-2-02620-610-000-01	SUPPLIES	\$1,802.72
Westside Community Schools	01-2-01200-562-000-20	SPED SERVICE	\$3,750.00
WHC NE LLC	01-2-02712-510-000-01	SPED TRANSPORTATION- DEC 2019	\$2,925.23
Wilson, Leslie A	01-2-02152-333-000-01	REIMBR. MILEAGE JAN 2020	\$126.44
Wilson, Leslie A	01-2-02152-333-000-01	REIMBR. MILEAGE- DEC2019	\$95.70
Wilson, Leslie A	01-2-02153-333-000-01	REIMBR. MILEAGE JAN 2020	\$85.62
Wilson, Leslie A	01-2-02153-333-000-01	REIMBR. MILEAGE- DEC2019	\$73.25
Windstream	01-2-02510-530-000-01	PHONE SERVICE	\$426.87
WOODCRAFT #336	01-2-01100-610-001-22	SUPPLIES	\$356.00
		SUB TOTAL	\$184,793.40
FOOD SERVICE FUND			
Payee	Account Code	Reason	Amount
OPAAI FOOD MGT. OF NE, LLC.	06-2-03100-570-000-23	DEC 2019 CONTRACT SERVICE	\$34,937.79
		SUB TOTAL	\$34,937.79
BUILDING FUND			
Payee	Account Code	Reason	Amount
A.P.M. ARCHITECTURE, INC.	08-2-02515-340-000-01	SPRINGFIELD ELEMENTARY	\$66,933.88
MACKIE CONSTRUCTION, INC.	08-2-04700-450-000-01	PARKING LOT CONSTRUCTION @ PHS	\$11,962.50
Omaha Neon Sign Co., Inc.	08-2-04700-730-000-01	PHS- MONUMENT SIGN	\$15,300.00
Regan, Dan J	08-2-02515-340-000-01	SCOREBOARD- ELECTRICAL	\$10,730.00
		SUB TOTAL	\$104,926.38
		TOTAL	\$324,657.57



Prepared For
BRETT RICHARDS
SO SARPY SCHOOL 46

Account Number
XXXX-XXXXX7-21006

Closing Date
01/22/20

Page 3 of 7

Activity Continued

Card Number XXXX-XXXXX7-25023				Reference Code	Amount \$
12/24/19	B & D Pitstop	SPRINGFIELD	NE	85544029358	92.74
	REF# 85544029358	402-253-8004	12/23/19	<i>fuel</i>	
12/29/19	ADOBE ACROPRO SUBS A SAN JOSE		CA	81466062900	16.04
	REF# 814660829	8008336687	12/28/19	<i>frank 01100-643-01</i>	
01/01/20	B & D Pitstop	SPRINGFIELD	NE	85544020001	32.88
	REF# 85544020001	402-253-8004	12/31/19	<i>fuel</i>	
01/01/20	B & D Pitstop	SPRINGFIELD	NE	85544020001	45.92
	REF# 85544020001	402-253-8004	12/31/19	<i>fuel</i>	
01/01/20	B & D Pitstop	SPRINGFIELD	NE	85544020001	54.90
	REF# 85544020001	402-253-8004	12/31/19	<i>fuel</i>	
01/08/20	B & D Pitstop	SPRINGFIELD	NE	85544020008	49.83
	REF# 85544020008	402-253-8004	01/07/20	<i>fuel</i>	
01/12/20	B & D Pitstop	SPRINGFIELD	NE	85544020012	64.21
	REF# 85544020012	402-253-8004	01/11/20	<i>fuel</i>	
01/13/20	PTCFast, LLC	SAN DIEGO	CA		50.00
	REF# NT_GXCRWHLH +18884212001		01/13/20	<i>SP - 01100-320-11</i>	
01/13/20	AMZN DIGITAL*361YD13	888-802-3080	WA		49.99
	REF# 4WF67LLS3N7 DIGITAL		01/13/20	<i>C.O. Quicken 02510-643-01</i>	
01/14/20	B & D Pitstop	SPRINGFIELD	NE	85544020014	58.05
	REF# 85544020014	402-253-8004	01/13/20	<i>fuel</i>	
01/15/20	B & D Pitstop	SPRINGFIELD	NE	85544020015	19.32
	REF# 85544020015	402-253-8004	01/14/20	<i>fuel</i>	
01/21/20	B & D Pitstop	SPRINGFIELD	NE	85544020021	40.20
	REF# 85544020021	402-253-8004	01/20/20	<i>fuel</i>	
01/22/20	ZAZZLE USD	REDWOOD CITY	CA	96523999000	25.10
	REF# 96523999	888-892-9953	01/21/20		
	MISCELLANEOUS GENER				
	ROC NUMBER 96523999				
Total for BRETT A. RICHARDS				New Charges/Other Debits Payments/Other Credits	599.18 0.00

Foundation- J.Kohl ck.# 2174

fuel \$458.05 2650-626-01

FUND _____

DATE _____

INITIAL _____



P.O. BOX 1507, GRAND ISLAND, NE 68802-1507

Address Service Requested



ACCOUNT:
DOCUMENTS:

XXXXXX7773
0

PAGE: 1
01/31/2020



SARPY COUNTY SCHOOL DIST 0046
14801 S 108TH ST
SPRINGFIELD, NE 68059-4925

Business Checking ACCOUNT XXXXXX7773

AVG AVAILABLE BALANCE	144,616.93	LAST STATEMENT 12/31/19	144,616.93
AVERAGE BALANCE	144,616.93	CREDITS	.00
		DEBITS	.00
		THIS STATEMENT 01/31/20	144,616.93

- END OF STATEMENT -

1-5PTS-DDAs-03 200201
001-001-004908 000063711

**CERTIFICATE
AS TO RESOLUTION FOR BOND ELECTION**

The undersigned hereby certifies to the Election Commissioner of Sarpy County, Nebraska, that attached hereto is a true and correct copy of the Resolution of the Board of Education (the “Board”) of Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska (the “District”) calling for a special election on a proposition for the issuance of bonds by the District. Such Resolution was adopted by the Board at its meeting duly held on February 10, 2020, was filed with the Election Commissioner of Sarpy County, Nebraska no later than March 1, 2020, and has not been subsequently rescinded or modified by the Board.

EXECUTED AND DATED this 10th day of February, 2020.

**SARPY COUNTY SCHOOL DISTRICT 0046
(SPRINGFIELD PLATTEVIEW COMMUNITY
SCHOOLS) IN THE STATE OF NEBRASKA**

By _____
Title _____

CERTIFICATE OF POSTING NOTICE OF MEETING

The undersigned hereby certifies that a copy of the Notice of Meeting of the Board of Education (the "Board") of Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska (the "District") held at 7:00 p.m. on Monday, February 10, 2020, in the District Board Office of the Central Services Building located at 14801 South 108th Street, Springfield, Nebraska, such notice being in the form attached hereto, was caused to be posted in the public places in the District listed below on the _____ day of _____, 2020.

EXECUTED AND DATED this 10th day of February, 2020.

**SARPY COUNTY SCHOOL DISTRICT 0046
(SPRINGFIELD PLATTEVIEW COMMUNITY
SCHOOLS) IN THE STATE OF NEBRASKA**

By _____
Title _____

NOTE: Attach a copy of the Notice of Meeting, as posted, if such Notice was posted

**ACKNOWLEDGMENT OF ADVANCE RECEIPT OF
NOTICE OF MEETING**

The undersigned Members of the Board of Education (the “Board”) of Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska (the “District”) hereby acknowledge receipt of advance notice of a meeting of the Board, and the agenda for such meeting, held at 7:00 p.m. on Monday, February 10, 2020, in the District Board Office of the Central Services Building located at 14801 South 108th Street, Springfield, Nebraska.

DATED this 10th day of February, 2020.

February 10, 2020
Springfield, Nebraska

A meeting of the Board of Education (the "Board") of Sarpy County School District 0046 (more commonly referred to as Springfield Platteview Community Schools) in the State of Nebraska (the "District") was held at 7:00 p.m. on Monday, February 10, 2020, in the District Board Office of the Central Services Building located at 14801 South 108th Street, Springfield, Nebraska. Advance publicized notice of such meeting was given in strict accordance with the provisions of Article 14, Chapter 84, Reissue Revised Statutes of Nebraska, as amended (the "Open Meetings Act"), and set forth (a) the time, date and place of this meeting, (b) that this meeting would be open to the attendance of the public and (c) that an agenda of then known subjects to be taken up at the meeting kept continuously current could be obtained from the office of the Superintendent of Schools (the "Superintendent"). A copy of said advance publicized notice was ordered annexed to the minutes of this meeting as Attachment 1. Each Board Member was previously furnished with a copy of said advance publicized notice, the same having been transmitted to each Board Member simultaneously with its publicizing, and a copy of their acknowledgment of advance receipt of such notice is attached to these minutes as Attachment 2. Additionally, reasonable efforts were made to provide advance notification of the meeting to all news media requesting the same of the time, date and place of the meeting.

The President of the Board, _____, presided, and the Secretary of the Board, _____, recorded the proceedings. On roll call the following Board Members were present: _____

_____.

The following Board Members were absent: _____.

A quorum being present and the meeting duly commenced, the following proceedings were had and done.

The President stated that a complete copy of the Open Meetings Act was available at the meeting for public inspection and indicated the location of such copy. All proceedings hereafter shown were taken while the meeting was open to the attendance of the public.

* * * * *

(Other Proceedings)

* * * * *

The President then stated that it was necessary for the Board to give consideration to submitting to the voters of the District a proposition regarding the issuance by the District of its general obligation bonds. After discussion, Board Member _____ introduced and moved the adoption of a resolution titled as follows, a true and correct copy of which is attached hereto as Attachment 3:

A RESOLUTION CALLING FOR AN ELECTION TO BE HELD IN SARPY COUNTY SCHOOL DISTRICT 0046 (SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS) IN THE STATE OF NEBRASKA REGARDING A PROPOSITION TO ISSUE GENERAL OBLIGATION BONDS OF THE DISTRICT AND APPROVING RELATED MATTERS

The foregoing resolution having been read in its entirety, Member _____ seconded the motion for its passage and adoption. After consideration, the roll was called and the following Members voted in favor of the passage and adoption of said Resolution:

_____.

The following Members of the Board voted against the same: _____.

The following Members of the Board were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the Members of the Board, the President declared the Resolution duly passed and adopted.

* * * * *

(Other Proceedings)

* * * * *

Motion to adjourn.

Secretary, Board of Education

President, Board of Education

ATTACHMENT 1

ADVANCE PUBLICIZED NOTICE OF MEETING

ATTACHMENT 2

ACKNOWLEDGMENT OF ADVANCE RECEIPT OF NOTICE OF MEETING

ATTACHMENT 3
ELECTION RESOLUTION

A RESOLUTION CALLING FOR AN ELECTION TO BE HELD IN SARPY COUNTY SCHOOL DISTRICT 0046 (SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS) IN THE STATE OF NEBRASKA REGARDING A PROPOSITION TO ISSUE GENERAL OBLIGATION BONDS OF THE DISTRICT AND APPROVING RELATED MATTERS

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

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

(a) the District is fully organized and has been so organized for more than one year prior to the passage of this Resolution as a Class III school district under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended; the District maintains both elementary and high school grades under the direction of a single board of education; and the District embraces territory having a population of more than 1,000 and less than 150,000 inhabitants; and

(b) it is necessary that the District expend funds for the purposes of financing the costs of (i) constructing, equipping and furnishing within the District a new elementary school building and related site improvements, and (ii) constructing certain additions to and improvements of the District’s Westmont Elementary School building (the “**Project**”); and

(c) to finance the costs of the Project, it is necessary for the District (i) to issue its general obligation bonds in one or more series and in the total principal amount not to exceed \$ _____, such bonds bearing interest at such rates, maturing on such dates, being sold at such prices and having such other terms and provisions, all as shall be determined by the Board, and (ii) to levy and collect annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of, the premium, if any, and the interest on said bonds as the same become due; and

(d) the District has not submitted a proposition for the issuance of bonds for such purposes to the electors of the District within six months preceding the date of the election called by this Resolution.

Section 2. The Board hereby directs and calls for an election to be held in conjunction with the statewide primary election on Tuesday, May 12, 2020 (the “**Election**”), at which time there shall be submitted to the qualified electors of the District the following proposition:

“Shall Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska issue its bonds in a total principal amount not to exceed \$ _____ for the purposes of financing the costs of (i) constructing, equipping and furnishing within the District a new elementary school building and related site improvements, and (ii) constructing certain additions to and improvements of the District’s Westmont Elementary School building; said bonds to be issued from time to time, to be sold at such prices, to bear interest at such rates, to become due at such times, and to have such other terms and provisions, all as may be fixed and determined by the Board of Education of the District; and

“Shall the District cause to be levied and collected annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of, the premium, if any, and the interest on said bonds as the same become due?”



FOR

said bonds and tax



AGAINST

said bonds and tax

The ballots to be voted upon and cast at the Election shall have printed thereon the foregoing proposition, followed by the words: “FOR said bonds and tax” and “AGAINST said bonds and tax” following said proposition. Qualified electors voting in favor of said proposition shall blacken the oval opposite the words “FOR said bonds and tax” following said proposition, and qualified electors voting against said proposition shall blacken the oval opposite the words “AGAINST said bonds and tax” following said proposition.

Section 3. The Secretary of the Board or the Superintendent of Schools (the “**Superintendent**”) shall certify a copy of this Resolution to the Election Commissioner of Sarpy County, Nebraska (the “**Election Commissioner**”), being the county containing the greatest number of electors in the District entitled to vote on the proposition described herein, no later than March 1, 2020.

Section 4. The Election shall be conducted by the Election Commissioner in accordance with Sections 10-701 et seq., Reissue Revised Statutes of Nebraska, as amended (the “**Bond Act**”), and Sections 32-101 et seq., Reissue Revised Statutes of Nebraska, as amended (the “**Election Act**”). Each of the Secretary of the Board and the Superintendent is authorized and directed, in conjunction with the Election Commissioner, to do all other things and take all other action appropriate or necessary in order to cause said proposition to be submitted to the qualified electors of the District as above provided. The District shall reimburse the Election Commissioner for the expenses of conducting the Election, if any.

Section 5. As required by Section 32-802 of the Election Act, not later than 42 days prior to the Election the Election Commissioner shall publish notice of the Election and shall post such notice in the office of the Election Commissioner (which notice may be included in the notice of the Statewide Primary Election). As required by Section 10-702 of the Bond Act, the Secretary of the Board or the Superintendent shall publish, or shall cause to be published, a separate notice of the Election in *The Daily Record*, or such other legal newspaper of general circulation in the District, one time each week for four consecutive weeks, the first such publication occurring at least 20 days prior to the Election. Such notice of the Election shall be substantially in the form submitted to this meeting (with any changes as may be required by the Election Commissioner), which is attached hereto as Exhibit A.

Section 6. The Secretary of the Board or the Superintendent shall furnish the final form of the ballot for the Election to the Election Commissioner no later than 42 days prior to the date of such Election (or such earlier date as may be requested by the Election Commissioner). The ballot shall be substantially in the form submitted to this meeting (with any changes as may be required by the Election Commissioner), which is attached hereto as Exhibit B.

Section 7. If required by the Election Commissioner, the Secretary of the Board or the Superintendent shall certify to said Election Commissioner a list of all registered electors of the District in counties other than Sarpy County qualified to vote on said proposition, if any.

Section 8. This Resolution shall be in force and take effect from and after its passage as provided by law.

ADOPTED the 10th day of February, 2020.

**SARPY COUNTY SCHOOL DISTRICT 0046
(SPRINGFIELD PLATTEVIEW COMMUNITY
SCHOOLS) IN THE STATE OF NEBRASKA**

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

EXHIBIT A
NOTICE OF ELECTION

NOTICE OF SCHOOL BOND ELECTION

**SCHOOL BOND ELECTION
SARPY COUNTY SCHOOL DISTRICT 0046
(SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS)
IN THE STATE OF NEBRASKA**

TUESDAY, MAY 12, 2020

Public notice is hereby given to the qualified electors of Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska (the "District") that at an election to be held in said District in conjunction with the Statewide Primary Election on Tuesday, May 12, 2020, there shall be submitted to the qualified electors of the District the following proposition:

"Shall Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska issue its bonds in a total principal amount not to exceed [] Dollars (\$[]) for the purposes of financing the costs of (i) constructing, equipping and furnishing within the District a new elementary school building and related site improvements, and (ii) constructing certain additions to and improvements of the District's Westmont Elementary School building; said bonds to be issued from time to time, to be sold at such prices, to bear interest at such rates, to become due at such times, and to have such other terms and provisions, all as may be fixed and determined by the Board of Education of the District; and

"Shall the District cause to be levied and collected annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of, the premium, if any, and the interest on said bonds as the same become due?"



FOR

said bonds and tax



AGAINST

said bonds and tax

Qualified electors voting in favor of said proposition shall blacken the oval opposite the words "FOR said bonds and tax" following said proposition, and qualified electors voting against said proposition shall blacken the oval opposite the words "AGAINST said bonds and tax" following said proposition.

The polling places will be open continuously from 8:00 a.m. to 8:00 p.m. on the date of the election. The voting places for qualified electors of the District shall be at the designated polling places of the statewide primary election to be held on Tuesday, May 12, 2020. Said voting places are accessible to individuals with physical mobility limitations.

Qualified electors wishing to vote early, or by absentee ballot, as permitted by law, may do so in person or by requesting a ballot for early voting from the Election Commissioner of Sarpy County, Nebraska, at the Election Commissioner's office. For questions, procedures and/or deadlines regarding voter registration, early voting, absentee voting and in-person voting, please contact the Election Commissioner.

Sarpy County Election Commissioner Information

Mailing Address and Location: Sarpy County Election Commissioner, 501 Olson Drive, Suite 4,
Papillion, Nebraska 68046

Phone: (402) 593-2167

E-Mail: mandahl@sarpy.com

Regular Office Hours: 8:00 a.m. to 4:45 p.m, Monday through Friday, excluding holidays.

BY ORDER OF THE BOARD OF EDUCATION OF SARPY COUNTY SCHOOL DISTRICT
0046 (SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS) IN THE STATE OF NEBRASKA.

PUBLISH - 4 Times (April 14, 21 and 28 and May 5, 2020)

EXHIBIT B
SAMPLE BALLOT

SAMPLE BALLOT

OFFICIAL BALLOT

**SCHOOL BOND ELECTION
SARPY COUNTY SCHOOL DISTRICT 0046
(SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS)
IN THE STATE OF NEBRASKA**

TUESDAY, MAY 12, 2020

“Shall Sarpy County School District 0046 (Springfield Platteview Community Schools) in the State of Nebraska issue its bonds in a total principal amount not to exceed [_____] Dollars (\$[_____]) for the purposes of financing the costs of (i) constructing, equipping and furnishing within the District a new elementary school building and related site improvements, and (ii) constructing certain additions to and improvements of the District’s Westmont Elementary School building; said bonds to be issued from time to time, to be sold at such prices, to bear interest at such rates, to become due at such times, and to have such other terms and provisions, all as may be fixed and determined by the Board of Education of the District; and

“Shall the District cause to be levied and collected annually a special levy of taxes against all the taxable property in the District sufficient in rate and amount to pay the principal of, the premium, if any, and the interest on said bonds as the same become due?”



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Platteview High School

CURRICULUM

DESCRIPTION

GUIDE



2020-2021

4-Year Planning and Academic Experience

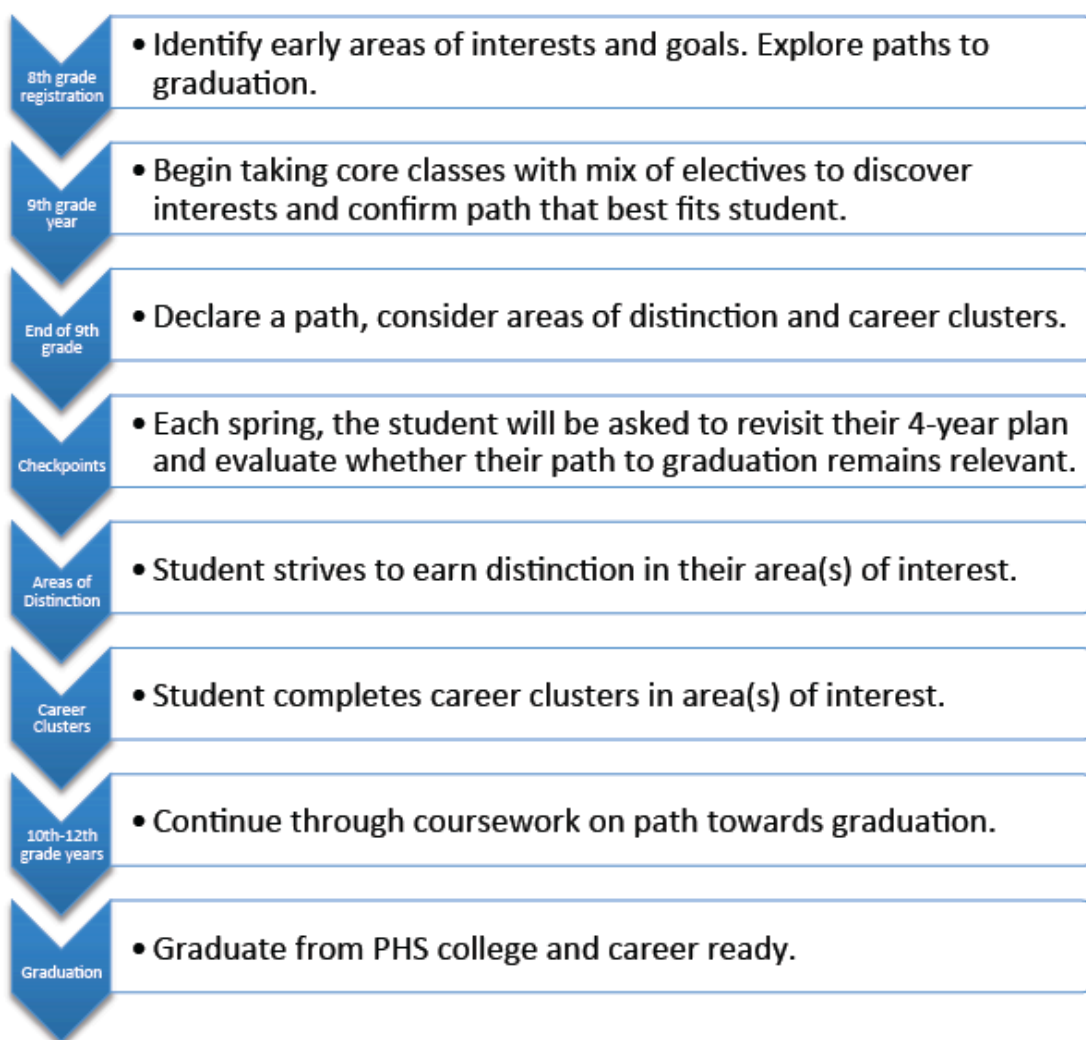


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GENERAL INFORMATION

The 2020-21 PHS Curriculum Guide is designed to be a resource for both students and parents as you navigate your high school experience. This document provides definitions of key terms, course descriptions and requirements for all courses, graduation requirements and paths, areas of distinction, career pathways and other important academic information.

ACADEMIC RECOGNITION

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

Principal's List – students that achieve a grade point average of a 4.00* and is enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester are recognized by appearing on the Principal's List at PHS each semester. *Based on a student's weighted GPA. No rounding will occur.

Honor Roll – students that have achieved a grade point average of 3.75* or above and is enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester are recognized by appearing on the Honor Roll at PHS each semester. *Based on a student's weighted GPA. No rounding will occur.

Merit Roll – students that have achieved a grade point average of 3.50* or above are recognized by appearing on the Merit Roll at PHS each semester. *Based on a student's weighted GPA. No rounding will occur.

Academic Letter – students that have been named to the Honor Roll for a total of four consecutive semesters will be awarded an Academic Letter.

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

Additional Areas of Distinction – PHS recognizes excellence in multiple academic areas. The specific criteria for attaining distinction in each area can be found on page #XX of this guide. Students attaining distinction in any area will be recognized at the PHS Honors Night.

Omaha World Herald Scholars – The Omaha World Herald annually recognize students across the state of Nebraska for academic achievement. Students with an ACT score of 32 or higher on or a SAT score of 2120 or higher are nominated for the recognition. Students that are then selected are featured in a special section in May.

CLASS RANK

STUDENT CLASSIFICATION

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

SAMPLE FOUR-YEAR PLAN

The chart below represents a **sample** four-year plan for students. Individual students may adjust this plan to meet their own specific path of classes as long as the required courses for graduation and total number of credits required for graduation are achieved. A student has a great deal of flexibility in choosing their elective courses each year. Students should work with their Advisory Teacher and grade-level counselor when updating their plan each year.

<u>9th Grade</u>	<u>10th Grade</u>
(1) World Geography (1 SEM) / Elective (1 SEM)	(1) World History or Honors World History
(2) English 9 or Honors English 9	(2) English 10 or Honors English 10
(3) Algebra 1 or Geometry	(3) Geometry or Algebra 2
(4) Biology	(4) Chemistry 1 (SEM) and Earth Science (SEM)
(5) Physical Education (1 SEM) / Physical Education (1 SEM)	(5) Health (1 SEM) / Elective (1 SEM)
(6) Yearlong Elective or 2 Semester Electives	(6) Yearlong Elective or 2 Semester Electives
(7) Yearlong Elective or 2 Semester Electives	(7) Yearlong Elective or 2 Semester Electives
(8) Study Hall or Yearlong Elective or 2 Semester Electives	(8) Study Hall or Yearlong Elective or 2 Semester Electives
<u>11th Grade</u>	<u>12th Grade</u>
(1) US History (YEAR) or US History 1 (1 SEM) and US History 2 (1 SEM)	(1) US Government or AP Government
(2) English 11 or AP Literature and Composition	(2) AP Lit and Comp, Honors English 12 or 2 Semester ELA Electives
(3) Algebra 2 or Advanced Math	(3) Adv. Math, AP Calculus, College Algebra or Elective
(4) Physics 1 (SEM) and Science Elective (SEM)	(4) Chemistry 2, Physics 2 or other Science Elective, Yearlong Elective or 2 Semester Electives
(4) Personal Finance (1 SEM) / Elective (1 SEM)	(5) Social Science Elective, Yearlong Elective or 2 Semester Electives
(5) College and Career Readiness (1 SEM) / Elective (1 SEM)	(6) Yearlong Elective or 2 Semester Electives
(6) Yearlong Elective or 2 Semester Electives	(7) Yearlong Elective or 2 Semester Electives
(8) Study Hall or Yearlong Elective or 2 Semester Electives	(8) Study Hall, Open Period, Yearlong Elective or 2 Semester Electives

GRADE POINT AVERAGES/MARK POINT TABLE

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

GRADUATION DATES

Class of 2021	May 23, 2021	Class of 2022	May 22, 2022
Class of 2023	May 21, 2023	Class of 2024	May 19, 2024

GRADUATION REQUIREMENTS

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

<u>Department</u>	<u># of credits needed</u>	<u>Notes</u>
Language Arts	8	To include English 9 or Honors English 9; English 10 or Honors English 10; English 11 or AP Literature and Composition and Honors English 12 or 2 semester ELA electives identified as countable for 12 th grade ELA credit.
Social Sciences	7	To include World Geography (1); World History (2) or Honors World History (2); US History (2) or *US History 1 (1) and *US History 2 (1), US Gov't and 1 additional Social Science elective credit. *Represents dual credit courses.
Mathematics	6	To include Algebra 1 and above.
Science	6	To include Biology full-year, Chemistry 1, Physics 1, Earth Science and 2 semester Science electives.
Physical Education	2	Student may choose from PE courses to acquire 2 credits.
Health	1	Usually taken during the sophomore year.
Business	1	Personal Finance (1 semester)
College and Career Prep	1	Required of all juniors beginning in 2019-20.

KEY TERMS

AP Course – the College Board's Advanced Placement courses are college-level offerings in a wide variety of subjects that students can pursue at the high school level. This experience prepares the college bound student well for the rigor of a college course. Visit <http://wapcentral.collegeboard.com> for more information on AP courses, tests, college credit and transferability of credits.

Credit – this is the value placed on each course in terms of earning progress towards graduation and advancing grade levels. One-semester courses meet daily over an 18-week period. Semester courses earn 1 credit. Yearlong courses meet daily over the course of two, 18-week semesters earning 2 credits.

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

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

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

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

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

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

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

Required Course – course that is required for graduation.

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

PHS DAILY BELL SCHEDULES

<u>Regular Bell Schedule (Tuesday-Friday)</u>			<u>Late Start Monday</u>				
Period 0	7:15am-7:59am		Period 0	8:25am-9:01am			
Period 1	8:10am-8:54am		Period 1	9:10am-9:46am			
Period 2	8:58am-9:42am		Period 2	9:50am-10:26am			
Period 3	9:46am-10:30am		Period 3	10:30am-11:06am			
Period 4	10:34am-11:18am		Period 4	11:10am-11:46am			
Advisory	11:22am-11:43am		Period 5	11:50am-12:56pm			
Period 5	11:47am-1:01pm			1st lunch	11:46am-12:16pm		
	1st lunch	11:43am-12:13pm		2nd lunch	12:06pm-12:36pm		
	2nd lunch	12:07pm-12:37pm		3rd lunch	12:26pm-12:56pm		
	3rd lunch	12:31pm-1:01pm	Advisory	1:00pm-1:25pm			
Period 6	1:05pm-1:49pm		Period 6	1:29pm-2:05pm			
Period 7	1:53pm-2:37pm		Period 7	2:09pm-2:45pm			
Period 8	2:41pm-3:25pm		Period 8	2:49pm-3:25pm			
<u>1:25PM Early Dismissal</u>			<u>11:25AM Early Dismissal</u>			<u>Late Start Due to Weather (10:10AM start)</u>	
Period 0	7:30am-7:59am		Period 0	7:40am-7:58am		Period 0	Not held
Period 1	8:10am-8:39am		Period 1	8:10am-8:28am		Period 1	10:10am-10:43am
Period 2	8:43am-9:12am		Period 2	8:32am-8:50am		Period 2	10:47am-11:19am
Period 3	9:16am-9:45am		Period 3	8:54am-9:12am		Period 3	11:23am-11:55am
Period 4	9:49am-10:18am		Period 4	9:16am-9:34am		Period 5	11:59am-1:01pm
Period 6	10:22am-10:51am		Advisory	9:38am-9:57am		Period 4	1:05pm-1:37pm
Advisory	10:55am-11:16am		Period 5	10:01am-10:19am		Period 6	1:41pm-2:13pm
Period 5	11:20am-12:19pm		Period 6	10:23am-10:41am		Period 7	2:17pm-2:49pm
	1st lunch	11:16am-11:46am	Period 7	10:45am-11:03am		Period 8	2:53pm-3:25pm
	2nd lunch	11:49am-12:19pm	Period 8	11:07am-11:25am			
Period 7	12:23pm-12:52pm						
Period 8	12:56pm-1:25pm						

CHOOSING A PATH

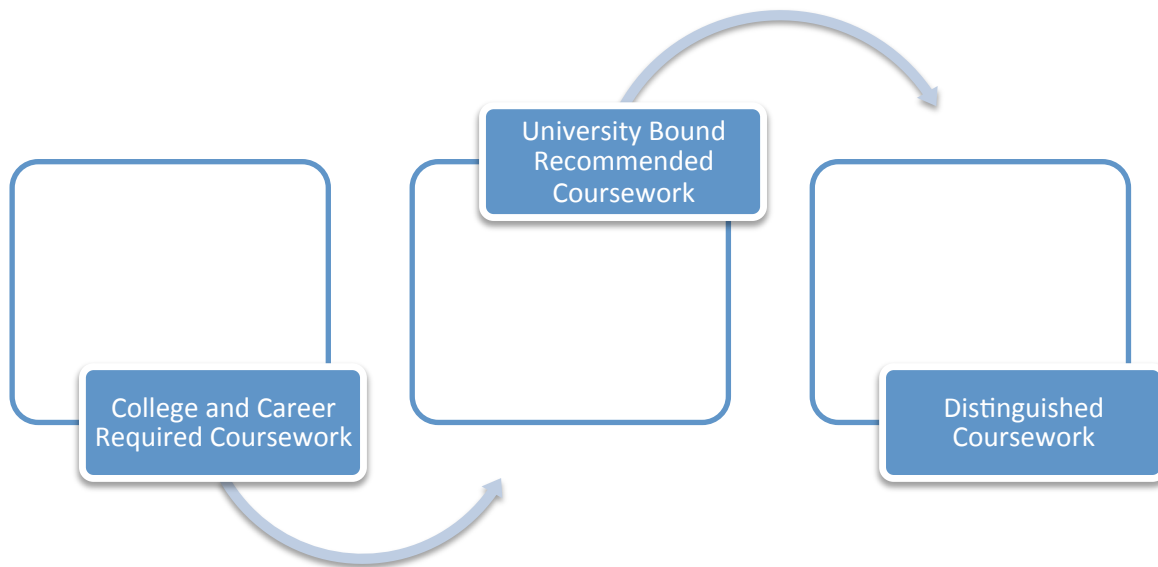
PHS offers three paths of coursework to meet the graduations requirements set forth by the Springfield Platteview Community Schools Board of Education. Each path is composed of groupings of courses that students can choose based on their specific interests and goals beyond high school. Our goal at PHS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

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

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

Platteview High School Paths to Graduation			
	College & Career	University Bound	Distinguished
BUSINESS	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
LANGUAGE ARTS	English 9	English 9 or Honors English 9	Honor English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – AP Literature & Composition	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – Honors English 12 (English 2450 and 2610 Dual Credit)
	2 semesters of senior-level, ELA elective offerings	Honors English 12 (English 2450 and 2610 Dual Credit) or two semesters of core ELA electives	AP Literature and Composition
MATHEMATICS	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
PHYSICAL EDUCATION	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
SCIENCE	Biology	Biology	Biology
	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science
	Physics 1 and Earth and Space Science	Physics 1 and Science Elective	Physics 1 and Chemistry 2 <u>or</u> Physics 2
	*Students planning to attend UNL or equivalent institution that plan to major in Engineering or Science-related major are strongly recommended to take Chemistry 2 and Physics 2 as an Elective Science course.		Dual Credit Biology or AP Chemistry
SOCIAL SCIENCE	World Geography	World Geography	World Geography
	World History	World History	World History
	US History	US History	US History 1 and US History 2
	US Government Elective	US Government Elective	AP Government
WORLD LANGUAGE		Spanish 1 [^]	Spanish 1 [^]
		Spanish 2 [^]	Spanish 2 [^]
ONLINE LEARNING			Successfully complete an online course through one of PHS approved providers
COMMUNITY SERVICE OR JOB SHADOWING			20 hours - must be approved prior to serving and log must be submitted verifying hours.
COMPLETION OF PATH	49 credits	49 credits	49 credits , required hours of community service/job shadowing and a 3.6 weighted GPA or higher. No rounding of GPA accepted.

[^]Indicates that a student may substitute another approved foreign language in lieu of Spanish.



College and Career Required Coursework – Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of coursework assures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.

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

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

ADDITIONAL AREAS OF DISTINCTION

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

CAREER PATHWAYS

Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The various pathways offered at PHS are noted in each department/area section.

AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL			
Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements and/or may earn distinction in one of the identified program areas below. Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.			
Core Academic Areas		Career Education	Performing and Visual Arts
Language Arts	Science	Business / Computer Science	Instrumental Music
Successfully complete four years of ELA courses to include three years of honors level courses and all semesters of dual credit ELA offered.	Participate in a Science Poster Presentation a minimum of two years.	Successfully complete all pathways in a specific career field with the exception of Information Technology. Information Technology requires a minimum of successful completion of two pathways.	Must letter in band all four years. Receive honor band recognition, by audition, a minimum of two years at PHS.
Participate in two seasons of Play Production or Speech.	Successfully complete four years of Science courses to include Dual Credit Biology and Advanced Placement Chemistry.	Business - Participate in FBLA three years, hold a leadership position a minimum of two years and compete at State Leadership Conference a minimum of two years. Computer Science - participate in either FBLA or Skills USA for three years, hold a leadership position a minimum of two years and compete at the state level in either organization at least two years.	Perform a solo at District Music Contest during high school career.
Successfully complete four semesters of Publications or Writers Club.	Complete a semester long senior culminating project (Independent Study).	Earn a 3.60 grade point average in all in all business and computer science courses.	Submit a portfolio that highlights all major projects and awards in the music program.
Submit portfolio of major projects in ELA.	Submit portfolio of major projects in Science.	Submit portfolio of major projects in capstone classes in Business and/or CS.	Earn a 3.60 grade point average in all music courses.
Earn a 3.60 grade point average in all ELA courses.	Earn a 3.60 grade point average in all Science courses.	FACS	Vocal Music
Mathematics	Social Studies	Must successfully complete two of the four career pathways in the FACS area.	Must letter in choir all four years.
		Participate in FCCLA all for years and must run for an officer position at least once in high school career.	Receive honor choir recognition, by audition, a minimum of two years at PHS.
		Submit portfolio of major projects in FACS capstone courses and all awards earned.	Perform a solo at District Music Contest during high school career.
Successfully complete four years of math courses during 9th-12th grade.	Successfully complete four years of Social Sciences courses to include Honors World History, Dual Enrollment U.S. History and AP American Government.	Must place at the State FCCLA contest.	Submit a portfolio that highlights all major projects and awards in the music program.
Score at 75th percentile or higher in math portion of the ACT.			Earn a 3.60 grade point average in all music courses.
All grades of A- (except two B+ grades allowed) or higher during each semester of math coursework.		Earn a 3.60 grade point average in all FACS coursework.	Earn a 3.60 grade point average in all music courses.
Foreign Languages	Advanced Placement	Industrial Technology	Visual Art
		Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
Spanish	Successfully complete a minimum of four Advanced Placement courses.	Participate all four years in Skills USA.	Place at a local Art show.
Successfully complete four years of Spanish at PHS.	Successfully complete all Advanced Placement exams.	Enter the State Skills USA event three out of four years at PHS.	Participate in Art Club all four years at PHS.
Earn dual credit in Spanish 4.	Average a 3.00 on Advanced Placement tests.	Earn a 3.60 grade point average in all IT classes.	Submit a portfolio that highlights all major projects and awards in the Art program.
Be an active member of Spanish Club all four years.	Earn a 3.60 grade point average in all Advanced Placement courses.	Submit a portfolio that highlights all major projects in capstone courses and awards in IT.	Earn a 3.60 grade point average in all Art courses.
Earn an Excellent rating at Spanish competition.	Submit a portfolio of major projects and work completed.		
Earn a 3.60 grade point average in all Spanish courses.			
Complete a portfolio of all major projects in Spanish.			



Portfolio DETAILS

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

Have I met all of the criteria, including GPA requirement in the academic area?

Is it past the deadline to apply for consideration?

Have I gathered everything I need to put my portfolio together?

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

Department or Area

Career Education (includes Business, FACS, & Industrial Technology)
Language Arts
Mathematics
Performing and Visual Arts (includes Band, Vocal and Art)
Physical Education & Health
Science
Social Studies
World Languages

Contact

Mr. Jennings
Dr. Kersulov
Mr. Hopp
Mr. Layer
Mr. Jenson or Mr. Kuhl
Mrs. Ortiz
Mr. Lundeen
Mrs. Ehrke

Portfolios must be submitted no later than Friday, March 26th, 2021 by 4:00PM CST for the 2020-21 school year. Submissions after this time will not be accepted.

SCORING OF PORTFOLIO

Submission of a completed portfolio by the deadline specified will serve as application for a specific area. If a student is applying for distinction in multiple areas, a portfolio must be submitted specific to each area as requirements by area differ. Each portfolio must be submitted to respective department chair(s) by the deadline. Each portfolio must contain all required materials/information as the portfolio is only evidence each department team may act on in determining a student's merit to receive distinction in an area. Scoring criteria is included in this document for each area. Portfolio Rubric can be found below:

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

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

PORTFOLIO REQUIREMENTS

- 1) **Resume**
Include a personal resume (see sample included in this document) that outlines how you have met the specific requirements for distinction in the area/department.
- 2) **Evidences of Major Projects**
Students must provide evidence of all major projects in area/department. For major projects that are written, a copy of the paper or project must be included for each project. For major projects that were constructed or created, pictures with detailed narratives must be included for all major projects in area.
- 3) **Evidence of Meeting GPA Requirement in Area**
A copy of the student's transcript must be included with all courses in area highlighted. In addition, GPA summary sheet (included in this document) must be completed and submitted.
- 4) **Evidence of Completing all Required Courses in Area**
Student must have completed (or currently completing) all required coursework outlined on Areas of Distinction chart contained in this document.
- 5) **Final Reflection Paper**
Each portfolio must contain a reflection paper that meets all of the following criteria:
 - Summary of experiences gained by student over the year in class offerings in the area/department.
 - Summary of why student performance on major projects and requirements demonstrates excellence in area/department.
 - Reflection paper must be double-spaced, 12-pt. Times New Roman print with margins of 1" and must include a Title Page.
 - Title Page must include student's name, current grade, date and area of distinction applying for.

Joanna Brown
1234 W. Main St.
Springfield, NE 68059
jbrown@springfieldplatteview.org
(559) 123-4567

Goal Statement

To obtain recognition for distinction at Platteview High School in the area of Performing and Visual Arts.

Education:

August 2017 to Present Platteview High School
14801 S. 108th Street
Springfield, NE 68059
(402) 339-3606
Will graduate in May 2020

Honors / Awards All State Vocal 2017, 2018
Lead in Musical 2018
Selected to Show Choir 2018, 2019
All State Band 2018

Courses Completed in Area

<u>Course</u>	<u>Grade Earned</u>	<u>Year</u>
Band	A, A	2017, 2018
Vocal Music	A, A	2017, 2018
Music Theory	A	2018

Additional Items:

Candidate may attach photos, copies of certificates or any other artifact that might aid in the evaluation of the candidate's participation or overall merit.

REQUIREMENTS BY DEPARTMENT/AREA

See following page.

QUESTIONS/ADDITIONAL INFORMATION

Students are directed to contact department head identified earlier in this document.

EARLY GRADUATION (BOARD OF EDUCATION POLICY)

Any senior that wishes to graduate after first semester of their senior year must adhere to the following guidelines:

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

GRADUATION AT END OF JUNIOR YEAR (BOARD OF EDUCATION POLICY)

The Board of Education has authorized the Superintendent of Schools to permit a student to graduate at the conclusion of their junior year in special circumstances. The procedure to be followed to request graduation at the conclusion of the student's junior year is as follows:

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

SCHEDULE CHANGES

The class schedule students receive at the beginning of the school year is based upon the registration process completed the preceding spring each year. Parents, students and Platteview High School must consider the spring registration process as being one of a near contractual

agreement. It is extremely important that parents and students do their research before selecting courses. Part of this research involves reading the course descriptions provided in this Curriculum Guide and attending the Early Registration / Open House to gather as much information as possible in advance of selecting courses that best match the interests / abilities of the student. Students are expected to take the courses for which they register. Changing a student schedule is a rare occurrence, and the following rules shall be applied if a schedule change request is made:

1. The time period available for making schedule changes shall be from the first through the 5th school day of the semester. Any changes outside of schedule change period shall result in student receiving a WF (Withdraw Fail) from the course. A WF will impact the student's GPA by having a "0" calculated into the mark point total when figuring the total GPA for the student.
2. The only exceptions to schedule changes occurring outside of the procedures outlined in item #1 would be for school-initiated changes due to misplacement of student (Honors vs. regular class, documented medical conditions, etc.).
3. Any requested schedule change (within first 5 days of each semester) shall be preceded by the following steps prior to approval:
 - a. The student shall write a brief rationale for making the change.
 - b. A counselor will meet with the student.
 - c. The signature of the teacher from the course that the student is leaving shall be obtained.
 - d. The signature of the teacher from the course that the student is moving to shall be obtained.
 - e. Parent/guardian signature(s) shall be obtained.
 - f. Administrator signature shall be obtained.
 - g. The student will be responsible for obtaining the required signatures. Forms and instructions are available in the guidance office and in Appendix section of this document.
4. All changes will be dependent upon space availability in the desired course. Any change can be denied based on seat availability.

SPCS GRADING POLICY

SPCS has established a grading policy for all classrooms and subjects across the district. This policy outlines grading, re-takes, etc. See the Appendix section of this document for the complete policy.

Please note that during the 2020-21 academic year, two departments will continue a pilot to change to the re-take parameters allowed per the grading policy. Under the pilot program, the to summative (in-class) exams:

1. A student will be allowed one opportunity to re-take a summative examination. There is no score requirement to be eligible for a re-take provided that all conditions are met. Additionally, there is no cap on what score a student may earn on the re-take examination.

The higher of the two scores will be recorded as the final score for the summative examination.

2. The student will be allowed a two-week window to re-take the summative (in class) examination.
3. To be eligible for a retake, the student must meet with the teacher for intervention before the re-take is permitted. As a part of the intervention, the student must seek feedback/remediation for areas of struggle and must provide a plan to prepare for the re-take.
4. The intervention date, and the re-take date, must be approved by the teacher. Once approved the date for intervention and the re-take will be posted on the re-take calendar for the department. The calendar invites will be shared with teacher involved, student and parent. If the student neglects to attend the intervention or misses the re-take date (unless illness - but not non-illness absence), the student will have missed his or her opportunity to sit for the re-take.
5. No re-takes will be given 1 week prior to the final exam of the semester.
6. The New Summative Grading Pilot Policy does not apply to AP classes or Dual Credit classes.

***Note the pilot program only will apply to the two departments (ELA and Science).**

INCOMPLETES

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

COLLEGE/DUAL CREDIT DROP POLICY

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

CLASS LOAD REQUIREMENTS

Students in grades 9-11 are required to carry a minimum of seven academic subjects during each semester of high school. A student may have no more than one study hall.

Students in grade 12 are required to carry a minimum of six academic subjects during each semester of high school. A senior student may:

- have a maximum of one study hall or open period (assuming the senior has met all criteria for the open period, has been approved for an open period, and remains in good standing to keep the open period assigned to him/her). A senior may not have both a study hall and an open period.
- Senior students may not request abbreviated schedules.

REPEATING A COURSE

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

COLLEGE AND CAREER COUNSELING/RESOURCES

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

College Planning Resources

<http://www.nebraskacareerconnections.org/>: provides education and career planning resources.

<http://www.educationquest.org/>: information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches.

<http://www.actstudent.org>: register for the ACT test, practice questions, and college planning resources.

<http://www.collegeboard.org>: register for the SAT test, practice questions, and college planning resources.

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

Career Exploration Resources

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

- BigFuture.collegeboard.org/explore-careers
- H3.ne.gov (High wage, high demand, high skill jobs)
- [Learn How to Become...](#)
- MyNextMove.org
- NebraskaCareerConnections.org
- [Occupational Outlook Handbook](#)

Playing Sports in College

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

Division I or II

Students interested in playing at a Division I or II college must register with the NCAA Eligibility Center. Students are encouraged to register for the Clearinghouse by the end of their junior year. The responsibility for registering with the Clearinghouse and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NCAA Eligibility Center early in they are on the right track. Visit <http://www.eligibilitycenter.org> for information and to register.

Division III or NAIA

Every student who is interested in playing championship sports at NAIA colleges for the first time need to register and receive an eligibility determination. For more information on NAIA visit <http://www.playnaia.org>. The responsibility for registering with the Clearinghouse (NCAA) or NAIA

Eligibility Center (NAIA) and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NCAA or NAIA Eligibility Center early in high school to assure they are on the right track.

CollegeStudentAthletes.com is a free college search website for students looking to combine sports and academics at a Division III (D3) college. Visit <http://www.collegestudentathletes.com> for more information.

Junior Colleges

Student-athletes interested in competing at the Junior College level (JUCO) should contact the head coach of the institution that he/she is interested in about eligibility to play and rules for future transfer to a college or a university. Visit <http://www.njcaa.org> for more information.

STUDY HALLS OR INDEPENDENT STUDY PERIOD

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

- Homework / Test or Quiz Prep / Completion of Class Project
- ACT-Prep
- Appointment with teacher in class that student needs extra help – student must present a pass from the teacher at beginning of period
- Silent reading

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

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

Qualification for Independent Study

- Students in grades 10-12 may apply for an Independent Study Period.
- The application for consideration must be submitted by the last day of the previous semester to be considered.
- The student must have a grade point average of 3.00 or greater.
- The student must be on track for graduation.
- The student may not have an open period or a Study Hall and have a scheduled Independent Study Period.

- Student must not have earned more than six (6) tardies or exceeded nine (9) countable absences the preceding semester.
- The student may not have been referred to the office for any discipline resulting in ISS or greater during the previous semester.

Process for Independent Study Period

- The student must check in with Study Hall Supervisor (on time) each day.
- The student will then be dismissed to report to the PHS Student Lounge to study independently.
- The student may not wander about the building. The student must gain permission to leave study area from Study Hall Supervisor.
- The student may meet with a teacher who is available by providing the Study Hall Supervisor a note from the requesting staff member.
- The study may not appear on the D's and F's list or be referred for PHS ICU for missing work.
- Any student violating above conditions will be placed in Study Hall for remainder of semester. No warnings are given prior to losing the privilege of having an Independent Study Period.

OPEN PERIODS

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

- A minimum of a 2.50 cumulative grade point average during preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than six (6) tardies to any single period the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods

- The only periods eligible for an open period are 1st, 7th or 8th. A student may only be eligible for an open period 7th period if he/she has met the full scheduling requirements listed in this document and he/she has a zero hour class.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the

student has scheduled time with a staff member.

- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

The application must receive approval from the following parties:

- Principal or Assistant Principal and Counselor
- Student and Parent

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

ADVISORY PERIOD

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

FINAL EXAMINATIONS / PROJECTS

It is an expectation that all courses include a final examination or final project. Final examinations will be given during the designated time/date on the final examination schedule unless approved in advance through the Principal.

The following guidelines shall apply to students being exempt from final examinations:

- Juniors in their second semester and seniors may be exempt from final examinations in courses that are not Advanced Placement and are not taken for dual or college credit.
- The student must have a 94% un-weighted grade in all course work prior to final examination. No rounding may occur.
- Final projects do not qualify for exemption.

The student must meet all of the following criteria:

- No unexcused absences the preceding semester.

- Less than five (5) countable absences in all class periods during preceding semester.
- Less than three (3) tardies to any single period the preceding semester.
- No discipline resulting in an in-school or out-of-school suspension during the preceding semester.

Each classroom teacher may elect to not extend the ability of students to be exempt from the final examination in their course. This should be specifically noted on course syllabus.

REGISTRATION SHEET

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

As is stated elsewhere in this handbook, the registration process should be a very deliberate, intentional and thoughtful process between the student, parent(s) and counseling staff (if advice is needed). As a part of this process, the student should complete (update) the Four-Year Plan for Success form that is included in the Appendix section of this document. Lastly, it is important each year to consider if the diploma path choice of the student is still accurate.

OFFICE AIDE / TEACHER AIDE / TECH AIDE

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

Tech Aides will assist students and staff with the following iPad issues:

- Apps not working properly, and re-installing apps.
- Logging in to Schoology, ContentKeeper, Google etc.
- Restarting and restoring iPads.
- Downloading apps and social studies books.
- Changing the passcode on an iPad.

INVOLVEMENT OUTSIDE OF THE CLASSROOM

A vital part of a student's high school experience and personal development is involvement in extracurricular offerings. Platteview High School offers a comprehensive selection of offerings across the spectrum of athletics, activities and clubs. See below for a listing of the current offerings at PHS. The benefits of extracurricular programs are outlined in the [Case for Activities](#) published by the National Federation of High School Associations.

Fall Athletic Programs

Cross Country (B/G)

Football (B)

Golf (G)

Softball (G)

Volleyball (G)

Winter Athletic Programs

Basketball (B/G)

Swimming (B/G) – co-op program with Bellevue East High School

Wrestling (B)

Spring Athletic Programs

Baseball (B)

Golf (B)

Tennis (G) - co-op program with Bellevue East High School

Track and Field (B/G)

Soccer (B)

Soccer (G)

NSAA Sponsored Activities

Journalism

Mock Trial

Music (Instrumental and Vocal)

Play Production

Speech

Nebraska Coaches Association Sponsored Activities

Cheerleading

Dance

Clubs and Other PHS Sponsored Activities

Art Club

Diversity Club

ESports

FBLA

FCCLA

Flag Team

Future Problem Solvers

Letter Club (P-Club)

National Honor Society

Principal's Council

Publications (Class)

Quiz Bowl

Skills USA

Spanish Club

Student Council

Writer's Club

Yearbook (Class)

ART - COURSE OFFERINGS**PERFORMING & VISUAL ARTS DEPARTMENT**

**Faculty: Allison Behrens and
Scott Jenson (Photography)**

Department Chair: Jerry Layher

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

COURSE DESCRIPTIONS

ADVANCED ART	
Course #: 029930	Prerequisite: Foundations of Art and two other Art classes (Painting, Drawing, 3D Art or Pottery)
Class Fee: \$20.00 per semester – to be paid the first week of the semester.	
Course Description: Advanced Art is an opportunity for students to build a portfolio and work on more advanced projects. Students are expected to keep up with pace of the class (more than one project at a time), and produce quality work. The class also provides an opportunity for artists to develop your personal style and designs by exploring a variety of mediums (drawing, painting and pottery). Projects will include a combination of assigned and elective projects. Students will be expected to keep a sketchbook to plan out ideas and draw from observation.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • have an awareness and sensitivity to natural and man-made environments. • examine a variety of objects and apply the elements and principles of design. • use inventive and imaginative expression through art materials and tools. • be able to design, develop and create artworks using a variety of art materials. • learn to appreciate art of the past and present. • continue on their growth of aesthetics through visual discrimination and judgment. 	

DRAWING	
Course #: 020200	Prerequisite: Foundations of Art
Class Fee: \$10.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will utilize and expand on the elements of art and principles of design, and use them to create two-dimensional drawings. Drawings materials may include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Students will also study various artists and artworks.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • draw from life with correct proportions and shading. • create a composition utilizing a variety of drawing materials (pencil, charcoal, ink, colored pencil, etc. • be able to create projects with specific guidelines. • understand art terms relating to art projects and art history. • be able to critique a work of art. 	

FOUNDATIONS OF ART	
Course #: 020100	Prerequisite: n/a
Class Fee: \$15.00 per semester – to be paid the first week of the semester.	
Course Description: Foundations of Art is an introductory studio course in which students gain exposure to the arts through a variety of 2D and 3D medias. Students will learn how to create utilizing the elements of art and design. In this course, students will see, feel and think about the world within a contemporary and historical perspective. Foundations of Art is a prerequisite to take all other Art classes.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand and utilize the elements and principles of art. create art using various art mediums. review works of art from various periods of history, differing styles and various cultural groups to develop a broad base of understanding that celebrates cultural diversity and gain an understanding of global views. be able to talk about works of art, learn basic skills and gain knowledge necessary to communicate each art form. explore, theorize and apply principles of aesthetics and art criticism to their own art work and the artwork of classmates. develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences. provide a detailed, in depth critique of another classmates artwork. utilize critiques from fellow students to finish works of art. 	

PAINTING	
Course #: 020300	Prerequisite: Foundations of Art
Class Fee: \$15.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will be introduced to classical and contemporary painting styles and artists. Students will explore a variety of painting techniques and compositions. Students will learn color theory and mixing techniques while creating still lifes, portraits, landscapes and abstract paintings. Students will be able to mix colors to match life/reference.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> develop confidence in using painting as a primary medium for artistic expression. explore the fundamental processes of visual perception and artistic expression. be able to verbalize ideas and processes in art making. develop an understanding of history styles and contemporary issues in painting. 	

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

POTTERY	
Course #: 020400	Prerequisite: Foundations of Art
Class Fee: \$20.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will create 3D artwork using clay and glaze. Students utilize different hand building techniques as well as focus on composition. Students will create a piece using the coil method, slab method, pinch method and also will be expected to combine techniques. Students will also learn different ways to decorate pottery by carving, glazing and painting.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate the ability to perceive and describe qualities and expressive content in ceramic products. • demonstrate the technical skills needed to produce products with aesthetic qualities. • demonstrate techniques of forming pottery. • use vocabulary related to ceramics/pottery. • demonstrate an awareness of the history of pottery. 	

THREE DIMENSIONAL ART	
Course #: 029931	Prerequisite: Foundations of Art
Class Fee: \$20.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will be introduced to the basics of ceramics and techniques of rendering in a three-dimensional space.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop confidence in using painting as a primary medium for artistic expression. • explore the fundamental processes of visual perception and artistic expression. • be able to verbalize ideas and processes in art making. • develop an understanding of history styles and contemporary issues in painting. 	

PLATTEVIEW HIGH SCHOOL'S CAREER EDUCATION MODEL



"A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior."

Purpose

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

Platteview High School Career Education Framework

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

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

Programs of Study

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

Work Based Learning Experiences

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

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

State Recognized Programs of Study Offered at Platteview High School

The pathways may be either NDE or PHS pathways of study

BUSINESS DEPARTMENT

Path	Name	<u>Introductory or Foundational Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Financial Management	Personal Finance	Accounting 1	Management & Leadership	Verified Internship
NDE	Finance	Personal Finance	Accounting 1	Economics	Verified Internship
NDE	Accounting	Personal Finance	Accounting 1	Accounting 2	Verified Internship
NDE	Marketing	Marketing 1	Marketing Management	Advanced Marketing	Trojan Zone/Verified Internship
NDE	Marketing Entrepreneurship	Marketing 1	Entrepreneurship	Trojan Zone	Trojan Zone/Verified Internship
NDE	Management	Introduction to Business	Marketing Management, Entrepreneurship or Business Law (MCC online)	Management & Leadership	Verified Internship
NDE	Entrepreneurship	Introduction to Business	Accounting 1, Marketing 1 or Economics	Entrepreneurship	Verified Internship
PHS	Hospitality & Tourism	Introduction to Business	Marketing 1	Hospitality & Tourism	Verified Internship
NDE	Business Technology	Info Tech 1	Info Tech 2	Digital Design	Verified Internship
NDE	Web Development	Digital Design	Digital Media	Web Design	Verified Internship

COMMUNICATION

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

COMPUTER SCIENCE

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

INDUSTRIAL TECH

Path	Name	<i>Introductory or Foundational Course</i>	<i>Intermediate Course</i>	<i>Capstone Course</i>	<i>Capstone Experience</i>
NDE	Engineering	Intro to Skilled and Technical Sciences	Robotics 1 (1st Sem)	Robotics 2 (2nd Sem)	Verified Internship
NDE	Welding	Intro to Skilled and Technical Sciences	Welding 1	Welding 2	Verified Internship
NDE	Manufacturing	Intro to Skilled and Technical Sciences	Woods 1	Woods 2	Verified Internship
NDE	Project Lead the Way (Google Program)	PLTW Introduction to Engineering Design	PLTW Engineering or PLTW Integrated Manufacturing	PLTW Design and Development	Verified Internship
NDE	Technician	Intro to Skilled and Technical Sciences	Small Engines 1	Small Engines 2	Verified Internship

OTHER

Path	Name	<i>Introductory or Foundational Course</i>	<i>Intermediate Course</i>	<i>Capstone Course</i>	<i>Capstone Experience</i>
NDE	Intro to Education	Intro to Education & Training and Human Growth and Development	Best Practices in Education and Training	Field Experiences in Education and Training	Verified Internship

BUSINESS - COURSE OFFERINGS**CAREER EDUCATION DEPARTMENT****Faculty: Patti Layher and Teresa Starks****Department Chair: Jim Jennings**

Course #	Class Title	Course Length	Credits	Open to
030301	Accounting 1	Year	2	10-12
030302	Accounting 2	Year	2	11-12
030303	Accounting 3	Year	2	11-12
030304	Accounting 4	Year	2	11-12
270609	Business Law (Offered through MCC)	Semester	1	10-12
020101	College and Career Readiness*	Semester	1	11
270602	Digital Media	Semester	1	10-12
151000	Economics	Semester	1	11-12
032370	Entrepreneurship	Semester	1	10-12
270501	Information Technology 1	Semester	1	9
270502	Information Technology 2	Semester	1	10-12
032300	Introduction to Business, Marketing and Management	Semester	1	9-12
270611	Introduction to Digital Design	Semester	1	10-12
032802	Management and Leadership	Semester	1	10-12
038100	Marketing 1	Semester	1	10-12
038200	Marketing Management	Semester	1	10-12
033000	Personal Finance*	Semester	1	11-12
039930	Trojan Internship	Semester	1	11-12
039934	Trojan Zone	Semester	1	10-12
000641	Verified Internship	Semester	1	11-12
270604	Web Design	Semester	1	11-12
032700	Work Based Learning	Semester	1	12

***Indicates course is required for graduation.**

COURSE DESCRIPTIONS

<u>ACCOUNTING 1</u>	
Course #: 030501	Prerequisite: 10 th -12 th grade student
Class Fee: n/a	Pathway(s): Finance, Financial Management and Law
Course Description: This one-semester course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing and reporting. The computer will be used for accounting applications. Real life applications of the accounting concepts will be used in the school-based business the Trojan Zone.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • complete and explain the purpose of the steps of the accounting cycle. • apply generally accepted accounting principles (GAAP) to determine the value of assets, liabilities, and equity • prepare, interpret, and analyze financial statements for various types of business. • apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. • investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. 	

<u>ACCOUNTING 2</u>	
Course #: 030502	Prerequisite: 10 th -12 th grade student; Accounting 1
Class Fee: n/a	Pathway(s): Accounting
Course Description: This one semester course covers corporations and payroll. Along with principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using the computer.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • prepare, interpret, and analyze financial statements for corporations. • apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. • investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. 	

<u>ACCOUNTING 3</u>	
Course #: 030503	Prerequisite: 11 th -12 grade student; Accounting 2
Class Fee: n/a	Independent Study Only
Course Description: Course Description: This is a two-semester course that includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • understand departmentalized accounting. • apply accounting adjustments and valuations. • plan and record general accounting adjustments. • apply corporate accounting concepts. 	

<u>ACCOUNTING 4</u>	
Course #: 030504	Prerequisite: 11 th -12 grade student; Accounting 3
Class Fee: n/a	Independent Study Only
Course Description: Course Description: This is a two-semester course that includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply management accounting concepts. • explore accounting for a manufacturing business. • explore partnership and not-for-profit accounting principles. 	

<u>BUSINESS LAW</u>	
Course #: 270609	Prerequisite: Intro to Business
Class Fee: Fees set by Metro Community College	Pathway(s): Law
Course Description: This online course through Metro Community College includes an overview of the fields of law and their history, the areas of law applicable to the paralegal, basic legal principles, legal terminology, legal ethics, the judicial system, legislation, criminal verses civil procedures, and the elements of a trial.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • describe the various types of law used in the United States today. • describe competing philosophies and their origins and how they are implemented within each of the basic fields of legal study. • analyze fact situations involving fundamental legal issues according to type, philosophy, procedure, and probable result. • read a legal case, identify the issue(s), procedures of the case, the holding and rationale(s). • identify the rules of legal ethics. 	

<u>COLLEGE AND CAREER READINESS*</u>	
Course #: 020101	Prerequisite: n/a
Class Fee: n/a	Required of all juniors
Course Description: The course is designed to assist in the overarching goal at Platteview High School to prepare all students to be college and career ready. Students will be exposed to college and career skills through a variety of experiences aimed at preparing each student for life beyond Platteview High School.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • update their PHS credit check form to assure that they are on track for graduation. • meet individually with counselor to review 4-year plan that student has in place to determine potential offerings that interest student or that the student needs to complete their graduation requirements. • review Career Paths and Areas of Distinction to see if they may qualify. • identify strengths and areas of interest with various assessments. • learn various interview techniques and gain experience with different interview types. • gain experience in preparing cover letters, resumes and other hiring correspondence. • learn effective transition skills for the workplace and college level. • participate in job shadowing in area of interest. • gain experience with the college application process including FAFSA. • compose a research paper on career area of interest. • learn appropriate social behaviors and skills needed for the workplace and college. • develop a formal presentation using Powerpoint, Prezi or Google Slides. • learn how to use and gain experience using Microsoft Excel or other spreadsheet program (i.e. Google Sheets). 	

DIGITAL DESIGN	
Course #: 270611	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Business Technology, Data Science and Web Development
Course Description: Students will develop skills in a variety of software applications to produce and edit publications and projects including, but not limited to, business documents, brochures and programs, editing photos and pictures. Proper use of copyrighted materials and career exploration will also be explored.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify project's message and mission. • design graphics, text, and/or presentations to clearly express one's views for the intended audience. • examine careers in graphic arts or digital communications industries. • evaluate digital media projects for voice, message, visual appeal, or content. • demonstrate design principles and concepts. • demonstrate photography principles of design and composition rules. • analyze and comply with copyright laws. 	

DIGITAL MEDIA	
Course #: 270602	Prerequisite: Digital Design
Class Fee: n/a	Pathway(s): Web Development and Video Production
Course Description: Students will create, design and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • examine emerging trends within the communication arts industry. • create and edit images and graphics. • know and differentiate between different digital media file formats. • plan, produce, edit, and publish digital audio. • plan, produce, edit, and publish digital video. • plan, produce, edit, and publish animations. • explore the use of industry specific hardware and software. • identify the necessary skills to succeed in visual design fields and examine their programs of study. • evaluate digital media projects for voice, message, visual appeal, or content. • analyze and comply with copyright laws. 	

ECONOMICS	
Course #: 151000	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Financial Management
Course Description: This course will explore economic principles in order to make wise decisions relating to personal financial affairs, the successful operation of organizations, and the economic activities of our country. Students will develop an understanding of our economic system and other systems existing in the world today.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources. • explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system. • analyze the role of core economic institutions and incentives in the U.S. economy. • analyze the role of markets and prices in the U.S. economy. • explain the importance of productivity and analyze how specialization, investment in physical and human capital, and technological change affect productivity and global trade. • analyze the role of government in economic systems, especially the role of government in the U.S. economy. 	

- analyze how the U.S. economy functions as a whole as measured by economic indicators.

ENTREPRENEURSHIP

Course #: 032370	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Entrepreneurship, Management and Marketing Entrepreneurship
Course Description: Entrepreneurship is a course designed for students with a career interest in entrepreneurship. Emphasis is placed on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored. Instructional strategies will include the development of a business plan, with concepts relating to the operation of our school-based business (the Trojan Zone).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • explore the characteristics of an entrepreneur. • explain the forms of business ownership as related to entrepreneurship. • recognize the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture. • develop the elements, design, and rationale of a business plan. • investigate the role of entrepreneurship in the global economy. • analyze opportunities in entrepreneurship. 	

HOSPITALITY & TOURISM

Course #: 099931	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Hospitality & Tourism
Course Description: Students explore and prepare for careers in the food service hospitality industry. This course includes marketing, purchasing, inventory, cost control, nutrition, and global cuisine. Students will continue developing skills in food production, catering, and customer service.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • • • • • • • 	

INFORMATION TECHNOLOGY 1

Course #: 270501	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Business Technology
Course Description: This course will prepare students to use word processing, spreadsheet applications, introduction to database, electronic presentations, manage computer operations and electronic file storage. Careers and ethical issues are discussed through the development of job applications, cover letters, resumes, and application forms. Students will demonstrate professional communication skills and practices while learning the software and digital citizenship. The student will also continue to work and update their Personal Learning Plan.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • model positive digital citizenship by applying industry accepted ethical practices and behaviors. • use document processing applications to prepare business communications. • develop and demonstrate effective professional communication skills and practices. • organize and manipulate data using spreadsheet applications. • identify database management concepts to manage, evaluate, and organize information. • identify and understand career paths in the Communication and Information Systems and Business, Marketing, and Management career field. 	

<ul style="list-style-type: none"> describe emerging and evolving trends in information technology.
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<u>INFORMATION TECHNOLOGY 2</u>	
Course #: 270502	Prerequisite: Info Tech 1
Class Fee: n/a	Pathway(s): Business Technology
Course Description: This course will develop skills in advanced word processing and spreadsheet applications, database and electronic presentation software. Students will also develop skills in desktop publishing, including page layout and formatting, and web page development by creating and editing web pages.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> organize, aggregate, and manipulate data using advanced spreadsheet features. synthesize relational database concepts to design, manage, evaluate, and organize information. understanding the importance of ethical data collection and applicable conclusions. critical thinking skills will be used to integrate information technology tools to access, manage, and create new information. examine resources to develop understanding of data science in careers. 	

<u>INTRODUCTION TO BUSINESS</u>	
Course #: 032300	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Entrepreneurship, Hospitality & Tourism, Law and Management
Course Description: Introduction to Business is designed to provide an understanding of the role of the consumer and business person in today's high technological society. The course provides a basis for further study in business, as well as, offering useful and practical aspects of living for all students. It is designed to help students become wiser consumers, good citizens, and efficient employees while contributing to the development of their total economic understanding.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand the basic concepts of Economics in relation to the individual and society. analyze the organization of a business. recognize management's contribution to business success identify fundamental marketing concepts. acquire a foundational knowledge of accounting to understand its nature and scope. 	

<u>MANAGEMENT & LEADERSHIP</u>	
Course #: 032802	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Financial Management and Management
Course Description: This course emphasized the basic concepts of management and leadership within a business or organization. The course addresses characteristics, organization, and operation of business as major sectors of the economy. Students will also acquire essential skills in the areas of emotional intelligence: time management, stress management, professional growth and development communication, and relationship skills.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> recognize the importance of business management and the role of managers as it relates to the success of business. understand the tools, techniques, and systems that businesses use to plan, staff, lead, and organize resources. analyze management functions and their implementation and integration within a business environment. employ leadership skills to achieve workplace objectives. develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment. 	

MARKETING 1	
Course #: 038100	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Hospitality & Tourism, Marketing and Marketing Entrepreneurship
Course Description: Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business, management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum. Real life applications of the marketing concepts will be used in the school-based business (the Trojan Zone).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand the customer-oriented nature of marketing and will analyze the impact of marketing activities which create, communicate, and deliver value to the individual, business, and society: the marketing concept. understand economic systems to be able to recognize the environments in which businesses function. explain the concept of market and market identification. explain the nature and scope of the selling function. explore and identify career opportunities for future professional development decisions in marketing and other career clusters. 	

MARKETING MANAGEMENT	
Course #: 038200	Prerequisite: Marketing 1
Class Fee: n/a	Pathway(s): Marketing
Course Description: Marketing Management furthers the students understanding and skill in various marketing functions, including channel management, marketing-information management, market planning, pricing, product/service management and promotion. Marketing plans, branding, the product life cycle, project management principles and professional and ethical standards are also emphasized.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> Understand the concepts and strategies needed to communicate information about products and services. Explore concepts and strategies for pricing to get maximum return and customer satisfaction Explore the product life cycle and branding Explore further the project management concepts, professional and ethical standards. 	

PERSONAL FINANCE*	
Course #: 033000	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Finance, Financial Management
Course Description: This one semester course will guide students to discover new ways to maximize their earning potential, develop strategies for managing their resources, gain knowledge on how to become a wise consumer, gain experience in using banking services, explore skills for the wise use of credit, and gain insight into the different ways of investing money. The course will discuss the costs of living away from home for the first time. The students will learn how to compute and complete federal and state income tax forms.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> develop and evaluate a plan to manage their money to achieve personal goals. evaluate financial institutions and the services provided. evaluate savings and investment strategies to achieve financial goals. understand strategies used to establish, build, maintain, monitor, and control credit. apply decision making skills and models to maximize consumer satisfaction when buying goods and services. understand perils and risks in life and how to protect against the consequences of risk. 	

TROJAN INTERNSHIP	
Course #: 039930	<p>Prerequisite:</p> <ol style="list-style-type: none"> 1. Student is classified as a junior or senior 2. Student has completed (or will complete during the semester of enrollment in the Capstone Internship) an approved Career Pathway Program of Study offered at Platteview High School (in order to qualify for the Capstone Designation). 3. Student is an active, dues paying member in the appropriate Career Student Organization (CSO) at Platteview High School. 4. Student has maintained a 2.5 cumulative GPA or 3.0 GPA during the during the previous semester of classes. 5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions. 6. Student has not exceeded 9 countable absences during the previous 2 semesters 7. Student is on track to graduate. 8. Student must complete the COLLEGE AND CAREER READINESS course prior to participating in the Trojan Internship Capstone program. 9. Student must complete an application process (including a completed application form, a recommendation from a staff member, and a screening interview with administrative team and work-based learning coordinator) and other applicable documentation prior to acceptance in the program. 10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.
Class Fee: n/a	Pathway(s):
<p>Course Description: This course is designed to provide students a work-based learning experience for junior/senior students who have completed a Career/Technical Education (CTE) Program of Study. Once accepted into the course, students will apply directly to a school or business partner who has agreed to provide training, mentoring and learning experiences related to the student's preparation throughout their program of study. Each student will be required to complete a minimum of 5 class periods (or equivalent hours) of verified work experience and meet with the work-based learning coordinator on a weekly basis.</p> <p>Students will be required to complete appropriate formative and summative assessments related to their internship experience.</p> <p>Available Capstone Internship Opportunities Available</p> <ol style="list-style-type: none"> 1. ARCH & CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170) 2. ARTS, AV & COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704) 3. BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705) 4. MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716) 5. HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712) 6. INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713) 7. FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708) 	

Course Outcomes: The student will...
• be able to understand the transition between school and job.
• be able to apply for and properly conduct themselves in the interview process.
• demonstrate the ability to understand the principles of good employee/employer relations and work environment.
• develop skills in becoming a wise consumer.
• learn how to establish and use credit and how various laws enter daily life.
• understand how to use personal banking systems, tax systems and retirement plans
• develop an understanding of various types of insurance programs and purpose each is designed to serve.
• develop an understanding of the costs and responsibilities of moving away from home.

TROJAN ZONE	
Course #: 039934	Prerequisite: <ol style="list-style-type: none"> 1. Student must complete an introductory course in an approved Business Program of Study and continue the process of completing the pathway courses in Program of Study. 2. Student must be an active/dues paying member of a Career Student Organization (CSO). These may include FBLA, FCCLA, SKILLS USA. 3. Student must be at least Sophomore class standing. 4. Student must complete an application process (including a completed application form, a recommendation from a staff member, and an interview with Trojan Zone Management team and work-based learning coordinator) and other applicable documentation.
Class Fee: n/a	Pathway(s):
Course Description: A class that provides students the opportunity to connect what they learn in school with worksite application. Students will be responsible for the operation of the Trojan Zone School Store during a class period. Students will be responsible for "clocking in and clocking out" at the end of the period they are placed in. The Trojan Zone management team and the Work-Based Learning Coordinator will work together to plan activities that will enable each student to apply the knowledge, attitudes and skills learned in the classroom to actual business situations and positions. This course must be a part of a Work-Based Learning Program.	
Course Outcomes: The student will...	
• learn skills necessary for running a small business.	
• become proficient in operating a point of sale system.	
• complete inventory counts and tracking.	
• learn fiscal accountability.	
• gain experience in dealing with customers and the general public.	
• learn how to process payments and handle money.	

VERIFIED INTERNSHIP	
Course #: 000641	Prerequisites: <ol style="list-style-type: none"> 1. Student is classified as a junior or senior 2. Student has completed (or will complete during the semester of enrollment in the Capstone Internship) an approved Career Pathway Program of Study offered at Platteview High School (in order to qualify for the Capstone Designation). 3. Student is a member in the appropriate Career Student Organization (CSO) at Platteview High School. 4. Student has maintained a 2.5 GPA during the previous semester. 5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions. 6. Student has not exceeded 9 countable absences during the previous 2 semesters. 7. Student is on track to graduate. 8. Student must complete the (Course # 00559: COLLEGE AND CAREER READINESS prior to participating in Work-Based Learning Internship. 9. Student must complete the application process and other applicable documentation. 10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.
Class Fee: n/a	
<p>Course Description: This course is designed to provide students a work-based learning experience for junior/senior students who have completed a Career/Technical Education (CTE) Program of Study. Once accepted into the course, students will apply directly to a school or business partner who has agreed to provide training, mentoring and learning experiences related to the student's preparation throughout their program of study. Each student will be required to complete a minimum of 5 class periods (or equivalent hours) of verified work experience and meet with the work-based learning coordinator on a weekly basis.</p> <p>Students will be required to complete appropriate formative and summative assessments related to their internship experience.</p> <p>Available Capstone Internship Opportunities Available</p> <ol style="list-style-type: none"> 1. ARCH & CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170) 2. ARTS, AV & COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704) 3. BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705) 4. MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716) 5. HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712) 6. INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713) 1. FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708) 	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • be able to understand the transition between school and job. 	
<ul style="list-style-type: none"> • be able to apply for and properly conduct themselves during an interview process. 	
<ul style="list-style-type: none"> • demonstrate the ability to understand the principles of good employee/employer relations and work environment. 	
<ul style="list-style-type: none"> • develop skills in becoming a wise consumer. 	
<ul style="list-style-type: none"> • learn how to establish and use credit and how various laws enter daily life. 	

• understand how to use personal banking systems, tax systems, and retirement plans.
• develop an understanding of various types of insurance programs and purpose each is designed to serve.
• develop an understanding of the costs and responsibilities of moving away from home.

WEB DESIGN	
Course #: 270604	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Web Development
Course Description: Students will demonstrate knowledge of web design and basic HTML. Web design software, Dreamweaver, will be utilized to create and develop web pages. The Adobe Suite software package will also be used to create projects for the use of web design, including Flash and Photoshop. The creation and use of images, hyperlinks, tables, forms, and cascading style sheets are discussed and used in the development of web pages. Some projects from first semester (Intro to Digital Design) may also be incorporated into web design.	
Course Outcomes: The student will...	
• plan a website for a specific purpose.	
• analyze elements and principles of design to communicate ideas consistent with project goals.	
• expand their knowledge as web designers through applying appropriate industry language and terminology.	
• analyze legal and ethical responsibilities.	
• develop and enhance employability skills.	
• create and test websites designed for cross browser and mobile compatibility.	
• implement quality assurance processes to deliver effective digital communication.	
• critique a web site in accordance to web design principles.	

WORK BASED LEARNING	
Course #: 032700	Prerequisite: <ol style="list-style-type: none"> 1. Student is classified as a senior 2. Student has a minimum 2.5 cumulative GPA or a 3.0 GPA during the previous semester 3. Student has a valid driver's license 4. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions 5. Student has not exceeded 9 countable absences during the previous 2 semesters 6. Student is on track to graduate. 7. Student must complete the COLLEGE AND CAREER READINESS course prior to participating in Work-Based Learning Internship. 8. Student must complete an application process (including a completed application form, a completed recommendation from a staff member, and a screening interview with administrative team and work-based learning coordinator) and other applicable documentation prior to acceptance in the program. 9. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.
Class Fee: n/a	Pathway(s):
Course Description: This course is designed to provide students with a Work-Based Learning experience off campus. Once accepted to the course, students will apply to a school/ business partner or complete a training agreement with a current employer who has agreed to provide training, mentoring and learning experiences related to the goals of the internship.	

The course may be taken for a semester (180 work hours = 1 graduation credit over 1 semester) or 2 semesters (360 work hours = 2 graduation credits over 2 semesters). Students may make scheduling arrangements to schedule work hours during certain parts of the school day (Periods 1-3 or periods 6-8) up to a maximum of 3 class periods daily. Students will also be required to meet on a weekly basis with the work-based learning coordinator.

Course Outcomes: The student will...

- be able to understand the transition between school and job.
- be able to apply for and properly conduct themselves in the interview process
- demonstrate the ability to understand the principles of good employee/employer relations and work environment
- develop skills in becoming a wise consumer
- learn how to establish and use credit and how various laws enter daily life
- understand how to use personal banking systems, tax systems and retirement plans
- develop an understanding of various types of insurance programs and purpose each is designed to serve.
- develop an understanding of the costs and responsibilities of moving away from home.

COMMUNICATION AND INFORMATION SYSTEMS - COURSE OFFERINGS
CAREER EDUCATION DEPARTMENT

Faculty: Amy Thayer and Patti Layher

Department Chair: Jim Jennings

Course #	Class Title	Course Length	Credits	Open to
270602	Digital Media (Business Department offering)	Semester	1	9-12
270609	Daktronics Video Production	Semester	2	10-12
270610	Daktronics Media Production	Semester	1	10-12

COURSE DESCRIPTIONS

DAKTRONICS MEDIA PRODUCTION	
Course #: 270610	Prerequisite: Daktronics Video Production or Instructor Approval
Class Fee: n/a	Pathway(s): Video Production
<p>Course Description: Students will expand their media skills of interviewing, reporting, writing, editing, photography/videography, and design. Students will explore careers while working together to create projects in a variety of media, such as web, podcast, and/or broadcast. The emphasis of Media Production is to work both independently and collaboratively to create a professional product while meeting deadlines.</p> <p>Student in Media Production will serve in a leadership capacity in the production and game/event day operation of Daktronics Video Boards and must be available for afternoon and evening coverage of games.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • Work with others to achieve objectives in a timely manner. • Demonstrate interpersonal skills to accomplish goals and objectives. • Perform the duties and responsibilities of individuals in media-related careers. • Apply legal boundaries and concepts (e.g., censorship, copyright, libel/slander, obscenities and vulgar language, retraction, student expression). • Demonstrate professional conduct that follows a professional code of ethics. • Use various ways to prepare production. • Select appropriate text structures for production. • Revise the content to improve writing for meaning, clarity, and purpose (e.g., quality of ideas, organization, sentence fluency, word choice, voice). • Evaluate and synthesize information to prioritize what is needed for production. • Refine writing and/or speaking skills to communicate key ideas in a variety of situations. • Create a proposal to submit their idea to a business/customer. • Demonstrate proficiency using equipment and software. • Demonstrate proficiency of design principles and practices. • Combine research, writing, and technical skills into a final production. • Distribute final product to target audience using appropriate outlets. • Assess final product to verify specified goals and purpose. 	

DAKTRONICS VIDEO PRODUCTION	
Course #: 270609	Prerequisite: Digital Media or Instructor Approval
Class Fee: n/a	Pathway(s): Video Production
<p>Course Description: Students will expand their media skills of interviewing, reporting, writing, editing, photography/videography, and design. Students will explore careers while working together to create projects in a variety of media, such as web, podcast, and/or broadcast. The emphasis of Video Production is on collaboration and career exploration.</p> <p>Students will work on various projects including Trojan Morning News, Trojan Coaches Shows and Daktronics Video Board projects.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • Collaborate to create a media project. • Use self- and peer-evaluations to critique final projects. • Analyze legal boundaries and concepts (e.g., censorship, copyright, libel/slander, obscenities, vulgar language, retraction, student expression). • Analyze ethical conduct in writing, editing, creating, printing, broadcasting, and performing to uphold high standards for behavior in the industry. • Select and use multiple resources to answer questions and defend confusions using valid information (e.g., print, subscription, databases, web resources). • Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., web, documents, interviews). • Apply speaking skills to communicate key ideas in a variety of situations. • Use various ways to prepare production. • Select appropriate text structures for production. • Revise the content to improve writing for meaning, clarity, and purpose (e.g., quality of ideas, organization, sentence fluency, word choice, voice). • Evaluate and synthesize information to prioritize what is needed for production. • Refine writing and/or speaking skills to communicate key ideas in a variety of situations. • Use various equipment and/or software for advanced media production. • Identify and incorporate design principles in broadcast, video, Internet, audio, and/or mobile production • Locate career opportunities that appeal to personal goals • Align personal interests and aptitudes to selected careers. 	

DIGITAL MEDIA (BUSINESS DEPARTMENT OFFERING)	
Course #: 270602	Prerequisite: Digital Design
Class Fee: n/a	Pathway(s): Video Production and Web Development
<p>Course Description: Students will create, design and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • examine emerging trends within the communication arts industry. • create and edit images and graphics. • know and differentiate between different digital media file formats. • plan, produce, edit, and publish digital audio. • plan, produce, edit, and publish digital video. • plan, produce, edit, and publish animations. • explore the use of industry specific hardware and software. • identify the necessary skills to succeed in visual design fields and examine their programs of study. • evaluate digital media projects for voice, message, visual appeal, or content. • analyze and comply with copyright laws. 	

COMPUTER SCIENCE - COURSE OFFERINGS**CAREER EDUCATION DEPARTMENT****Faculty: Julie Lodes****Department Chair: Jim Jennings**

Course #	Class Title	Course Length	Credits	Open to
270702	Advanced Placement Computer Science Principles	Full Year	2	10-12
270700	Advanced Placement Computer Science A	Full Year	2	10-12
270711	Cybersecurity (PLTW)	Semester	1	10-12
270710	Computer Science Essentials	Semester	1	9-12

COURSE DESCRIPTIONS

ADVANCED PLACEMENT COMPUTER SCIENCE A	
Course #: 270700	Prerequisite: AP Computer Science Principles or Instructor Approval
Class Fee: dual credit option fees apply	Pathway(s): Computer Science
Course Description: This is a dual credit course through University of Nebraska – Omaha. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object – oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple, problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • design, implement, and analyze solutions to problems. • use and implement commonly used algorithms. • use standard data structures. • develop and select appropriate algorithms and data structures to solve new problems. • write solutions fluently in an object-oriented paradigm. • write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset. • read and understand programs consisting of several classes and interacting objects. • read and understand a description of the design and development process leading to such a program. • understand the ethical and social implications of computer use. 	

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

COMPUTER SCIENCE ESSENTIALS	
Course #: 270711	Prerequisite: n/a
Class Fee: n/a	Pathway(s): PLTW Computer Science
Course Description: This course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. We will develop the computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant. The course takes a wide lens on computer science by covering topics such a programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices. This course is an exploratory type course that helps students understand what computer science really is.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • implement the problem-solving process and learn how humans and computers solve problems. • create websites using HTML and CSS. • use tools to build interactive animations and games. • create an app using App Lab. • know how information is represented, collected, analyzed, and visualized by computers. • benefits and harms to individuals and society of data collection. • Identify hardware and software components. 	

CYBERSECURITY (PROJECT LEAD THE WAY)	
Course #: 270710	Prerequisite: Algebra 1 with a "C" or better
Class Fee: dual credit option fees apply	Pathway(s): Software Development
Course Description: This is a dual credit course through University of Nebraska – Omaha. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object – oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple, problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • design, implement, and analyze solutions to problems. • use and implement commonly used algorithms. • use standard data structures. • develop and select appropriate algorithms and data structures to solve new problems. • write solutions fluently in an object-oriented paradigm. • write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset. • read and understand programs consisting of several classes and interacting objects. • read and understand a description of the design and development process leading to such a program. • understand the ethical and social implications of computer use. 	

FCS - COURSE OFFERINGS**CAREER EDUCATION DEPARTMENT****Faculty: Nicki Pedeliski****Department Chair: Jim Jennings**

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

COURSE DESCRIPTIONS

CHILD DEVELOPMENT	
Course #: 090119	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course focuses on child development from infancy to age 6. The class topics uncovered in this course are child social development, emotional development, intellectual development, physical development, health and safety of a child, guiding children's behavior, supporting children's developmental milestones, planning learning activities for children, childcare settings, and exploration of careers in early childhood/family life education. Parenting skills will be integrated throughout each level of development. Influences on parenting, decisions parents face, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn are topics that will also be covered.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • define, family, children, parenting. • identify methods of family planning. • analyze contraception. • simplify prenatal development and pregnancy. • analyze childbirth. • describe and demonstrate basic infant care. • summarize infant social, emotional, physical and intellectual development. • summarize toddler social, emotional, physical and intellectual development. • summarize pre-school social, emotional, physical and intellectual development. • summarize school age social, emotional, physical and intellectual development. 	

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

FAMILY RELATIONSHIPS	
Course #: 090117	Prerequisite: n/a
Class Fee: n/a	
Course Description: The course includes the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, workplace and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development and the impact of relationships on personal and career success. Other topics may include the impact of children in the families, parenting responsibilities, conception & birth, growing older and death. Students will apply these concepts through service toward the school, family, community and world.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> describe your personality and how personality work together. define family. identify the roles and responsibilities of family members. analyze combinations within singles, friends and families. interpret couple relationships. explain the impact of children on families. describe basic parenting responsibilities. analyze conception, prenatal development and birth. justify death and dying (growing older). inter – family management techniques. 	

FOODS 1	
Course #: 090107	Prerequisite: Nutrition
Class Fee: \$10.00	
Course Description: Foods 1 allows students to understand the knowledge and skills for foundational food preparation and food science. This course covers food and kitchen safety, kitchen equipment, preparation techniques, cooking methods and food preparation of foundational foods such as fruits and vegetables, meat and poultry, breads and desserts and eggs and cheese.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation. integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition. demonstrate cookery, cooking methods, and preparation techniques of various food items. demonstrate food and kitchen safety practices. identify kitchen equipment and correctly demonstrate usage. 	

FOODS 2	
Course #: 090129	Prerequisite: Nutrition and Foods 1
Class Fee: \$10.00	
Course Description: This course allows students to further their understanding of the knowledge and skills for food preparation and food science. The course offers food preparation techniques, cooking methods, meal planning, and careers within the food industry. Topics covered in Foods II are more complex and require students to use knowledge gained in Foods I to prepare various food products including, but not limited to, desserts, casseroles, salads, soups, pizzas, and sandwiches. Food entrepreneurship and innovation are additional possibilities to explore if time permits.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation. integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition. demonstrate cookery, cooking methods, and preparation techniques of various food items. demonstrate food and kitchen safety practices. identify kitchen equipment and correctly demonstrate usage. 	

FOODS 3	
Course #: 090130	Prerequisite: Nutrition, Foods 1 and Foods 2
Class Fee: \$10.00	
Course Description: Students will have real life experiences working within the food industry. Students will have a variety of experiences arranging, planning, pricing, formatting and engineering various menus. Cost control principles in purchasing, receiving, storage and inventory management principles will be explored and applied to a local food establishment managed by the class. Students will explore the cost of labor, staffing and training individuals to work in various establishments. Students will gain experience working with a point of sale system and operating budgets.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> analyze criteria that customers use in the decision making process. interpret the basic principles of sanitation and safe food handling. interpret the basic principles related to changes in food and food products. utilize understanding of the basic principles of research and development, food analysis, and sensory evaluation in the field of food. explore technological advances that affect the global food supply. produce and serve flavorful, aesthetically pleasing, nutritious food. demonstrate proper measurement procedures for food service. explain scientific principles related to food prep. evaluate critical control points and analyze hazards. summarize best practices in food service. demonstrate safe and efficient practices in the preparation of foods. explain how customer demand drives products. examine the relationship between convenience and nutrition. assess career options and employment skills required in the food industry. 	

HOUSING AND HOME FURNISHINGS	
Course #: 090107	Prerequisite: n/a
Class Fee: n/a	
Course Description: Housing and Home Furnishings equips students with the knowledge and skills necessary in selecting/planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are examined through the course. Housing styles, ownership options, housing issues, elements and principles of design, trends in housing interiors, furniture and appliances, landscaping, remodeling/renovating, and exploration of housing-related careers are all topics covered during the course.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> integrate knowledge, skills and practices required for (careers) designing housing, interiors and furnishings. identify housing trends. demonstrate elements and principles of design concepts (including color). create sample boards. analyze traffic patterns and floor plans. define housing and homes. understand basic home construction and landscaping practices. identify needs of an individual or family and apply housing applications. 	

INTRO TO DESIGN	
Course #: 090126	Prerequisite: n/a
Class Fee: n/a	
Course Description: Foundational design course, covering theories, processes, vocabulary and techniques common to design disciplines focusing on interior design and fashion design. Students will develop and apply their knowledge through analysis, critique and individual and collaborative exercises and projects. Real life experiences will be integrated with the course.	

Course Outcomes: The student will...
• analyze effects of textile characteristic on design, construction, care, use and maintenance of products.
• critique use of appropriate textiles for a design project.
• evaluate the use of elements and principles of design.
• analyze the interactions between color and design.
• analyze components of design for their effect on various products.
• utilize technology to design within the design industry.
• apply design knowledge, skills, processes, the oral, written, and visual presentation skills to communicate design ideas.
• analyze career paths within the design industry.

NUTRITION	
Course #: 090124	Prerequisite: n/a
Class Fee: n/a	
Course Description: Nutrition focuses on you and the ever-changing world of food. The course will prepare individuals for living on their own in terms of eating, purchasing and keeping food safe. The course provides students with a good foundation of knowledge for working in the kitchen in Foods I, II and III. This course covers a wide variety of food topics including the importance of food in our lives, the food supply, nutrition, MyPlate, the current USDA dietary guidelines, serving sizes, food labels and product information, eating patterns, meal planning, shopping for food and wise food consumerism, and food safety.	
Course Outcomes: The student will...	
• identify the importance of food in our lives.	
• analyze the food supply.	
• assess nutrition of foods.	
• evaluate the current USDA food guidance system and Dietary Guidelines.	
• discuss present and past food serving sizes.	
• summarize the food nutrition label and other product information.	
• analyze eating patterns.	
• build a meal plan.	
• justify food consumerism and shopping for food.	
• outline and practice proper food safety measures in the kitchen.	

INDUSTRIAL TECH - COURSE OFFERINGS
Faculty: Michael Bos, Dustin Foutch and Alex Nielsen

CAREER EDUCATION DEPARTMENT
Department Chair: Jim Jennings



Course #	Class Title	Course Length	Credits	Open to
100110	Construction Technology 1 1 st Semester	Semester (2 period block)	2	11-12
100120	Construction Technology 2 2 nd Semester	Semester (2 period block)	2	11-12
100140	Design and Fabrication	Semester	1	11-12
100100	Introduction to Skilled and Technical Sciences	Semester	1	9-12
100161	PLTW Introduction to Engineering Design	Year	2	10-12
103195	Robotics 1	Semester	2	11-12
103196	Robotics 2	Semester	2	11-12
101620	Small Engines 1	Semester	1	11-12
101930	Welding 1	Semester	1	9-12
101940	Welding 2	Semester	1	10-12
101920	Woods 1	Semester	1	9-12
101921	Woods 2	Semester	1	10-12

COURSE DESCRIPTIONS

CONSTRUCTION TECHNOLOGY 1	
Course #: 100140 (2 period block)	Prerequisite: Introduction to Skilled and Technical Sciences, Woods 1, classified as a 11 th or 12 th grade student and must possess a valid driver's license.
Class Fee: n/a	Pathway(s):
Course Description: This course is intended to teach students each trade as it relates to residential construction including residential framing, roofing, plumbing, electrical, concrete, masonry, and drywall. The course will plan and build a project from start to finish for a member of the Springfield Community. A typical project will include a storage shed. This course is intended to be a combination of Construction 1 (100140) and Construction 2 (100141). Students are encouraged to sign up for both semesters.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • have an awareness and sensitivity to natural and man-made environments. • examine a variety of objects and apply the elements and principles of design. • Use inventive and imaginative expression through art materials and tools. • Be able to design, develop and create artworks using a variety of art materials. • Learn to appreciate art of the past and present. • Continue on their growth of aesthetics through visual discrimination and judgment. 	

CONSTRUCTION TECHNOLOGY 2	
Course #: 100141 (2 period block)	Prerequisite: Introduction to Skilled and Technical Sciences, Woods 1, Construction Tech 1, classified as a 11 th or 12 th grade student and must possess a valid driver's license.
Class Fee: n/a	Pathway(s):
Course Description: This course is intended to teach students each trade as it relates to residential construction including residential framing, roofing, plumbing, electrical, concrete, masonry, and drywall. The course will plan and build a project from start to finish for a member of the Springfield Community. A typical project will include a storage shed. This course is intended to be a combination of Construction 1 (100140) and Construction 2 (100141). Students are encouraged to sign up for both semesters.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • have an awareness and sensitivity to natural and man-made environments. • examine a variety of objects and apply the elements and principles of design. • Use inventive and imaginative expression through art materials and tools. • Be able to design, develop and create artworks using a variety of art materials. • Learn to appreciate art of the past and present. • Continue on their growth of aesthetics through visual discrimination and judgment. 	

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

INTRODUCTION TO SKILLED & TECHNICAL SCIENCES	
Course #: 100100	Prerequisite: None
Class Fee: None	Pathway(s):
Course Description: The purpose of this class is to prepare students for all pathways in the STS department as well as the prerequisite for every class in the STS pathways. Students will create 3D models, create and read blueprints, use blueprints to manufacture multiple projects and be introduced to all SYS career pathways offered at Platteview High School.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> accurately use appropriate measurement methods. 	
<ul style="list-style-type: none"> use proper drafting terminology, symbols, codes, and standards. 	
<ul style="list-style-type: none"> neatly sketch objects in 2D and 3D. 	
<ul style="list-style-type: none"> create technical drawings. 	
<ul style="list-style-type: none"> apply industry standards to basic dimensioning and notation practices.. 	
<ul style="list-style-type: none"> use basic math skills to calculate scale factors. 	
<ul style="list-style-type: none"> use CAD to create 2D and 3D drawings. 	
<ul style="list-style-type: none"> explore potential interests in Industrial Technology opportunities. 	
<ul style="list-style-type: none"> safely use hand tools to create a project from a set of blueprints. 	

PROJECT LEAD THE WAY INTRODUCTION TO ENGINEERING DESIGN	
Course #: 100161	Prerequisite: Algebra 1
Class Fee: \$25.00 for materials	Pathway(s): PLTW Engineering
Course Description: In Introduction to Engineering Design, students explore engineering tools and apply the engineering design process to solve engineering problems. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.	
Students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, and sustainability as they create mechanical solutions to problems. Students develop skills in technical representation and documentation, first using hand-sketching techniques and later through 3D computer modeling using a computer-aided design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process.	
Student-developed testing protocols drive decision-making and iterative design improvements. Introduction to Engineering Design builds on foundational engineering concepts with an emphasis on the application of modeling in the engineering design process to develop mechanical solutions.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand mechanical engineering and related sub-disciplines and how they apply to today's world and future career opportunities. 	
<ul style="list-style-type: none"> practice an engineering design process and experimental design to solve a variety of problems using a mechanical solution approach. 	
<ul style="list-style-type: none"> use industry tools to support engineering design and analysis, including CAD and additive manufacturing. 	
<ul style="list-style-type: none"> develop and apply a variety of models – including conceptual sketches, computer 3D solid models, technical drawings, mathematical models, and prototypes – to support the design process. 	
<ul style="list-style-type: none"> apply foundational engineering science to support problem-solving. 	
<ul style="list-style-type: none"> continue to develop an engineering mindset and proficiency in key STEM-related career competencies. 	
<ul style="list-style-type: none"> use computer automated drafting software to design and 3D print solutions to real world problems. 	
<ul style="list-style-type: none"> create an aquaponics set up that could grow edible food right in the classroom. 	
<ul style="list-style-type: none"> study sustainable sources of energy and create a device that can run on alternative energy. 	

ROBOTICS 1	
Course #: 103195	Prerequisite: Introduction to Skilled & Technical Sciences
Class Fee: n/a until student completes Robotics 2	
Course Description: Robotics is intended to teach students the engineering design process and how it correlates to the robotics industry. Students will learn the basic robotics components through various hand-on design projects. Each project will be completed in a design team of 2-3 students. This course will also prepare students to compete in multiple SkillsUSA robotics competitions. First semester will be spent reviewing 3D modeling, introducing the engineering design process, and building a basic level robot. Second semester will consist of designing and building a competition caliber robot, and their own 3 lb. "battle bot".	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply safety principles, practices and guidelines to the work environment. • employ engineering design process principles to solve an engineering problem. • describe the functions of a basic robot. • design and assemble robots that are functionally and structurally sound. • investigate careers in robotics to gain knowledge for informed career decisions. • demonstrate use of engineering communications. 	

ROBOTICS 2	
Course #: 103196	Prerequisite: Introduction to Skilled & Technical Sciences; Robotics 1
Class Fee: 2nd Semester: \$20 – Q4 Project Costs	
Course Description: Robotics is intended to teach students the engineering design process and how it correlates to the robotics industry. Students will learn the basic robotics components through various hand-on design projects. Each project will be completed in a design team of 2-3 students. This course will also prepare students to compete in multiple SkillsUSA robotics competitions. Second semester will consist of designing and building a competition caliber robot, and their own 3 lb. "battle bot".	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply safety principles, practices and guidelines to the work environment. • employ engineering design process principles to solve an engineering problem. • describe the functions of a basic robot. • design and assemble robots that are functionally and structurally sound. • investigate careers in robotics to gain knowledge for informed career decisions. • demonstrate use of engineering communications. 	

SMALL ENGINES 1	
Course #: 101620	Prerequisite: Introduction to Skilled & Technical Sciences, 11 th or 12 th grade standing
Class Fee: None	
Course Description: The purpose of this course is to cover the operation, maintenance and repair of small gasoline engines. Small Engines 2 coming soon...	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures in the small engines laboratory • learn proper use of tools and measuring instruments • demonstrate proper use of fasteners, sealants, and gaskets • know basic engine construction and principles of operation • learn the differences between four and two stroke engines • understand basic theory of carburetor • know basic theory of ignition systems • understand basic theory of cooling systems • know basic theory of the lubrication system 	

WELDING 1	
Course #: 101930	Prerequisite: Introduction to Skilled & Technical Sciences
Class Fee: \$45	
Course Description: The purpose of this course is to introduce you to oxy-fuel welding and cutting, arc welding, basic sheet metal projects, and a basic Metal CNC project to create a hitch cover.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> demonstrate proper safety procedures and demonstrations in the woods laboratory. complete written and practical safety test on all power tools used. know selection and identifying materials. identify quality welds that are the products of various welding techniques. set up configurations or various welding equipment. develop the skills needed to weld. 	

WELDING 2	
Course #: 101940	Prerequisite: Introduction to Skilled & Technical Sciences, Welding 1
Class Fee: \$45	
Course Description: The purpose of this course is to continue advancing you welding techniques while introducing you to Metal Inert Gas welding, plasma cutting and Metal CNC work.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> demonstrate proper safety procedures and demonstrations in the woods laboratory. complete written and practical safety test on all power tools used. know selection and identifying materials. identify quality welds that are the products of various welding techniques. set up configurations or various welding equipment develop the skills needed to weld at an advanced level identify different types of metal be able to weld different types of metal 	

WOODS 1	
Course #: 101920	Prerequisite: Introduction to Skilled & Technical Sciences
Class Fee: \$80	
Course Description: The purpose of this class is to introduce you to woodshop safety and the basics of woodworking. We will review reading a ruler and blueprint, cover in-depth safety of all tools and machines in the woodshop, and build four different projects that will increase in difficulty each time.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand proper safety procedures and demonstrations in the woods laboratory. complete written and practical safety tests on all power tools used. demonstrate correct selection and identification of materials understand measurement, layout and rough out materials demonstrate planning ability understand adhesives, fastening, gluing and clamping demonstrate knowledge of finishes complete project evaluation and rubrics 	

WOODS 2	
Course #: 101921	Prerequisite: Introduction to Skilled & Technical Sciences, Woods 1
Class Fee: \$80	-
Course Description: The purpose of this class is to continue to build your woodworking knowledge by introducing you to advanced woodworking tools, jointer, project skills, and CNC wood router work. We will make an entryway mirror frame with a shelf, crown molding and CNC work, as well as building a nightstand that will teach you cabinet making skills. With the remaining time in the semester you will have an opportunity to design and build a project of your own.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures and demonstrations in the woods laboratory. 	
<ul style="list-style-type: none"> • complete written and practical safety tests on all power tools used. 	
<ul style="list-style-type: none"> • demonstrate correct selection and identification of materials 	
<ul style="list-style-type: none"> • understand measurement, layout and rough out materials 	
<ul style="list-style-type: none"> • complete planning, designing, and materials list 	
<ul style="list-style-type: none"> • understand adhesives, fastening, gluing and clamping 	
<ul style="list-style-type: none"> • demonstrate finishing with a sprayer 	
<ul style="list-style-type: none"> • understand CNC operation 	
<ul style="list-style-type: none"> • complete project evaluation and rubrics 	

LANGUAGE ARTS - COURSE OFFERINGS

LANGUAGE ARTS DEPARTMENT



Faculty: Kelly Falch, Anna Hartwig,
Michelle Janda, Michael Kersulov and
Mark McLaughlin

Department Chair: Michael Kersulov

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open to</u>
050151	AP Literature and Composition+@	Year	2	11-12
050100	Composition [^]	Semester	1	12
059930	Contemporary Literature [^]	Semester	1	12
050022	English 10	Year	2	10
050023	English 11	Year	2	11
050021	English 9	Year	2	9
059930	English 9 Lab*	Semester	1	9
059932	Honors English 10+	Year	2	10
059931	Honors English 9+	Year	2	9
050310	Multicultural American Literature [^]	Semester	1	12
050401	Publications 1*	Semester	1	9-12
050402	Publications 2*	Semester	1	9-12
050502	Public Speaking*	Semester	1	10-12
050600	Theatre 1*	Semester	1	10-12
050650	Theatre 2*	Semester	1	10-12
059932	World Literature [^]	Semester	1	12

[^]Indicates a course that counts for a senior ELA elective credit for graduation

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

+Indicates a weighted course

Green print indicates a dual credit course

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

@Indicates this course is the honors level course for 11th and 12th grade ELA students in 2020-21.

Students must have 8 credits of ELA credit to graduate

See chart on next page that outlines ELA course planning for each graduation path that Platteview High School offers.

<u>Graduation Path</u>	Courses recommended for students planning to attend a two-year college or go straight into the workforce or military	Courses recommended to prepare students that plan to attend UNL or equivalent university	Courses recommended for students planning to attend a two-year college or go straight into the workforce or military
	<u>College and Career Path</u>	<u>University Bound Path</u>	<u>Distinguished Path</u>
9th Grade	English 9	English 9 Honors	Honors English 9
10th Grade	English 10	English 10 Honors	Honors English 10
11th Grade	English 11	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – AP Lit and Comp (English 1010 and 1020 Dual Credit)	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 - (+)AP Lit & Comp (English 1010 and 1020 Dual Credit)
12th Grade	Two semester core ELA electives required	Class of 2021 – (+)AP Lit & Comp (English 1010 and 1020); Class of 2022, 2023 and 2024 – Either (+)English 12 Honors (English 2450 and English 2610 Dual Credit) or Two semester core ELA electives required	Class of 2021 - (+)AP Lit & Comp (English 1010 and 1020); Class of 2022, 2023 and 2024 - (+)English 12 Honors (English 2450 and English 2610 Dual Credit)
Notes	Semester ELA elective courses that count for graduation requirements may not be repeated for credit	*Coursework would prepare students for UNL or equivalent institution. +Students may elect to earn dual credit in this course.	*Coursework would best prepare students for UNL or equivalent institution and are ELA courses required for the Distinguished Path. +Students may elect to earn dual credit in this course.
<u>ELA Electives (Semester Courses)</u>	<u>General ELA Electives (Semester Courses)</u>		
<i>These electives would meet grad requirements</i>	<i>These courses are for elective credit only and do not count towards ELA credit required for graduation.</i>		
Multicultural Literature	Dual Credit Speech (through Metro Community College online)		
World Literature	Publications 1 (Fall)		
Contemporary Literature	Publications 2 (Fall)		
Composition	^Theatre 1 (Fall)		
Dual Credit Speech (through Metro Community College online)	^Theatre 2 (Spring)	^Indicates elective courses that are subject to instructor availability without a 7th assignment and to sufficient enrollment.	

Characteristics of Regular, Honors and Advanced Placement Language Arts Courses

<i>Characteristic</i>	<i>Regular</i>	<i>Honors</i>	<i>Advanced Placement</i>
Course Content	Survey course of literature, composition and speech; designed to reinforce basic skills to prepare for a variety of post-secondary options	For the exceptional student who needs a challenge; college prep curriculum guides the pace	College curriculum guides the pace
Reading Habits	Reads when assigned	Reads independently and frequently for pleasure	Reads independently and frequently for pleasure and to supplement prior
Learning Independence and Desire to Exceed	Willing to meet class requirements	Willing to exceed class requirements	Willing to exceed class requirements
Work Habits / Willingness to Study	Timely completion of all work given; <u>average</u> of two hours homework weekly	Timely, thoughtful, careful completion of all work. Independent study expected. <u>Average</u> of four to five hours of homework weekly	Timely, thoughtful, careful completion of all work. Independent study expected. <u>Average</u> of five to six hours of homework weekly
Writing Ability	Basic understanding and use of Six Traits and Step Up to Writing	Advanced application of Six Traits and Step Up to Writing to independently analyze, edit and revise, focusing on the college	Mastery of Six Traits and Step Up to Writing to analyze and synthesize independently at the college level
Summer Reading Requirements	None	1 novel for 9 th and 10 th grade, 1 play for 11 th grade	2+ novels
<u>Average</u> Daily Reading Requirements	15 pages for 9 th and 10 th grade; 20 pages for 11 th and 12 th grade	30-35 pages for 9 th and 10 th grade; 35 pages for 11 th grade	35 pages (depending on the difficulty of the material)
Enthusiasm for Subject Matter	Recognizes the need for an importance of reading and writing for post-secondary opportunities	Enjoys reading and discussing literature and writing as a form of self- expression	Enjoys reading and discussing literature and the artistic impulse behind it and writing as a form of self- expression

COURSE DESCRIPTIONS

ADVANCED PLACEMENT LITERATURE AND COMPOSITION+	
Course #: 050051	Prerequisite: Completion of summer reading project; English 10 or Honors English 10
Class Fee: None	This course serves as the honors level ELA course for seniors.
<p>Course Description: AP Literature and Composition is designed to help students develop higher level literacy skills in an advance classroom setting, using a full year to complete two dual credit courses: English Language and Writing (Fall semester) and Composition, Language, and Literature (Spring Semester). The course goal is threefold: 1) to prepare students for college level reading, writing and communication skills; 2) to prepare students for the AP English test; and 3) to help students successfully complete 6 hours of college level credit.</p> <p>The following are the course descriptions for each semester of the year – long course.</p> <p>Fall Semester: English 1010: English Language and Writing (3) (course description from Wesleyan 1010 Handbook) A course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language.</p> <p>Spring Semester: English 1020: Composition, Language, and Literature (3) (course description from Wesleyan 1010 Handbook) This is a course in which students develop their composition skills through reading and writing about literature. The course includes a discussion of multiple genres and of literary works' historical and cultural contexts. Students will develop skills of writing in multiple forms and will learn the skills and terminology appropriate to discussing literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision.</p>	
Course Outcomes: (taken from Wesleyan Handbook)	
Fall Semester: English 1010	
The student will...	
<ul style="list-style-type: none"> • Focus their writing on specific purposes; • Respond to the needs of different audiences; • Respond appropriately to a variety of rhetorical situations; • Use conventions of format, structure and tone appropriate to particular writing tasks; • Consider how genres shape reading and writing. • Use writing and reading for inquiry, learning, thinking, and communicating; • Consider how what they bring to a text guides their interpretation of that text; • Understand a writing assignment as a series of recursive tasks, including finding, evaluating, and analyzing, and synthesizing appropriate primary and secondary sources; • Integrate their own ideas with those of others ("enter into conversations" about various issues); • Consider the relationships among language, knowledge and power. • Recognize that it usually takes a multiple drafts to create a successful text; • Develop flexible strategies for generating, revising, editing, and proofreading; • Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work; • Understand the collaborative and social aspects of writing processes, learning to critique their own and others' work; • Learn to balance the advantages of relying on others with the responsibilities of contributing their input and working on their own; • Use appropriate technologies to do research and to communicate ideas. • Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics: • Practice appropriate means of documents their work; • Think strategically about such surface features as syntax, usage, punctuation, and spelling in the context of their own and others' work; • Understand the holistic nature of "good" writing (i.e., that surface correctness alone does not make 	

writing “good”)
Spring Semester: English 1020 The student will...
<ul style="list-style-type: none"> • Focus their writing on specific purposes; • Respond to the needs of different audiences; • Respond appropriately to a variety of rhetorical situations; • Use conventions of format, structure and tone appropriate to particular writing tasks; • Understand how literary genres shape both reading and writing; • Distinguish literary features of works from different historical periods and/or regions; • Distinguish among literary genres (fiction, poetry, drama, non-fiction) and be able to use the appropriate terminology for discussing each form; • Recognize that there are multiple purposes for literary writing (i.e., beyond autobiographical self expression); • Understand that different critical approaches to a literary text will product different analyses rather than a single “right interpretation”. • Use writing and reading for inquiry, learning, thinking, and communicating; • Recognize that what they bring to a text guides their interpretation of that text; • Understand a writing assignment as a series of recursive tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; • Integrate their own ideas with those of others (“enter into conversations” about various issues); • Recognize that it takes a multiple drafts to create a successful text; • Develop flexible strategies for generating, revising, editing, and proofreading their own writing; • Know how to use quotations from a literary work as evidence n a written argument or oral discussion; • Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work; • Be able to critique their own and others’ work; • Combine the advantages of relying on others with the responsibilities of contributing their input and working on their own; • Know how to use appropriate reference sources in analyzing literary texts • Know how to use a variety of technologies to do research and to communicate ideas. • Master conventions ranging from structure and paragraphing to tone and mechanics. • Practice appropriate means of documenting their work; and • Strategically address such surface features as syntax, usage, punctuation, and spelling in the context of their own and others’ work.

COMPOSITION^A	
Course #: 050100	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	Elective ELA Course that counts for graduation
<p>Course Description: Composition is a senior level English course designed to prepare students for independent reading and writing skills oriented toward composition at the post-secondary level. The focus of each quarter will be the application of various rhetorical modes, research practices, and effective methods for organizing, writing, and formally presenting formal essays and papers. Additionally, the aim is for students to become increasingly comfortable with independent writing for both career and college settings, in which writers draw on skills related to the writing process, reading as a model for writing, and writing within multiple mediums. This includes traditional print, digital, and multimodal compositions. The course will also address multiple writing styles, MLA and APA formatting, and writing for multiple real-world purposes. Composition awards a core English credit for 12th grade students that are not enrolled in AP Literature and Composition or English Honors 12.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level. • identify and apply different rhetorical modes for the purpose of writing. • identify and apply research practices and effective methods for organizing, writing, and formally presenting 	

formal essays and papers.
<ul style="list-style-type: none"> identify and analyze different themes in literature and provide evidence from the text to support identification and analyses.
<ul style="list-style-type: none"> identify and analyze elements of fiction and provide evidence from the text to support identification and analyses.
<ul style="list-style-type: none"> identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.
<ul style="list-style-type: none"> analyze the aesthetic qualities of various forms of literature with a focus of using exemplars as writing models.
<ul style="list-style-type: none"> analyze and express authors' political, social, and cultural ideologies as portrayed in selected works.
<ul style="list-style-type: none"> identify and express in own writing students' political, social, and cultural ideologies.
<ul style="list-style-type: none"> understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches.
<ul style="list-style-type: none"> develop listening skills used as a communicator in the communication process.

CONTEMPORARY LITERATURE^A	
Course #: 059930	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	Elective ELA Course that counts for graduation
Course Description: Contemporary Literature is a senior level English course that focuses on literature within the past 100 years. While drawing on a variety of genres within modern novels, nonfiction, poetry, short stories, drama, and personal essays, the course aims to frame social and cultural views of the contemporary world and related issues and concerns through literature. Additionally, the course will address various literary critique strategies and philosophies, including: modern, post-modern, structuralism, new criticism, historical, and reader-response. Readings, writing, oral presentations, and discussions in the course will be oriented in ways to foster critical thinking skills and clarity of communication. Multimodal materials/writing will be central to exploring contemporary communication, including, but not limited to, digital media, image and print, speeches, film, and social media. Contemporary Literature awards a core English credit for 12th students that are not enrolled in AP Literature and Composition.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level. 	
<ul style="list-style-type: none"> identify and analyze different types of text related to social and cultural views of the contemporary world and related issues and concerns. 	
<ul style="list-style-type: none"> identify and analyze different themes in literature and provide evidence from the text to support identification and analyses. 	
<ul style="list-style-type: none"> identify and analyze elements of fiction and provide evidence from the text to support identification and analyses. 	
<ul style="list-style-type: none"> identify and analyze elements of nonfiction or informational material and provide proof of understanding the text. 	
<ul style="list-style-type: none"> analyze the aesthetic qualities of various forms of literature within social and cultural views of the contemporary world and related issues and concerns. 	
<ul style="list-style-type: none"> analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems. 	
<ul style="list-style-type: none"> analyze and express authors' political, social, and cultural ideologies as portrayed in selected works. 	
<ul style="list-style-type: none"> understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches. 	
<ul style="list-style-type: none"> develop listening skills used as a communicator in the communication process. 	

ENGLISH 9	
Course #: 050021	Prerequisite: n/a
Class Fee: n/a	
Course Description: The curriculum in this course is designed to broaden your literary knowledge, deepen your thinking about important topics, develop your communication skills, connect your learning to other classes, and give you multiple opportunities to work with a variety of people on different tasks.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> write expository essays. 	

• improve spelling and vocabulary skills.
• improve composition skills—including grammar, punctuation, and capitalization.
• know and apply the six traits of writing.
• study various genres in literature, including, non-fiction, fiction, poetry, plays, short stories and novels.
• identify the basic elements of literature.
• comprehend and analyze literature.
• practice and apply skills in oral communication.
• use library resources for assignment research
• use and apply listening skills.

ENGLISH 9 LAB[^]	
Course #: 059930	Prerequisite: Recommended for placement to support student in ELA.
Class Fee: n/a	<i>This course counts for a general elective credit; however it does not count for 1 of the 8 credits required in ELA.</i>
Course Description: Students that have been identified as likely to struggle in English 9 will be recommended to enroll in the English 9 Lab concurrently with English 9. Staff will use the following information to identify students that are likely to struggle with the rigor of English 9: MAP and NESA scores, teacher recommendation and family input. The English 9 Lab will provide students additional support in passing English 9 and preparing for subsequent courses in Language Arts. *Course will be graded each semester on a pass/fail basis according to the rubric included on the last page of the ELA section of this guide. Students that pass this course will receive elective credit by semester.	
The English Lab works to support students in the four core ELA Nebraska Standards Course Outcomes: The student will...	
• learn and apply reading skills and strategies to comprehend text.	
• learn and apply writing skills and strategies to communicate.	
• develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	
• apply information fluency and practice digital citizenship.	
Additionally, learning objectives include improving skills in which students will be able to:	
• improve reading comprehension, closing reading gap, and reaching grade-level reading.	
• learn skills to acquire new vocabulary and use new vocabulary in formal and informal writing.	
• develop grade-level fluency in English Language Arts related to formal and informal reading and writing.	
• create written compositions in response to literature.	
• create written compositions in response to literature.	

ENGLISH 10	
Course #: 050022	Prerequisite: English 9 or Honors English 9
Class Fee: n/a	
Course Description: In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live.	
In addition to reading, you will be writing expository, narrative, and persuasive essays, as well as, stories and poems. In journals, you will also have opportunity to express yourself informally; your journals will serve as a record of your growth and development as writers and thinkers during your sophomore year. We will not, of course, neglect grammar study and vocabulary development.	
Course Outcomes: The student will...	
• apply accepted grammatical rules to essays.	
• apply rules of punctuation and capitalization.	
• define and explain (through literature analysis) plots, characterization, setting, conflict, theme, and point	

of view.
<ul style="list-style-type: none"> • share (through discussions and writing) a personal response to literature. • develop the ability to read a literature selection and then analyze it in a written essay. • improve spelling and vocabulary skills. • improve organization and note taking skills. • write improve critical thinking and writing skills. • apply the writing process in composition. • know the six traits of writing.

ENGLISH 11	
Course #: 050023	Prerequisite: English 10 or Honors English 10
Class Fee: n/a	
Course Description: In English 11, we will read various forms of literature, including pieces which reflect America's unique cultural history. We will develop our understanding of the process of inquiry by investigating this literature, including novels, short stories, poems and essays. This material will supplement our exploration of various writing modes including the methods of argument and persuasive writing.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify historical and philosophical ideas in periods of American literature. • improve reading strategies through an understanding of literary techniques. • use the writing process (focus on persuasive language and appeals). • apply the six traits to writing. • research influences on texts. • think and write critically, sometimes within a timed situation. • write from his/her own experience, as well as, from research. • improve the use of correct grammar, punctuation, and spelling. 	

HONORS ENGLISH 9+	
Course #: 059931	Prerequisite: Completion of a summer reading project
Class Fee: n/a	
Course Description: Honors English 9 is designed to challenge students who possess high level English skills. The class will accelerate the objective stated for English 9. Creative and analytical writing will be stressed. The focus will be on enriching students' reading, writing, speaking, listening, and research skills. All units include elements of reading, writing, speaking, listening, research and critical thinking. Socratic Seminar-style discussions will also comprise key elements of the course.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • write expository essays. • improve spelling and vocabulary skills. • improve composition skills--including grammar, punctuation, and capitalization. • know and apply the six traits of writing. • study various genres in literature, including, non-fiction, fiction, poetry, plays, short stories and novels. • identify the basic elements of literature. • comprehend and analyze literature. • practice and apply skills in oral communication. • use library resources for assignment research. • use and apply listening skills. 	

HONORS ENGLISH 10+	
Course #: 059932	Prerequisite: Honors English 9 and completion of a summer reading project
Class Fee: n/a	

Course Description: Honors English 10 is designed to continue challenging students who possess high level English skills. The class will accelerate the objectives stated for English 10. In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live. This course will read more challenging texts and move at a more accelerated pace than English 10. In addition to reading, you will be writing expository, narrative, and persuasive essays.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop reading, writing, and speaking vocabularies. 	
<ul style="list-style-type: none"> • define and apply literary terms and genres. 	
<ul style="list-style-type: none"> • pursue independent research projects. 	
<ul style="list-style-type: none"> • respond to literature on a personal level through writing and discussion 	
<ul style="list-style-type: none"> • discuss literary works on all levels of Bloom's taxonomy. 	
<ul style="list-style-type: none"> • improve use of conventions in writing. 	
<ul style="list-style-type: none"> • acquire advanced application of Step Up to Writing and Six Traits of Writing. 	
<ul style="list-style-type: none"> • write persuasive and analytical essays in literary contexts; theme, character, plot, point of view, setting and other venues. 	

MULTICULTURAL AMERICAN LITERATURE^A	
Course #: 050310	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	
Course Description: Multicultural American Literature is a senior level English course that features works written by African American, Asian American, Native American, and Latino American authors as they intersect with issues of race, gender, class, ethnicity, religion, gender, and nationality. Students will read, discuss, and analyze multicultural American literature to expand and deepen their experiences with diverse voices, perspectives, traditions, and values of varied cultures within American communities. The aim of the course is also to prepare to students for reading, writing, and formal oral presentations in which they define and apply literary terms in culturally relevant reading selections, interpret cultural similarities and distinctions through literature, and examine culturally relevant literary themes and issues rooted in social structures and values. By drawing on various novels, short stories, plays, poetry, speeches, nonfiction, and essays, students will analyze cultural issues in literature as expressions of individual and human values within periods of American history. Multicultural American Literature awards a core English credit for 12 th students not enrolled in AP Literature and Composition.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level. 	
<ul style="list-style-type: none"> • identify and analyze different types of text written by African American, Asian American, Native American, and Latino American authors. 	
<ul style="list-style-type: none"> • identify and analyze different themes in literature and provide evidence from the text to support identification and analyses. 	
<ul style="list-style-type: none"> • identify and analyze elements of nonfiction or informational material and provide proof of understanding the text. 	
<ul style="list-style-type: none"> • identify and analyze elements of nonfiction or informational material and provide proof of understanding the text. 	
<ul style="list-style-type: none"> • analyze the aesthetic qualities of various forms of literature written by African American, Asian American, Native American, and Latino American authors. 	
<ul style="list-style-type: none"> • analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems. 	
<ul style="list-style-type: none"> • analyze and express authors' political, social, and cultural ideologies as portrayed in selected works. 	
<ul style="list-style-type: none"> • understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches. 	
<ul style="list-style-type: none"> • develop listening skills used as a communicator in the communication process. 	

<u>PUBLICATIONS 1* AND 2*</u>

Course #: 050401 and 050402	Prerequisite: Open to students 9-12
Class Fee: n/a	Pub 1 (Semester 1); Pub 2 (Semester 2)
Course Description: Publications 1 and 2 are semester ELA-oriented courses for students in grades 9-12 that are designed to teach the basics of journalism, yearbook and media art through: critical media literacy practices, reading, writing and publishing “news”; analyzing and interpreting print and digital media; and communication strategies that integrate personal and global connections. The only difference between the two semester courses is the time period the course is offered (1 st or 2 nd semester). A student can take either or both.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> analyze and synthesize processes, techniques, and applications in media arts (journalism and yearbook) through creation of print and digital publications. 	
<ul style="list-style-type: none"> communicate and idea/message by presenting work in print and digital media arts. 	
<ul style="list-style-type: none"> analyze and integrate the personal and global connections through print and digital media arts. 	
<ul style="list-style-type: none"> analyze, interpret, evaluate and create products of digital rhetoric, including written text, image, photojournalism, infographics, timelines and charts. 	
<ul style="list-style-type: none"> develop strategies regarding note taking, organizing and using various forms or information and formulate ideas. 	
<ul style="list-style-type: none"> recognize legal and ethic principles of publication (law, ethics, freedom of the press, etc.). 	
<ul style="list-style-type: none"> develop reading, writing, and analysis strategies regarding media art genres, such as interview, investigation, research, editorials, features, sports, grammar and editing. 	
<ul style="list-style-type: none"> develop and understand the impact and utility of social media and publishing. 	

<u>PUBLIC SPEAKING*</u>	
Course #: 050502	Prerequisite: English 9 or Honors English 9
Class Fee: n/a	
Course Description: Public Speaking is an English course open to sophomore, junior, and senior level students. This course provides both a theoretical basis and practical instruction to speak effectively in public. Topics include audience analysis, speech preparation, and organization. Students will learn how to prepare and perform public speaking engagements by providing support with credible research, strategic and creative language use, and effective delivery skills. Instruction will begin with foundational elements regarding the purpose of communication, the models of communication, and the role of listening skills. Using historic speeches as models, students will also build their reading, writing, and grammar skills related to rhetorical modes within communication arts. Additionally, an important element of the course will require students to perform speeches in small and large audiences.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> Speak for several different purposes. 	
<ul style="list-style-type: none"> Develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. 	
<ul style="list-style-type: none"> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. 	
<ul style="list-style-type: none"> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text. 	
<ul style="list-style-type: none"> Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. 	
<ul style="list-style-type: none"> Convey a perspective with clear reasoning and valid evidence. 	
<ul style="list-style-type: none"> Ask pertinent questions to acquire or confirm information. 	
<ul style="list-style-type: none"> Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking. 	
<ul style="list-style-type: none"> Develop and demonstrate active listening skills across a variety of situations. 	
<ul style="list-style-type: none"> Develop, apply, and adapt reciprocal communication skills. 	
<ul style="list-style-type: none"> Provide evidence from literary or informational text to support analysis, reflection, and research. 	
<ul style="list-style-type: none"> Deliver speeches in the style of demonstration, informative, extemporaneous, persuasive, and interpretive. 	
<ul style="list-style-type: none"> Perform speeches within specific time frames, being aware of pacing and time constraints. 	
<ul style="list-style-type: none"> Assess the rhetorical situation, taking care to address audience analysis. 	

THEATRE 1* AND 2*	
Course #: 050401 and 050402	Prerequisite: Open to students 9-12
Class Fee: n/a	Pub 1 (Semester 1); Pub 2 (Semester 2)
<p>Course Description: Theatre I (Semester 1): This interactive literature-based elective leads students to engage literature from the page to the stage. Students will gain an introduction to the components of theater including, but not limited to, acting, costuming, lighting and sound, set design. As students read, analyze, perform, and critique monologues, duets, and full length plays, they will learn the history of theatre and its impact on society and culture. Additionally, students will explore the various roles of theatre, including directors, set designers, playwrights, and actors. A requirement of this course will be participation in the Fall One Act cast and/or crew.</p> <p>Theatre II (Semester 2): This interactive literature-based elective guides students to focus on bringing life to theatre through in-depth language, physicality, style, characterization, and text analysis. Students will gain a deeper understanding of the components of theater including, but not limited to, acting, costuming, and public speaking. Students will read, analyze, perform, and critique monologues, duets, and full length plays. Furthermore, the course addresses the use of various technologies in theatre related to lighting, sound, audio, and set design. A requirement of this course will be participation in the Spring Play cast and/or crew.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> gain experiences that promote literacy and engagement in the humanities. be exposed to practical experience in theatre and theatrical productions. 	

WORLD LITERATURE^	
Course #: 059932	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	
<p>Course Description: World Literature is a senior level English course. The focus will be reading and analysis of literature from various cultures, countries, eras, and peoples of diverse ethnic backgrounds. Beginning with the Medieval Period 449-1485 AD, the course aims to prepare students for cross-culture analysis of social and cultural ideas within reading, writing, and presentation skills. Students will explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and cross-cultural themes. Readings will draw on novels, personal narratives, drama, poetry, nonfiction, and essays. Course work will include, but not be limited to: oral presentations, in-class and independent reading, literature-based writing and composition, advanced note taking practices, personal reflections, and advance vocabulary building. World Literature awards a core English credit for 12th grade students that are not enrolled in AP Literature and Composition.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> practice and expand reading, speaking, writing, spelling and vocabulary skills at the English 12 level. identify and analyze different types of text related to various cultures, countries, eras, and peoples of diverse ethnic backgrounds. identify and analyze different themes in literature and provide evidence from text to support identification and analyses. identify and analyze elements of fiction and provide evidence from text to support identification and analyses. identify and analyze of nonfiction or informational material and provide proof of understanding the text. analyze the aesthetic qualities of forms of literature from various cultures, countries, eras and peoples of diverse ethnic backgrounds. analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays and poems. analyze and express authors' political, social, and cultural ideologies as portrayed in selected works. understand and apply the writing process for various formal and informal purposes, including journaling, essays and digital compositions and speeches. develop listening skills used as a communicator in the communication process. 	

MATHEMATICS - COURSE OFFERINGS**MATHEMATICS DEPARTMENT**

Faculty: Alex Dostal, Andrew Hopp,
Elizabeth Johnson and Jenny Kreifels.

Department Chair: Andrew Hopp

Course #	Class Title	Course Length	Credits	Open to
110620	Advanced Placement Calculus+	Year	2	11-12
111600	Pre-Calculus+	Year	2	10-12
110300	Algebra 1	Year	2	9-12
110299	Algebra 1 Block (2 periods)	Year	2	9-10
119930	Algebra 2	Year	2	9-12
119930	Algebra 2 Concepts and Skills	Year	2	11-12
111306	College Algebra	Year	2	11-12
111200	Geometry	Year	2	9-12
119931	Integrated Geometry	Year	2	10-12
111700	Introduction to Statistics	Semester	1	11-12
110622	Mathematical Modeling	Year	2	10-12

+Indicates a weighted course

Green print indicates a dual credit course

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

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

Regardless of pursuit following high school, PHS recommends a strong background in mathematics. The chart that follows attempts to outline several options for students based on a student's potential path and mathematics aptitude. Parents should note that staff will make recommendations for students; however the final decision rests with the student and parent(s).

COURSE DESCRIPTIONS

ADVANCED PLACEMENT CALCULUS+	
Course #: 110620	Prerequisite: Advanced Math**/Recommendation of Math Department
Class Fee: \$72 for AP Test (if taken in May), Calculus I (MATH 2410) - TBD by Metro Community College if taking for dual credit	DUAL CREDIT: Calculus I (MATH 2410)
Course Description: This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). It is assumed that they have acquired a sound understanding of the theory of elementary functions. A graphing calculator is strongly recommended for this class (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand the concept of limits. demonstrate a working knowledge of derivatives. possess the skills necessary to integrate polynomial and transcendental equations. solve applications using the techniques of integration and differentiation. 	

PRE-CALCULUS+	
Course #: 111600	Prerequisite: Algebra 2/Recommendation of Math Department
Class Fee: *TBD by Metropolitan Community College if taking for Dual Enrollment	DUAL CREDIT: First semester is College Algebra (MATH 1425) Second Semester is Trigonometry (MATH 1430)
Course Description: An introduction into higher mathematics including Trigonometry. The student will be introduced to analytical geometry, number theory, abstract algebra, probability, statistics, and calculus. A graphing calculator is strongly recommended for this class (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> solve and graph polynomial equations know the trigonometric functions and identities. solve triangles and equations using trigonometry. identify, graph, compare, and contrast conic sections. work with exponential and logarithmic functions to perform mathematical operations and solve equations. understand arithmetic and geometric series and sequences. use sophisticated techniques to solve simple probability problems. linear algebra including cryptography. 	

ALGEBRA 1	
Course #: 110300	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: Students who take Algebra 1 in the 8th grade will receive high school credit for the course as well as have it be calculated in their cumulative GPA.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> develop understanding of and proficiency with signed numbers. understand the basic properties and definitions of algebra. be able to simplify algebraic expressions. recognize, develop, solve, and graph linear equations and inequalities with one or two variables. be able to simplify, factor, and solve equations with polynomials. 	

ALGEBRA 1 BLOCK	
Course #: 110299	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: Students who take Algebra 1 in the 8th grade will receive high school credit for the course as well as have it be calculated in their cumulative GPA. <i>The difference between Algebra 1 and Algebra 1 block is that two periods are built into the students schedule to allow additional time to re-learn critical concepts. Students will be recommended to this offering based on MAP scores and collaboration of 7-12 math instructors.</i>	
Course Outcomes: The student will... <ul style="list-style-type: none"> • develop understanding of and proficiency with signed numbers. • understand the basic properties and definitions of algebra. • be able to simplify algebraic expressions. • recognize, develop, solve, and graph linear equations and inequalities with one or two variables. • be able to simplify, factor, and solve equations with polynomials. 	

ALGEBRA 2	
Course #: 119930	Prerequisite: Geometry/Recommendation of Math Department/Successful Completion of Algebra 2: Concepts
Class Fee: *TBD by Metropolitan Community College if taking for Dual Enrollment	DUAL CREDIT: Course is MATH 1315
Course Description: A modern, integrated course dealing with intermediate algebra. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables. • simplify, factor, and solve equations with polynomials. • solve equations involving radicals or rational exponents. • understand and use the complex number system. • solve equations in the quadratic form. • factor higher degree polynomials. • solve problems using logarithms. • Introduced to probability. 	

ALGEBRA 2 CONCEPTS AND SKILLS	
Course #: 119930	Prerequisite: Integrated Geometry/Recommendation of Math Department
Class Fee: n/a	
Course Description: The student will review Algebra 1 skills while exploring the basic Algebra 2 concepts. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables. • simplify, factor, and solve equations with polynomials. • solve equations involving radicals or rational exponents. • understand and use the complex number system. • solve equations in the quadratic form • factor higher degree polynomials. 	

• solve problems using logarithms.
• be introduced to probability.

COLLEGE ALGEBRA

Course #: 111306	Prerequisite: Algebra 2/Recommendation of the Math Department
Class Fee: *TBD by Metropolitan Community College if taking for Dual Enrollment	DUAL CREDIT: Math 1425
Course Description: An introduction to higher mathematics through algebraic topics. The student will be introduced to analytical geometry, abstract algebra, and probability. A graphing calculator is strongly recommend for this class (TI-84+).	
Course Outcomes: The student will...	
• solve and graph polynomial equations.	
• identify, graph, compare, and contrast conic sections.	
• work with exponential and logarithmic functions to perform mathematical operations and solve equations.	
• understand arithmetic and geometric series and sequences.	
• use sophisticated techniques to solve simple probability problems.	
• linear algebra including cryptography.	

GEOMETRY

Course #: 111200	Prerequisite: Successful completion of Algebra 1
Class Fee: n/a	
Course Description: The student will develop some knowledge of deductive and inductive reasoning. He/She will use this knowledge in the discovery and comparison of common properties as well as differing properties of various geometric figures. Formal proofs will be emphasized during the first semester. A scientific calculator is recommended for this class.	
Course Outcomes: The student will...	
• understand the fundamental defined and undefined terms.	
• apply inductive and deductive reasoning in geometric situations.	
• write a formal geometric proof.	
• recognize and work with various geometric figures, including parallel lines, polygons, and circles.	
• find the measurements associated with one, two, and three dimensional geometric figures.	

INTEGRATED GEOMETRY

Course #: 119931	Prerequisite: Teacher recommendation
Class Fee: n/a	
Course Description: The student will be reviewing Algebra 1 skills while integrating basic geometry concepts and standards. These concepts will be introduced with the help of many hands-on activities and projects. A scientific calculator is recommended for this class.	
Course Outcomes: The student will...	
• use algebra skills to solve geometric problems.	
• graph functions and geometric figures on a coordinate plane.	
• calculate area of 2-dimensional figures.	
• understand the relationship between similar polygons.	
• use if/then statements to formulate a conclusion.	
• calculate surface area and volume of 3-dimensional figures.	

INTRODUCTION TO STATISTICS	
Course #: 111700	Prerequisite: Algebra 2 or taking Algebra 2 concurrently
Class Fee: 3 credit hours tuition to the University of Nebraska-Omaha; rate is reduced and is based upon the Board of Regents	Dual Credit: Course is CIST 2500
Course Description: This course is designed for students to gain familiarity with basic statistical concepts and analysis. Topics to be discussed include: review of central tendency, probability, normal distributions, estimates and sample sizes, hypothesis testing, and variance. Technological resources will be utilized throughout this course. Therefore, a graphing calculator is strongly encouraged (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • solidify understanding of central tendency measures. • understand the basics of probability; including normalizing the data. • choose the right size for a sample. • understand the 'p value' for hypothesis testing. 	

MATHEMATICAL MODELING	
Course #: 110622	Prerequisite: Algebra 2 or taking Algebra 2 concurrently
Class Fee: 3 credit hours tuition to the University of Nebraska-Omaha; rate is reduced and is based upon the Board of Regents	Dual Credit: Course is MATH 1120; *** This course MAY NOT satisfy the requirements for a STEM (Science, Technology, Engineering, Math) major
Course Description: This course embraces the visual arts to introduce students to the foundational elements of mathematical and computational thinking. Visual patterns form the basis for explorations in arithmetic and geometric sequences, from which algebraic functions and corresponding functions in computer programs are reasoned. Access to a home desktop or laptop computer is strongly encouraged.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand arithmetic sequence/series • understand geometric sequence/series • understand algebraic functions • develop introductory computer programming skills 	

METROPOLITAN COMMUNITY COLLEGE ACADEMIES

Note – Application deadline is MARCH 6, 2020 – please find application in Appendix section of this document.

0837 AUTO COLLISION TECHNOLOGY - Year 1 11-12 10 Credits

0837 AUTO COLLISION TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Center of Metropolitan Community College and participate in a paid internship program. The student will complete the following courses:

- AUTB 1200 Non-Structural Repair I AUTB 1040 Auto Collision Repair Welding
- AUTB 2300 Automotive Refinishing AUTB 1100 Structural Repair I
- AUTB 1210 Non-Structural Repair II AUTB 2310 Automotive Refinishing II
- AUTB 1220 Non-Structural Repair III

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0838 AUTOMOTIVE TECHNOLOGY - Year 1 11-12 10 Credits

0838 AUTOMOTIVE TECHNOLOGY - Year 2 12 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College. Over the two years, students will complete the following courses:

- AUTT 0900 Automotive Fundamentals AUTT 2310 Suspension Systems
- AUTT 1310 Power Train Repair I AUTT 1210 Auto Electricity and Electronics I
- AUTT 1220 Auto Electricity and Electronics II AUTT 1230 Automotive Electricity & Electronics III
- AUTT 1510 Brake Repair I AUTT 1320 Power Train Repair II
- AUTT 1330 Power Train Repair III AUTT 1620 Heating and Air Conditioning I
- AUTT 1520 Brake Repair II AUTT 1710 Engine Mechanical Service
- AUTT 1010 Introduction to Auto Service & Minor Repair

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0842 CRIMINAL JUSTICE 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete the following courses:

- CRIM 1010 Introduction to Criminal Justice CRIM 2300 Community Relations
- CRIM 2030 Police and Society CRIM 1030 Courts and the Judicial Process
- CRIM 1020 Introduction to Corrections CRIM 2120 Community Based Corrections

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0845 DIESEL TECHNOLOGY - Year 1 11-12 10 Credits

0845 DIESEL TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Center of Metropolitan Community College and participate in a paid internship program. The student will complete the following courses:

- DESL 0900 Basics of Diesel Mechanics This course is required to be taken the summer before.
- DESL 1000 Diesel Preventative Maintenance DESL 1230 Diesel Engine Fundamentals
- DESL 2100 Heavy Duty Drivetrain DESL 2150 Truck ABS and Brakes
- DESL 1210 Electricity and Electronics DESL 1620 Climate Control/Heating and Air Conditioning

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for more information.

0854 DIGITAL CINEMA/FILMMAKING 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Valley Campus. Students will complete the following courses:

- PHOT 1500 Moving Image Lab VACA 1110 Intro to Scriptwriting
- VACA 1130 Video I - Studio VACA 2900 Art in Film
- VACA 2130 Video II - Field

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for information.

0843 ELECTRICAL TECHNOLOGY - Year 1 11-12 10 Credits

0843 ELECTRICAL TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- ELTR 1200 Basic Electricity CNST 1020 Blueprint Reading
- ELTR 2240 National Electrical Code ELTR 1210 Residential Wiring I
- ELTR 1220 Commercial Wiring ELTR 2250 Commercial Wiring II
- EMSP 1010 Heartsaver First Aid with CPR and AED
- CNST 1110 Construction Safety
- ELTR 1250 Electric Service and Installation
-

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for information.

0858 EMERGENCY MEDICAL TECHNICIAN 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete the following courses:

- EMSP 1000 Cardiopulmonary Resuscitation
- EMSP 1012 Community Emergency Response Team
- EMSP 1100 Emergency Medical Technician
- HIMS 1120 Medical Terminology I
- HIMS 1130 Medical Terminology II
- WORK 1400 Employability Skills

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for information.

0868 FIRE SCIENCE TECHNOLOGY - Year 1 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

- FIST 1020 Fire Behavior & Combustion FIST 1000 Principles of Emergency Services
- FIST 1070 Fire Protection Systems FIST 2020 Fire Prevention, Inspection & Codes
- FIST 2040 Principles of Fire & Emergency Services Safety & Survival

- FIST 1060 Occupational Safety & Health for Emergency Services

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0869 FIRE SCIENCE TECHNOLOGY - Year 2 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

- FIST 1050 Building Construction for Fire Protection
- FIST 2000 Incident Command System
- FIST 2010 Fire Investigation I
- FIST 2030 Legal Aspects of Emergency Services
- FIST 2070 Hazardous Materials Operations
- FIST 2900 Selected Topics in Fire Science

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0870 PRE-APPRENTICESHIP PLUMBING 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- PLBG 1010 Introduction to Plumbing
- PLBG 1020 Basic Residential Plumbing
- PLBG 1030 Basic Commercial Plumbing
- CNST 1110 Construction Safety
- EMSP 1010 Heartsaver First Aid with CPR and AED

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM - Year 1 11-12 20 Credits

0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM - Year 2 12 20 Credits

Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and Metropolitan Community College. Students will attend classes at the Omaha Community Playhouse. Students will complete the following courses:

- THEA 1110 Theatre Technology I
- THEA 1120 Theatre Technology II
- THEA 2981, 2982, 2983 Cooperative Study
- THEA 1130 Theatre Technology III
- THEA 2160 Principles of Stage Lighting
- THEA 2120 Theatre History II
- THEA 2150 Stage Rigging
- THEA 2984, 2985, 2986 Cooperative Study

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0871 UTILITY LINE TECHNICIAN 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

- UTIL 1020 Electricity

- UTIL 1030 Ropes, Rigging, and Safety
- UTIL 1240 Underground Distribution 1
- UTIL 2020 Transformer Theory
- UTIL 2240 Underground Distribution 2

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0852 WELDING AND FABRICATION TECHNOLOGY - Year 1 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- WELD 1100 Industrial Cutting Processes
- WELD 1300 Oxy Fuel Welding
- WELD 1910 Special Topics in Welding-SkillsUSA Training I
- WELD 1400 Gas Tungsten Arc Welding (GTAW)-Steel I
- WELD 1200 Gas Metal Arc Welding (MIG)-Steel I
- WELD 2240 Flux-cored Arc Welding

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0853 WELDING AND FABRICATION TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- WELD 2241 Flux-cored Arc Welding II
- WELD 1020 Print Reading & Layout for Welders II
- WELD 2220 GMAW (MIG) Stainless
- WELD 2230 GMAW (MIG) Aluminum
- DRAF 110b AutoCAD Fundamentals II
- WELD 1700 Introductory Fabrication
- WELD 2910 Special Topics in Welding-SkillsUSA Training II

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.



CAREER ACADEMY APPLICATION 2020-2021

COMPLETE AND SIGN THE FOLLOWING DOCUMENTS:

- | | |
|---|--|
| <input type="checkbox"/> Background Information and Applicant Questions | <input type="checkbox"/> Counselor Form |
| <input type="checkbox"/> Honor Statement | <input type="checkbox"/> Parent Information Form |
| <input type="checkbox"/> Personal Recommendation Form | <input type="checkbox"/> High School transcript |

Please only return pages 3 - 8 and transcript.

REFERENCES

Please select a teacher or other adult to complete the Personal Recommendation Form.

Your high school counselor must complete the Counselor form.

To be considered for participation, these completed recommendations must be included with your application.

SELECTION

The selection process will be conducted by the MCC Career Academy Selection Committee. Selection will occur in March, and notification will be sent in April.

QUESTIONS

If you have questions about this program or application, please contact us at 531-622-2213.

Return completed application packet to:

Secondary Partnerships Office
Metropolitan Community College
PO Box 3777, FOC Building 7
Omaha, NE 68103-0777

Or via email at secondarypartnerships@mcneb.edu

APPLICATION DEADLINE: March 6, 2020

Students must abide by the MCC Calendar: Whether or not the high school is out for that day.

Note to Seniors: The Career Academy schedule may require attending classes beyond the high school graduation date and/or beyond the last day of high school.

Nondiscrimination and Equal Opportunity Statement

Metropolitan Community College does not discriminate on the basis of race, color, national origin, genetic information, religion, sex, sexual orientation, gender identity, transgender status, marital status, age, pregnancy, disability, current or prior military service, protected veteran status or membership in any other class that is protected under local, state or federal law or regulation in admission or access to its programs and activities or in its treatment or hiring of employees. The College complies with Title VI of the Civil Rights Act of 1964, the Civil Rights Act of 1990, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975 and related Executive Orders 11246 and 11375, and all amendments to the above. Contacts: Concerning Title VI (race), Title IX (gender equity), Section 504 (disability), Americans with Disabilities Act/Program and Services Accessibility and age, contact: Julie Langholdt – Dean of Student Advocacy and Accountability: 531-622-2202, langholdt@mcneb.edu (students); Missy Beber – Associate Vice President of Human Resources: 531-622-2236, mbeber@mcneb.edu (employees); Bernie Sedlacek – Director of Facilities Management, Planning and Construction: 531-622-2529, bsedlacek@mcneb.edu (accessibility); or the United States Department of Education Assistant Secretary for Civil Rights – Office for Civil Rights (OCR): 1-800-421-3481, ocr.ed.gov. Concerning hiring and employment-related complaints of discrimination or harassment based on race, color, national origin, genetic information, religion, sex, sexual orientation, gender identity, transgender status, marital status, age, pregnancy, disability, current or prior military service, protected veteran status or membership in any other class that is protected under local, state or federal law or regulation, or affirmative action or diversity issues, contact: Associate Vice President for Equity and Inclusion: 531-622-2649, equity@mcneb.edu. The address for all of the above individuals is as follows: Metropolitan Community College 30th and Fort streets P.O. Box 3777 Omaha, NE 68103-0777



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METROPOLITAN
Community College

CAREER ACADEMY STUDENT APPLICANT BACKGROUND INFORMATION

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Date of Birth: _____ S.S. _____

Email Address: _____

Grade level in fall: _____ High School Name _____

Counselor Name: _____ Phone _____

Transportation: Own _____ Parent(s) _____ None _____ Driver's License Yes _____ No _____

Please rank the top three programs for which you would like to be considered (1=first choice, 2, 3, last choice)

Tuition of \$37 per credit hour for High School students. Tuition is based on the rate for the 2019-20 Academic Year for Nebraska residents. Tuition for 2020-2021 has not yet been set. MCC's tuition and fees schedule is subject to change without prior notice and at the discretion of the MCC Board of Governors.

Fort Omaha Campus (FOC) 30th and Fort, Omaha				
— Architecture (Seniors Only) Max 12 students	— Civil Engineering (Seniors Only) Max 12 students	— Construction Technology Max 12 students	— Culinary Arts Foundations Max 9 students	
— Electrical Technology Max 12 students	— Full Stack Web Development Max 12 students	— Heating, Air Conditioning and Refrigeration (HVAC) Max 12 students	— Horticulture, Land Systems and Management Max 12 students	
— IT Technician Max 12 students	— Pre-Apprenticeship Plumbing Max 12 students	— Prototype Design Max 12 students	— Welding Technology Max 12 students	
South Omaha (SOC) 27th & Q, Omaha				
— Automotive Technology (Driver's License required) Max 16 students	— Certified Nursing Assistant (CNA) Max 20 students	— Emergency Medical Technician (EMT) (Seniors Only) Max 12 students	— Diversified Manufacturing/ Process Operations Max 10 students	
Applied Technology Center (ATC) 10407 State St, Omaha			Learning Community of North Omaha 24th and Franklin	
— Auto Collision Technology Max 10 students	— Diesel Technology Max 10 students	— Fire Science Technology Max 16 students	— Early Childhood Education (Seniors Only) Max 10 students	
Elkhorn Valley (EVC), 204th & Dodge, Omaha		Omaha Community Playhouse (OCP) 6915 Cass	Sarpy Center (SRP) 91st & Giles	
— Digital Cinema/ Filmmaking Max 12 students	— 3-D Animation & Games Max 9 students	— Theatre Technology Separate application needed* Max 10 students	— Criminal Justice (Seniors Only) Max 20 students	— Office Administrative Professional Max 20 students

*Academy location is subject to change.



APPLICANT QUESTIONS

Please answer the following questions on a separate sheet of paper.

Remember to use your best grammar and punctuation skills. Typed essays are preferred.

- 1) Are you on track to graduate with your class? **Yes** **No** If no, why not.
- 2) The MCC Career Academy requires basic skills in math, reading and comprehension. Describe how you have the skills required to participate in the Career Academy.
 - a) What English class are you currently in and what is your grade?
 - b) What is the most recent math class you have taken and grade?
- 3) What helps you to be successful in high school?
- 4) Briefly discuss any part-time jobs (paid or unpaid), volunteer service, and/or job shadow experience that you have participated in which relates to the Career Academy program you choose. (For example: If you are applying for Fire Science, have you had any experience in this area?) What skills are you using in this job?
- 5) If you are accepted into the MCC Career Academy, attendance is **mandatory**. Any absences or tardies will be reported to your home school. If you have three (3) absences in a quarter, it could result in the instructor failing you.
 - a. Describe your school attendance/tardiness for the last two (2) years. If you have had more than three (3) absences per semester, give a brief explanation of why those absences occurred. (Examples: illness, out-of-town, sports events, etc.)
 - b. If necessary, what changes are you ready to make?
- 6) Provide any additional information as to why you feel you should be selected to participate in the Career Academy program.

Please list your school activities, community activities, honors received, offices held, and/or courses or training you have completed which will aid us in evaluating your qualifications for the Career Academy.

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METROPOLITAN
Community College

PARENT INFORMATION (to be completed by parent/guardian of applicant)

Parent(s) or guardian names with whom student resides:			
Father's Name:			
Cell Phone:		Daytime Phone:	
If parent(s) address is different than student address, please list the parent(s) address below:			
Address:	City		ZIP
Mother's Name:			
Cell Phone:		Daytime Phone:	
If parent(s) address is different than student address, please list the parent(s) address below:			
Address:	City		ZIP
Guardian's Name:			
Cell Phone:		Daytime Phone:	
If Guardian's address is different than student address, please list the parent(s) address below:			
Address:	City:	Zip:	

Briefly explain why the applicant is a good candidate for the MCC Career Academy:

STUDENT CERTIFICATION

I certify that the facts contained in this application are true and complete to the best of my knowledge and understand that, if selected for the MCC Career Academy, falsified statements may be grounds for removal.

I authorize investigation of all statements contained herein, the references listed in this application and all information concerning previous employers, and release all parties from liability for any damage that may result from furnishing the same to you.

I understand that as part of the work experience component of the MCC Career Academy, employers may require drug testing, insurance approval, and/or background checks.

I have read the attached information sheet and understand the high level of commitment that will be required on the part of both students and their parent(s)/guardian(s), if selected.

Student Signature

Date

Parent/Guardian Signature

Date



HONOR STATEMENT

Participation in the MCC Career Academy program requires a high level of commitment from the College, high school, students, and parents. This agreement acknowledges that students and their parents are entering into a relationship with the College built on honesty, ethical behavior, open communication and trust. A student is required to be at least 16 years of age to participate in an MCC Career Academy. All participants must adhere to the following list of guidelines: Initial each item.

- The student is required to attend all classes. Three absences per quarter will result in being dropped from the program.
- The student has access to an appeal process to review extenuating circumstances of absences and tardies at the college. During an appeal process, the student will continue to attend class.
- The student is expected to follow the Career Academy's calendar. In addition, the student is expected to follow MCC's inclement weather policies.
- The student is required to arrive in the classroom on time. At the College, each program has its own standards which students are to follow. Arriving late and leaving early results in a tardy or an absence.
- The student is required to provide his/her own transportation to and from the College.
- Students and parents are expected to follow the tuition payment schedule as established by the College.
- If an internship is required, a student must prepare for and accept job interviews and employment as recommended by the program. Failure to do so results in full withdrawal from the program.
- If an internship is required, the student is expected to be employed in the internship a minimum of 10-20 hours per week.
- The student is to behave in an ethical and professional manner at all times in the College and represent his/her high school and College in a way that denotes dignity and respect.
- The student must politely accept feedback from instructors, vocational advisors, college administrators, and internship employers and treat each situation as a positive learning experience.
- The student is required to immediately notify instructors, Secondary Partnerships Office, and high school counselors of problems and concerns while attending the College and/or internship. An intern cannot change jobs or quit without permission/notification of the employer, parent and Career Academy.
- The student is required to be drug free while attending the College. Appropriate action will be taken in accordance with MCC policies and procedures if substance use/abuse is suspected. Internship sites may require a drug test.
- The student is required to follow the dress code of his/her specific program area including protective clothing if necessary. Furthermore, individual classes and/or business sites may have a dress code which the student is expected to follow.
- Equipment provided by the Academy must be treated with respect and returned to the College at the end of the year in good condition. Lost or damaged equipment will result in replacement fines to be paid by the student.

 Student's Name – Print

 Student's Name – Signature

 Date

 Parent/Guardian Signature

 Date

Please print clearly



METROPOLITAN
Community College

COUNSELOR FORM

Student Name: _____

School: _____ Grade: _____

TO BE COMPLETED BY THE HIGH SCHOOL COUNSELOR: Provide name, phone number, and e-mail address of the school official who will serve as contact for issues, such as grading and attendance.

Signature of High School Counselor

Print Name of Counselor

Phone

E-mail

Please complete the following information about the applicant.

How is the applicant's attendance?

What is the applicants current GPA? _____

Please feel free to make other comments that will indicate your estimation of this student's qualifications for this program.

Have there been any school interventions to help the student be successful?

This student is on track for graduation from this high school and is academically qualified for the MCC Career Academy. ☐ Yes ☐ No



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PERSONAL RECOMMENDATION FORM

Student Name: _____

Provide your name, phone number, and e-mail address

Printed Name

Signature

Phone

E-mail

How do you know the student? _____

Please rate the applicant in the categories below. These attributes are very important to success at MCC.

	Below Average	Average	Above Average	Excellent (Top 10%)
Responsibility				
Attitude				
Effort				
Interpersonal Skills				
Personal Values and Ethics				

If you wish to give reasons for any of your ratings, please do so here. Often, an explanation of ratings is helpful during the selection process.

What would help this student be successful?

Please make other comments that will indicate your estimation of this student's qualifications for this program.



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STUDENTS KEEP FOR
THEIR RECORDS

CAREER ACADEMY PROGRAMS, SCHEDULE, AND DESCRIPTIONS 2020-2021

MCC's Career Academy program is designed to provide high school juniors and seniors with opportunities to jumpstart their postsecondary education. MCC Career Academies increase student knowledge in various career fields prior to high school graduation, so more informed career choices can be made. Through a MCC Career Academy, students gain practical skills for specific career areas, knowledge of safety procedures, job-seeking skills, interpersonal skills for the workplace, and exposure to a college environment.

ELIGIBILITY REQUIREMENTS:

- Must be a high school junior or senior
- Must be 16 years old and meet any criteria listed in program description
- Must have transportation to and from classes and internship/apprenticeship site
- Must complete an application and be selected to participate

LENGTH OF PROGRAM:

Students begin the program in their junior or senior year, starting in the fall. Most Career Academy programs are one year in length and provide students with a solid foundation in each area of interest.

Students may wish to take additional MCC courses, CollegeNOW!, which apply towards a certificate or an associate's degree. Visit our website mccneb.edu/secondary-partnerships for more information about our CollegeNOW! program and/or MCC Career Academies.

TIME OF DAY:

Students are expected to commit one-half of each school day to the Career Academy, from approximately 1:00 p.m. to 3:00 p.m. Specific program class times are listed on the program information page.

MCC reserves the right to cancel or modify courses.

COLLEGE AND HIGH SCHOOL CREDIT:

MCC credit is granted for the courses students successfully complete in the MCC Career Academy. Each high school/district determines whether or not high school credit is also awarded for the Career Academy course work. For information about transferring course credit to other higher education institutions, it is best to contact the institution that will receive the credit. Visit MCC's webpage, www.mccneb.edu/articulation for additional information.

COURSE CAPACITY:

Course capacities range from 10 to 22 students per program. Space is limited due to the number of workstations, room size, and equipment.

CURRICULUM:

Specific entry-level courses are determined by MCC faculty, secondary school officials, and business partners. Based on classes taken, students complete between 10 - 36 credit hours of college-level coursework per year. Refer to the program section to view courses for individual academy.

******ALL STUDENTS IN ALL ACADEMIES MUST MAINTAIN A 2.0 GPA (C or better) TO CONTINUE IN THE ACADEMY QUARTER TO QUARTER.**



GRADES:

Grades for each college course are derived using the criteria identified in the course syllabus developed by the faculty. Students receive a course syllabus at the beginning of each class. The MCC academic calendar is quarter based, and the high schools are semester based. Since MCC quarters start and end dates do not coincide with the high school semester start and end dates, for a short period of time your student's MCC grade on his/her high school report card may reflect NG (no grade). MCC grades are assigned when the quarter ends and are reported to the high schools at that time. The high school will report the MCC grade when available.

Students must abide by the MCC Calendar. This has special meaning for seniors since they may have to continue attending classes beyond their graduation date or beyond their last day of class at their high school.

Fall Quarter 2020 20/FA	Labor Day Recess/College closed Classes begin Classes end	September 7 September 8 November 23	Monday Tuesday Monday
Winter Quarter 2020 - 2021 20/WI	Thanksgiving Day Recess/College closed Classes begin Last class day before Holiday Recess Holiday Recess/College closed Classes resume Martin Luther King Recess/College closed Classes end	November 26 – 27 December 3 December 23 December 25 – January 1 January 4 January 18 February 28	Thursday Wednesday Monday Monday Sunday
Spring Quarter 2021 20/SP	Classes begin Spring Recess/College closed Classes resume Classes end	March 11 April 3-4 April 5 May 26	Thursday Saturday- Sunday Monday Wednesday

INSTRUCTOR ABSENCES:

In the event of an instructor's absence, MCC will attempt to hire a substitute instructor. If a substitute instructor is unable to fill-in, then class will be cancelled. An attempt will be made to notify each individual student through their MCC email of the cancellation.

REGISTRATION:

In April, students selected for the Career Academy will receive an acceptance letter. Included with the acceptance letter will be the student registration form and Career Academy orientation information.

Students may be registered into courses with MCC students who are not high school students.

FERPA:

Students who wish to grant parental, spouse, or 3rd party access to their educational records may do so by submitting an Authorization to Release Student Information Form to the Records Office. Students will have access to the online form once they are registered for classes.

TUITION, BOOKS, AND FEES

TUITION PAYMENT:

Students are responsible for payment of all tuition and fees unless other arrangements are made by the school district or an outside agency. Tuition for the 2020-2021 year has not been set. Tuition for the 2019 – 2020 academic year was \$37 per credit hour (this cost is ½ of the standard MCC tuition rate of \$64.* per credit hour = \$32, plus \$5.00 facility fee = \$37). Information about registration and payment procedures are included with the acceptance letter. Tuition is due prior to the start of each MCC quarter. (20/FA = Fall, 20/WI = Winter, 20/SP = Spring)

*** Please note** - Tuition is based on the rate for the 2019-2020 academic year for Nebraska residents. MCC's tuition and fees schedule is subject to change without prior notice and at the discretion of the MCC Board of Governors.

BOOKS:

Students will purchase their textbooks. Bookstores are located at MCC's Elkhorn, Fort, Sarpy and South campuses.

TOOLS & EQUIPMENT:

MCC provides, on loan, most of the appropriate equipment and tools. Specific programs require students to purchase T-shirts, work boots, safety glasses, and certain tools. Instructors will inform students during the first week of class if additional tools or supplies are needed. ***Students are financially responsible for lost or broken tools and equipment.***

STUDENT RESPONSIBILITIES

ATTENDANCE:

Students are expected to abide by the Metropolitan Community College (MCC) Career Academy calendar which follows the traditional MCC schedule. ***If your high school is closed due to the high school scheduled holiday/break or inclement weather, as an MCC student, you are still expected to attend your MCC class.***

Class attendance is taken daily. All absences and tardies are reported to the student's high school. See your instructor's syllabus for specific attendance requirements. **Attendance policies vary by each program.** Absences above the allowed days may result in failure of the class and being dropped from the Academy. Any missed classroom activities remain the responsibility of the student.

NOTE: Non-attendance does not equal a withdrawal or relieve you from your obligation to pay.

CONFIDENTIALITY:

A level of privacy exists in each career field. What students see in customers' homes/automobiles/documents should remain confidential. A student who observes something questionable in class or at the worksite should discuss the matter with the internship supervisor immediately.

DRESS CODE:

Each Career Academy program has an established dress code. Students must follow the code as stated by the instructor, as well as by what is dictated by professional safety standards. In some programs, specific protective gear may be required. Individual classes and/or business sites may have dress codes by which students must abide.

INCLEMENT WEATHER:

On days when the weather is questionable, students should check MCC Website– mccneb.edu, local radio and television stations, or call the MCC Weather Hotline at 531-622-2499. If MCC is closed, the Career Academy classes will be cancelled.

TRANSPORTATION:

Students must provide their own transportation to the appropriate MCC campus or center.



DISABILITY SUPPORT SERVICES

MCC values the differences and commonalities of its members. Through its day to day operations and interactions, MCC demonstrates an appreciation for differences while striving to maintain the common focus of delivering a quality education for all students. MCC embraces its responsibility to promote, encourage, and foster diversity.

DELIVERY OF SERVICES

DISCLOSURE / ELIGIBILITY:

Students who request services or accommodations must disclose the nature of their disabling condition and provide documentation of disability to the campus Disability Support Services (DSS) counselor. Student accommodations at the high school do not automatically transfer to MCC. This disclosure is considered confidential, and is released to other MCC employees with the consent of the student on a "need to know" basis. There are limits to the confidentiality of student records as outlined in the College's "Student Rights (Buckley/FERPA Amendment)" document.

REQUEST FOR ACCOMMODATIONS / ADEQUATE NOTICE:

Since some accommodations require more time to coordinate, students are asked to request services as soon as they register for classes and to register as early as possible. Delivery timelines for specific accommodations are available. Every effort is made to provide services, no matter when requested. Students should note that without sufficient written notice of request, timely provision of services may be delayed or denied.

At the time of request, the student and DSS Counselor will discuss the disability and services requested. Documentation will be requested and evaluated to ensure the appropriateness of the accommodations.

DOCUMENTATION OF DISABILITY:

Documentation may be hand delivered to the DSS Counselor by the student or requested via a consent form by the DSS Counselor. Current (within the past 3 years) documentation is preferred, and may be required by the DSS Counselor.

Documentation should describe the disability, how it may impact the student's academic performance, and suggest appropriate educational accommodations. The diagnostician must be a qualified professional with credentials that qualify her/him to diagnose the disability and suggest appropriate accommodations.

TEMPORARY ACCOMMODATIONS:

Temporary accommodations may be provided during the time it takes to acquire appropriate documentation of disability. These temporary accommodations may be discontinued if supporting documentation is not received within 90 days.

***If you need accommodations while attending MCC, you must contact a DSS Counselor. DSS Counselors are available at four of MCC's campuses. Accommodations do not transfer from high schools to MCC.**

Sarpy Center	Fort Omaha Campus	South Omaha Campus	Elkhorn Valley/ATC/Fremont Campus
	Building 10	Connector Building	
Office: 531-622-3841	Office: 531-622-2580	Office: 531-622-6260	Office: 531-622-1416

Home Page: <http://www.mccneb.edu/dss>

MUSIC - COURSE OFFERINGS**PERFORMING & VISUAL ARTS DEPARTMENT**

**Faculty: Paul Ketchen, Matt King and
Jerry Layher**

Department Chair: Jerry Layher



<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open to</u>
120700	Advanced Placement Music Theory+	Year	2	10-12
120400	Concert Choir	Year	2	9-12
129931	Guitar 1	Year	2	9-12
129930	Music Theory	Semester	1	9-12
120500	Varsity Band	Year	2	9-12

+indicates a weighted course

COURSE DESCRIPTIONS

<u>ADVANCED PLACEMENT MUSIC THEORY+</u>	
<u>Course #:</u> 120700	<u>Prerequisite:</u> n/a
<u>Class Fee:</u> cost of AP exam	<u>Dual Credit:</u> possible based on AP test score. <u>Independent Study Only</u>
<p><u>Course Description:</u> The AP Music Theory course supports mastery of the rudiments and vocabulary of music, including hearing and notating:</p> <ul style="list-style-type: none"> • Pitches • Intervals • Scales and keys • Chords • Meter • Rhythm <p>Building on this foundation, the course progresses to include more complex and creative tasks, such as melodic and harmonic dictation; composition of a bass line for a given melody, implying appropriate harmony; realization of a figured bass; realization of a Roman numeral progression; analysis of melody, harmony, rhythm, texture, and form in repertoire drawn mostly from the Western European Common Practice style, but also including jazz, 20th century works, and world music; and sight singing of simple melodies.</p>	
<p><u>Course Outcomes:</u> Students learn to identify, both aurally and through score reading, tonal procedures based in common-practice tonality, such as:</p>	
<ul style="list-style-type: none"> • functional triadic harmony in traditional four-voice texture (with vocabulary including non harmonic tones, seventh chords, and secondary dominants). 	
<ul style="list-style-type: none"> • cadences. 	
<ul style="list-style-type: none"> • melodic and harmonic compositional processes (e.g., sequence, motivic development). 	
<ul style="list-style-type: none"> • standard rhythms and meters. 	
<ul style="list-style-type: none"> • phrase structure (e.g., contrasting period, phrase group). 	
<ul style="list-style-type: none"> • small forms (e.g., rounded binary, simple ternary, theme and variation, strophic). 	

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

<u>GUITAR 1</u>	
<u>Course #:</u> 129931	<u>Prerequisite:</u> n/a
<u>Class Fee:</u> n/a	<u>Open to grades 9-12</u>
<u>Course Description:</u> This is an elective course offering beginning instruction on guitar. This class covers proper playing technique including open chords, power chords, and melodic playing in a variety of styles. The course also includes performing alone and in small ensembles, listening, improvising, and learning how to read standard music notation and tab.	
<u>Course Outcomes:</u> "The student will..."	
•	
•	
•	
•	

<u>MUSIC THEORY</u>	
<u>Course #:</u> 129930	<u>Prerequisite:</u> n/a
<u>Class Fee:</u> \$30.00	<u>Independent Study Only</u>
<u>Course Description:</u> This course is intended for those high school students who are interested in more in depth study of the mechanical fundamentals of music. Students would use a guided text to move at a somewhat independent pace. Computer theory tools would be employed, as well as, the study of simple arranging practices using hand and computer notation.	
<u>Course Outcomes:</u> "The student will..."	
• begin to develop the students' knowledge of the basics of music theory.	
• gain understanding of musical terms through discussion, written work and demonstration.	
• explore new opportunities through theory, notation and simple arranging techniques.	
• be prepared for the next level of participation in the music program.	

<u>VARSITY BAND</u>	
<u>Course #:</u> 120500	<u>Prerequisite:</u> Private audition
<u>Class Fee:</u> \$25.00 for uniform rental; \$85.00 for instrumental rental for school instruments only	
<u>Course Description:</u> Varsity band is available to those high school students who have successfully completed the band audition requirements. Members of the high school band perform at all home football and basketball games and march in field competition. During first quarter, the marching band meets at 7:00 a.m. three days each week. Band members also perform in concert competition throughout the school year. Personnel from the varsity band are selected for the Jazz Ensemble to perform at various school activities and community functions. Additional small groups and soloists are selected to perform at the district music contest. The band takes one major, out-of-state trip every four years.	
<u>Course Outcomes:</u> "The student will..."	
• demonstrate involvement in and respond to personal aesthetic experiences in music.	
• develop the ability to think, feel, and act creatively with music materials.	
• develop manipulative and organizational skills in the performance of band literature.	
• develop an understanding of the evolution of music through performance and conducting of music from different eras.	
• help promote school spirit at assemblies and sporting events.	
• develop basic marching skills through participation in various marching drill designs.	
• demonstrate skills in tone production, breath control, and musical styling.	

ONLINE ACADEMY - COURSE OFFERINGS

OTHER AREAS

Overseer/Proctor: Kirk Kingston



Registration # for all online courses: 000943

Prerequisite/process for taking an online course:

- Student is classified as a 10th-12th grade student.
- No class offered at PHS may be taken in the Online Academy.
- Minimum un-weighted grade point average of 2.67 (B-) - no roundup of GPA is permitted.
- Student has earned a B- or higher in all online academy courses taken previously at PHS.
- Student has not dropped any online course previously taken at PHS.
- Student is "on-track" for graduation.
- Student's attendance and discipline history are reflective of a student that can succeed in an independent environment.
- Student and a parent/guardian must sign a contract that outlines the specific expectations of the Online Academy.
- Grade-level counselor or other administration must approve admittance to an online course.
- Specific courses will be selected with the help of a counselor before official enrollment with an approved vendor/college/university occurs and book(s) are ordered (if needed).

Fees: If student is admitted to the PHS Online Academy course fees for high school fees and books are covered. If a student is taking an online class for dual credit, the student and/or parent(s) are responsible for the costs of this portion of the course.

Attendance requirement(s): When officially enrolled in the PHS Online Academy, the student will be assigned a period on their schedule to report to the media center daily. All normal attendance and tardy policies (as outlined in current Student and Parent Handbook) shall apply.

Structure and class support: Students and parents both must agree that their child will be able to learn to work without daily direct instruction of a teacher. **Online learning requires:** self-discipline, daily progress and the completion of required assignments, quizzes and exams on time with no reminder from anyone else. A teacher is in the room with students daily to oversee, support and regularly check progress for every student. Parents and students will be notified by email after each progress check is completed. Progress checks occur three times a semester. Most importantly, parents and students must be aware that online education is a learning process designed to master independent online education and prepare them for education beyond high school.

Tier 1 courses can be taken by a student without administrative permission. These courses are generally part of the district's regular subscription to Edgenuity. Tier 1 courses must be approved by a high school counselor as a necessary class toward a program not offered at PHS or as a special interest course. Classes which are offered at PHS are not eligible as an online option.

TIER 1 EDGENUITY COURSES

3-D Art and Modeling	German*	Sociology
Art History	German 2*	Sociology (Dual Credit)*
Astronomy*	Health Concepts	Theater, Cinema and Film Production
Audio Engineering	Healthy Living	
Chinese*	Intro to Health Science	
Economics	Latin*	
Economics (Honors)	Medical Terminology	
French*	Modern World History	
French 2*	Nursing Assistant	

- DENOTES UNIVERSITY OF NEBRASKA HIGH SCHOOL CLASS

Tier 2 courses are those which require administrative approval before enrollment. These courses are generally NOT part of the district's regular subscription to Edgenuity but can be provided for a student if a need exists. Counselors will refer students to an official request form which will require the student to explain why the course is necessary and how they plan to use it as part of an academic program or personal interest in the future. Administration will have final approval rights on all Tier 2 courses. The following table of courses lists classes which have been taken by students in the past but is not the entire list of possible Edgenuity offerings.

TIER 2 EDGENUITY COURSES

Principles of Agriculture	Family Living and Relationships	Nutrition and Wellness
Ag Science 1	Fashion and Interior Design	Ocean Biology*
Ag Science 2	First Aid	Philosophy
American Sign Language	Forensic Science	Real World Parenting
Cosmetology	History of the Holocaust	Sports and Marketing
Criminal Justice	Intro to Film Studies*	Veterinary Science
Criminology	International Relations*	World Cultures
Discovering Music*	Law and Order	
Early Childhood Education	Mythology	

* DENOTES UNIVERSITY OF NEBRASKA HIGH SCHOOL CLASS

PHS Online Academy

Class Application & Agreement

Student Name _____ Date _____

Diploma Pathway _____

Student may attach additional pages if more space is needed.

Why I would like to take a class through the PHS Online Academy:

I believe I can handle the rigor and independent learning environment of an online class because:

How will the class align with my interest and/or diploma pathway?

Course Selection

Tier 1 (Admin approval not necessary)

<input type="checkbox"/> Advertising & Promotion	<input type="checkbox"/> Drugs & Alcohol (NE)	<input type="checkbox"/> Medical Terminology
<input type="checkbox"/> Art History	<input type="checkbox"/> French 1 or 2	<input type="checkbox"/> Modern World History
<input type="checkbox"/> Astronomy	<input type="checkbox"/> Fashion & Interior Design	<input type="checkbox"/> Nursing Assistant
<input type="checkbox"/> Biotechnology - Intro	<input type="checkbox"/> German 1 or 2	<input type="checkbox"/> Latin
<input type="checkbox"/> Business Law	<input type="checkbox"/> Social Media -Connected World	<input type="checkbox"/> Intro to Health Science
<input type="checkbox"/>	<input type="checkbox"/> Sociology	<input type="checkbox"/> Nutrition & Wellness
<input type="checkbox"/>	<input type="checkbox"/> Sociology (Dual Credit)	<input type="checkbox"/> Other (Admin/Coord. approval required)

Tier 2 (Admin approval required)

<input type="checkbox"/> Principles of Agriculture	<input type="checkbox"/> Early Childhood Education	<input type="checkbox"/> Law and Order
<input type="checkbox"/> Ag Science 1	<input type="checkbox"/> Family Living and Relationships	<input type="checkbox"/> Marine Science
<input type="checkbox"/> Ag Science 2	<input type="checkbox"/> Fashion and Interior Design	<input type="checkbox"/> Medical Imaging and Therapeutic Services
<input type="checkbox"/> Cosmetology - Skin	<input type="checkbox"/> First Aid & Safety (NE)	<input type="checkbox"/> Mythology
<input type="checkbox"/> Cosmetology - Styles	<input type="checkbox"/> Forensic Science	<input type="checkbox"/> Philosophy
<input type="checkbox"/> Criminal Justice	<input type="checkbox"/> World Cultures	<input type="checkbox"/> Real World Parenting
<input type="checkbox"/> Criminology	<input type="checkbox"/> History of the Holocaust	<input type="checkbox"/> Sports and Marketing
<input type="checkbox"/> Cybersecurity	<input type="checkbox"/> Intro to Film Studies	<input type="checkbox"/> Veterinary Science
<input type="checkbox"/> Discovering Music	<input type="checkbox"/> International Business - Glob Comm	

Students are expected to attend and participate in their online courses as fully as they would attend a traditional class. Online courses are completed independently and are the responsibility of the student. However, goals will be set and expected by the Online Academy Coordinator. Students should understand that ICU will be used when quarterly goals are not met. Students must agree with the following statement for class application approval:

I will make a commitment to complete my chosen course. I will commit to logging in and working on my online class at least 5 times per week or as often as needed to stay on track. I will abide by the rules of both my online and local teachers/coordinators. I understand that if I drop this class, I am responsible for paying back the cost of the class and the cost of the book to the school district. I understand the needs and expectations of the course, and agree to fulfill my responsibilities and will work to successfully complete this online course.

I acknowledge that I have read and agree to the Online Academy terms and conditions:

Student Signature: _____

Parent Signature: _____

Counselor/Admin/Coordinator:

<input type="checkbox"/> Approved
<input type="checkbox"/> Denied
<input type="checkbox"/> GPA Requirement met (2.67)
<input type="checkbox"/> Prerequisites met (B- or higher in previous online class, never dropped an online class at PHS, successful discipline and attendance history)

Signature: _____

PE & HEALTH - COURSE OFFERINGS - PHYSICAL EDUCATION & HEALTH DEPARTMENT

Faculty: Nick Crouse, Christina Elder, Scott Jenson, Department Chairs: Scott Jenson
and Adam Kuhl and Adam Kuhl

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open to</u>
080114	Cardio Training	Semester	1	9-12
080121	Competitive Sports and Activities	Semester	1	9-12
080100	Health*	Semester	1	10-12
089930	Individual Sports and Activities	Semester	1	9-12
080120	Lifetime Fitness	Semester	1	9-12
089931	Lifetime Sports and Activities	Semester	1	9-12
080124	Sports Officiating	Semester	1	9-12
080111	Weight Training and Conditioning	Semester	1	9-12
<u>General Activity Interest Courses (do not count towards 2 credits of Physical Education required at PHS)</u>				
077930	Healthcare Careers (MCC)	Semester	1	10-12
077812	Intro to Med Laws and Ethics (MCC)	Semester	1	10-12

****Course is required for graduation.***

Students must earn 2 additional Physical Education credits for graduation. At least one credit must be earned by taking an activity course. Students may repeat courses provided pre-requisites are met.

As indicated above, Healthcare Careers and Intro to Med Laws and Ethics are general activity interest courses that do not count for PE credit.

COURSE DESCRIPTIONS

<u>CARDIO TRAINING</u>	
Course #: 080114	Prerequisite: Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: The course focuses on the improvement of the student's cardiovascular endurance. Focusing specifically on exercises that improve heart and lung function. The goal of the course is to improve heart health, and will be tested by resting heart rate, working heart rate, and target heart rate. Activities practiced throughout the course are as follows: jogging/running, walking, circuit training, high intensity interval training, aerobics, and cardio kickboxing. Students will learn how to check their heart rate, and learn about the healthy heart rate zones for their age. Students will also set their own individual goals based off of where they are starting with their fitness.	
Course Outcomes: The student will... <ul style="list-style-type: none"> • identify their own resting heart rate, working heart rate, and target heart rate. • understand the benefits of exercising the cardiovascular system. • set their own short term and long-term goals for improving heart and lung health. • learn proper injury prevention techniques through warm-up and cool down routines. • describe vocabulary related to fitness and cardio exercise. 	

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

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

HEALTHCARE CAREERS	
Course #: 077930	Prerequisite: n/a
Class Fee: MCC fees	Online Through Metro Community College
Course Description: This course provides an overview of the healthcare field. Topics include healthcare delivery systems, history of healthcare, careers in healthcare, personal qualities of healthcare workers, principles of teamwork, time management, human growth and development, cultural diversity, safety issues, and computer technology in healthcare settings. Current issues in healthcare are addressed in order to enrich students' understanding and breadth of knowledge of the U.S. healthcare system and the roles and functions of various healthcare professionals.	
Course Outcomes: The student will...	
•	
•	
•	
•	

INDIVIDUAL & DUAL ACTIVITIES	
Course #: 089930	Prerequisite: Open to students 10-12. Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: An activity-based course focused on individual and dual participation in a variety of sports, games and activities that have carryover value for later life. Students will continue to develop skills and further their appreciation of various individual and dual sports as well as display and develop positive social traits such as teamwork, leadership, and responsibility. Activities covered in this course will include (but not limited to) badminton, pickle ball, bowling, shuffleboard, archery, spike ball, golf, and table tennis.	
Course Outcomes: The student will...	
• demonstrate and apply the knowledge of rules pertaining to various individual and dual participation sports and activities.	
• demonstrate an elevated competency in various skills necessary for different individual and dual participation sports and activities.	
• demonstrate positive peer relationships in a physical activity setting participate actively in a competitive atmosphere on a daily basis with focus on advancing an already developed skill level.	
• perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.	
• understand the importance of lifetime fitness, physical activity and a healthy lifestyle.	

INTRODUCTION TO MEDICAL LAW & ETHICS	
Course #: 077812	Prerequisite: n/a
Class Fee: MCC fees apply.	Online Through Metro Community College
Course Description: This course gives a foundation in the federal and state laws of the medical profession and ethical issues associated with working in a healthcare setting. It explores HIPAA regulations in detail. Topics include professional, social, and interpersonal healthcare issues. Coverage also includes identification of measures to promote confidentiality as major changes in electronic health record technology occur. Students learn investigation of techniques to maintain office safety as well as the safety and confidentiality of patients and medical records.	
Course Outcomes: The student will...	
•	
•	
•	
•	

<i>LIFETIME FITNESS</i>	
Course #: 080120	Prerequisite: Note that this course is a rigorous, fitness-focused class and not an activity class. Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: The fitness class is designed to help students participate in low-impact fitness activities that develop cardiovascular fitness, muscle toning, and flexibility. Students will understand the importance of these elements of fitness and be able to structure their own workouts designed to improve their individual fitness levels. In class, plan on getting a good workout for 30 minutes. Heart rate will be at working level the entire class. Yoga, Pilates, cardio kickboxing, running workouts, aerobics, core workouts, and cardio strength training will make up the workouts. Stability balls, elastic bands, medicine balls, free weights, and cardiovascular machines are equipment used for this class. The focus for students will be on physical activity that provides opportunities for enjoyment, challenge, self-expression and social interactions.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • be required to track their cardiovascular improvement based on heart rate monitoring and strength gains through journaling. • practice proper goal setting and nutrition logging. • learn all 5 elements of fitness and why they are important to overall fitness and health. • learn basics of yoga, aerobic fitness, cardio kickboxing, Pilates. • be able to understand lifetime fitness is important to overall well being. • understand different vocabulary associated with fitness. • understand proper form, technique, and safety measures for each fitness activity. • the difference between aerobic and anaerobic exercise. • improve overall strength, cardiovascular endurance, and flexibility. 	

<i>LIFETIME SPORTS AND ACTIVITIES</i>	
Course #: 089931	Prerequisite: Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: The focus of the course is to provide students further opportunity to further develop basic skills used in a variety of sports, games and activities as well as gain an appreciation for the value of lifetime fitness and a healthy lifestyle. Active participation and skill improvement are both daily and unit expectations.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities. • demonstrate a competency in various skills necessary for different team and individual sports, games and activities. • demonstrate positive peer relationships in a physical activity setting. • participate actively on a daily basis with focus on skill development and improvement. • perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength. • understand the importance of lifetime fitness, physical activity and a healthy lifestyle. • choose a sport or activity and create a presentation that will be made to the class. 	

<i>SPORTS OFFICIATING</i>	
Course #: 080124	Prerequisite: Open to students in grades 10-12. Must purchase a whistle and lanyard.
Class Fee: n/a	
Course Description: This course is designed to introduce students to the basic playing rules and officiating practices in the sports of football, soccer, volleyball, and basketball. At the end of the course, students will be expected demonstrate proficiency by taking the NSAA officiating exam in each of the four sports.	
Course Outcomes: The student will...	

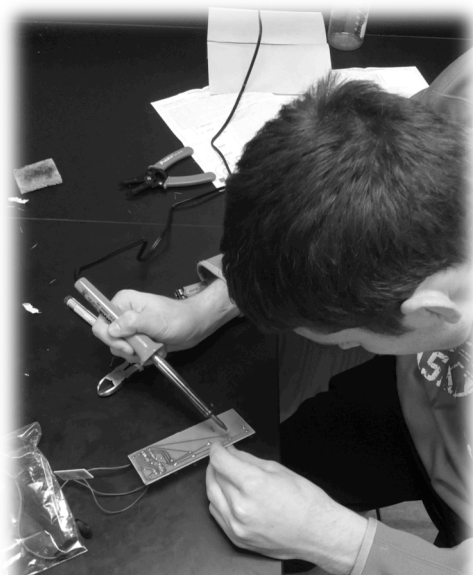
• demonstrate correct mechanics in each sport.
• demonstrate a mastery of the playing rules in each sport.
• complete NSAA officiating exam in each sport.
• demonstrate proficiency during practical officiating exams.

<u>WEIGHT TRAINING AND CONDITIONING</u>	
<u>Course #:</u> 080111	<u>Prerequisite:</u> Students will be placed in Beginning or Advanced based on their experience and competency in the weight room. Students may repeat course as long as a grade of "B" or higher is earned in previous semester. <u>This is not an activity course. This is a rigorous strength and conditioning course.</u>
<u>Class Fee:</u> n/a	
<u>Course Description:</u> This course designed to provide students the opportunity to improve body structure through various weight training, stretching and cardiovascular exercises. A variety of weight lifting exercises will be used to explore the different muscle groups. Focus of the course will be on proper weight lifting techniques and skills necessary to perform exercises in a safe and effective manner.	
<u>Course Outcomes:</u> The student will...	
<ul style="list-style-type: none">• understand and follow weight room safety policies and procedures.	
<ul style="list-style-type: none">• perform a variety of weight lifting exercises safely, properly, and effectively.	
<ul style="list-style-type: none">• increase muscular strength, power, and endurance through a variety of weight training methods and exercises through periodic testing.	
<ul style="list-style-type: none">• develop speed, agility, flexibility and coordination through stretching and conditioning	
<ul style="list-style-type: none">• develop increased cardiovascular endurance.	
<ul style="list-style-type: none">• perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.	
<ul style="list-style-type: none">• understand basic muscles group, their function relative to weight training, and the affects various exercises have on each group.	

SCIENCE - COURSE OFFERINGS**SCIENCE DEPARTMENT**

Faculty: Karin Donner, Brian Dutcher
Alex Nielsen and Sarah Ortiz

Department Chair: Sarah Ortiz



Course #	Class Title	Course Length	Credits	Open to
130218	Dual Credit Biology	Year	2	11-12
130302	Advanced Placement Chemistry+	Year	2	10-12
130210	Anatomy and Physiology	Semester	1	11-12
130201	Biology*	Year	2	9-12
130301	Chemistry 1*	Semester	1	10-12
139930	Chemistry 2	Semester	1	10-12
130203	Earth and Space Science	Semester	1	10-12
100161	(PLTW) Intro to Engineering Design	Semester	1	11-12
130211	Material Science 1	Semester	1	11-12
130419	Material Science 2	Semester	1	11-12
130303	Physics 1*	Semester	1	11-12
130307	Physics 2+	Semester	1	11-12

+Indicates a weighted course

***Indicates a course required for graduation**

Green print indicates a dual credit course

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

Platteview Science Course Offerings:

Class of 2023 - Future Graduation Requirements:

Biology 2 sem
Earth Science 1 Sem
Chemistry 1 sem
Physics 1 sem
Choice: 1 sem <ul style="list-style-type: none"> • Chemistry 2 • Physics 2 • Material Science • PLTW Intro to Engineering Design • Anatomy & Physiology

College & Career Pathway:

9th Grade:	Biology 1	Biology 2
10th Grade:	Chemistry 1	Earth Sci
11th Grade:	Physics 1	Choice

University Pathway:

9th Grade:	Biology 1	Biology 2
10th Grade:	Chemistry 1	Chemistry 2
11th Grade:	Physics 1	*Earth Sci

*Physics 2nd semester is strongly encouraged for Engineer & science majors

Distinguished Pathway:

9th Grade:	Biology 1	Biology 2
10th Grade:	Chemistry 1	Chemistry 2
11th Grade:	Physics 1	*Earth Sci
12th Grade:	Dual Biology or AP Chemistry	

*May double up and take Earth Science any semester

*Physics 2nd semester is strongly encouraged for Engineer & science majors

**Class of 2022
Graduation Requirements:**

Biology 2 sem

Chemistry 2 sem

Physics 2 sem

OR:

Biology 2 sem

Chemistry 2 sem

Physics 1 sem

Earth Science 1 sem

Students may take Earth Science as an elective if they are interested but it will NOT be a graduation requirement for the the class of 2022.

College & Career Pathway:

9th
Grade:

Biology 1

Biology 2

10th
Grade:

Chemistry 1

*Chemistry 2

*Students have already completed this course.

11th
Grade:

Physics 1

Phys Earth

OR

University Pathway:

9th
Grade:

Biology 1

Biology 2

10th
Grade:

Chemistry 1

Chemistry 2

11th
Grade:

Physics 1

Physics 2

Distinguished Pathway:

9th
Grade:

Biology 1

Biology 2

10th
Grade:

Chemistry 1

Chemistry 2

11th
Grade:

Physics 1

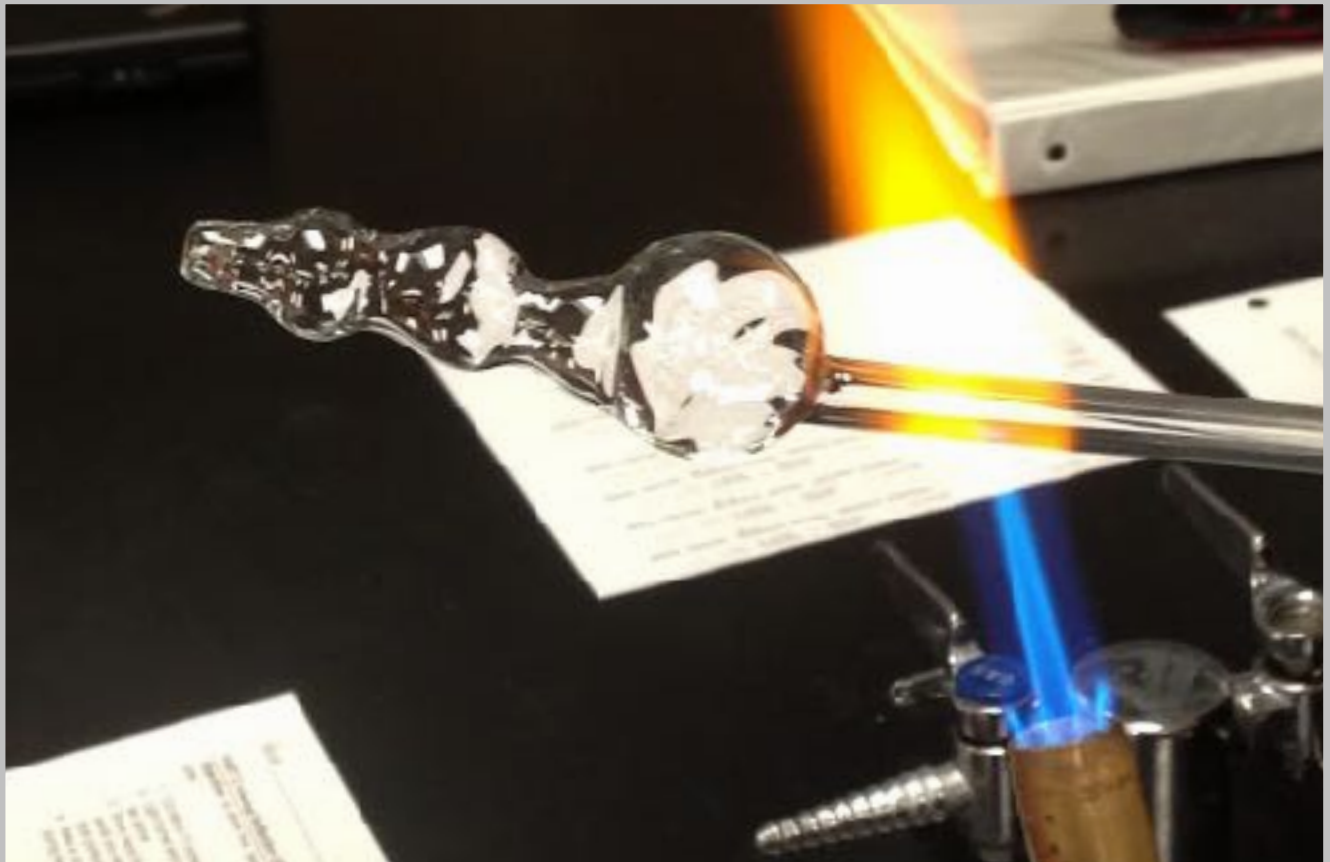
Physics 2

12th
Grade:

Dual Bio or AP Chem

Need a new class?

MATERIAL SCIENCE



MAKE
SOMETHING
AWESOME
TODAY!

Tired of sitting in classrooms? Ready to get your hands messy and spend time creating something new? Material Science is where ART and SCIENCE combine! We will...

- Make Styrofoam
- Grow crystals
- Blow glass
- Make fiber optics
- Learn to solder
- Make glass
- Raku pottery
- Ring Making
- Make nylon
- And many more!

New things are being INVENTED and CREATED daily. Our world is CHANGING. Get on the cutting edge of science and really learn

HOW STUFF IS MADE

COURSE DESCRIPTIONS

ADVANCED PLACEMENT CHEMISTRY+	
Course #: 130302	Prerequisite: students must have completed Biology (with a minimum grade of a "B") and Chemistry (with a minimum grade of a "B").
Class Fee: n/a	Full year course
<p>Course Description: The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Over the course of this year you will have the opportunity to learn a great deal about chemistry, much more than you learned or would have learned in the first year class. We will explore in much greater depth the concepts you have learned as well as new material that will build upon your previous knowledge. Ultimately, this class can serve a number of functions. It will give you a chance to experience the pace and rigor of a college course, it will challenge you with new information, it will prepare you to take the AP exam next May, you will use your knowledge and new skills/techniques in performing labs, and you will develop a greater understanding of how chemistry affects the total environment in which we live. Taking, and scoring well, on the AP Chemistry exam in the spring can earn you credit at most schools for up to two semesters of class and one semester of lab work. No other AP class has the potential to give you 7 credits for college! It can meet the requirements for freshman chemistry as well as allowing you to enroll in classes where chemistry is a prerequisite. It can further be useful as a way to meet the undergraduate requirement of taking a lab course for students that do not want to take science in college.</p> <p>AP Chemistry Objectives</p> <p>AP Chemistry is built around six big ideas and seven science practices. The big ideas are:</p> <ul style="list-style-type: none"> • Big Idea 1: The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions. • Big Idea 2: Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them. • Big Idea 3: Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. • Big Idea 4: Rates of chemical reactions are determined by details of the molecular collisions. • Big Idea 5: The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. • Big Idea 6: Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations. <p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • use representations and models to communicate scientific phenomena and solve scientific problems. • use mathematics appropriately. • engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course. • plan and implement data collection strategies in relation to a particular scientific question. • perform data analysis and evaluation of evidence. • work with scientific explanations and theories. • be able to connect and relate knowledge across various scales, concepts, and representations in and across domains. 	

ANATOMY AND PHYSIOLOGY	
Course #: 130210	Prerequisite: students must have completed Biology (with a minimum grade of a "C") and Chemistry (with a minimum grade of a "C").
Class Fee: n/a	Semester course
Course Description: This course is designed for students who plan on pursuing a health related area of study in college. The general area of study in this course is the structure and function of the human body. Topics include, but are not limited to: Anatomical Terminology, Cells and Tissues, the Skeletal System, the Muscular System, the Cardiovascular System, the Respiratory System, Nervous System and the Digestive system. Daily activities include classroom lecture, discussions, note taking and laboratory investigations including dissections.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> distinguish between anatomy and physiology and learn how they are related. study anatomical terminology and relative body positions/ landmarks. identify cell types and tissue types seen in the human body. study the bones of the skeletal system, joints and types of movement produced in the human body. identify the major muscles and muscle groups of the human body, muscle movements and the process of producing muscle movement. study the major components of the cardiovascular system, the processes used to transport blood, blood components and structures of the heart. study the structure and function of the organs of the digestive system and the process of digestion. study the structure and function of the organs of the respiratory system and the process of respiration. study the structure and function of the organs of the nervous system. study the senses of sight and hearing including the structure and function of the eyes, ears. 	

BIOLOGY*	
Course #: 130201	Prerequisite: n/a
Class Fee: n/a	Full year course
Course Description: This course is designed to give students an introduction to various biology fields of study including scientific method, ecology, molecular biology, bioenergetics, cell biology, genetics, zoology, microbiology, evolution and behavior. Lab investigations will be used to help understand and interpret concepts and theories. Recent developments and bio-ethical issues will be used to stimulate student interest and involvement in life science.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> recognize the scientific method as a logical problem solving strategy that applies to science, as well as, to everyday situations. understand the ecological relationships among living organisms and between living organisms and their environment. study energy, energy transformations, matter and recycling of matter as they relate to living organisms, ecosystems, and the biosphere. study cells, cell structure, cell function, and cell reproduction. study the chemistry of biological molecules as they relate to photosynthesis, cellular respiration and other metabolic processes. understand patterns of inheritance, DNA, RNA, protein synthesis, human genetics, genetic engineering, recombinant DNA and genetic disorders. study viruses, bacteria, protozoan's, and their importance in ecological relationships, as well as, disease-producing mechanisms. understand the theory of evolution as it relates to heredity and population genetics. study theories and patterns of plant and animal behavior. 	

CHEMISTRY 1*	
Course #: 130301	Prerequisite: Biology
Class Fee: n/a	Semester course
Course Description: This course is designed to meet the graduation requirement for PHS students in Science and prepare students who plan on entering college. It emphasizes chemical theories and an understanding of the periodic table. The course covers matter, measurements, atomic structure, waves, chemical & nuclear reactions, and bonding.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • learn about lab safety, lab techniques, and lab equipment used in a typical chemistry setting • investigate what matter is and how to recognize a chemical reaction • know how to take scientific measurements and apply problem solving techniques • learn the process on how to name and write chemical formulas. • identify types of chemical reactions and write their balanced formulas • explain how energy released in a fission reaction affects an atom's nucleus • predict properties of elements based on outer electrons • use mathematical equations to understand the laws that govern gas behaviors • investigate the structures of both atoms and ions, as well as, how they form. • learn how the periodic table is a vital resource for a chemist. 	

CHEMISTRY 2+	
Course #: 139930	Prerequisite: Chemistry 1 with a "C" or higher
Class Fee: n/a	Semester course
Course Description: This second semester course moves at a faster pace and is designed to prepare students who plan on entering college to pursue STEM careers. It covers solutions, gas laws, calculations for moles & stoichiometry, and acid & bases.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply the use of dimensional analysis to investigate mole-mass, mole-volume, and mole-particle relationships • use mathematical equations to understand the laws that govern gas behaviors • predict limiting reactants to determine the percent yield of product made • identify strong acids and bases • prepare solutions and dilute concentrated mixtures to a specific molarity • use critical thinking to prepare an airbag out of chemicals for an egg drop 	

DUAL CREDIT BIOLOGY	
Course #: 130218	Prerequisite: Biology
Class Fee:	Full year course
Course Description: Biology is the study of life, and therefore is devoted to the study of living things and their processes. Developing a good understanding of the process of life requires students to have a broad background in the basics of biology. Students taking BIOS1010 have BIOS1010L incorporated in this course. BIOS 1010 provides this background by emphasizing ecology, molecular biology, cell structure and function, genetics, and evolution. This course includes both lecture and lab components.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify and explain the function of major cell structures including those involved in cell reproduction. • explain how molecules are involved in or control cellular processes. • explain the genetic basis for inheritance in living organisms. • predict how contemporary application of biotechnology impacts society. • explain how organic evolution and natural selection resulted in the diversity of organisms. • explain how biotic and abiotic factors determine the distribution and abundance of organisms. 	

PROJECT LEAD THE WAY INTRODUCTION TO ENGINEERING DESIGN	
Course #: 100161	Prerequisite: Algebra 1
Class Fee: \$25.00 for materials	Pathway(s): PLTW Engineering
<p>Course Description: In Introduction to Engineering Design, students explore engineering tools and apply the engineering design process to solve engineering problems. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p> <p>Students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, and sustainability as they create mechanical solutions to problems. Students develop skills in technical representation and documentation, first using hand-sketching techniques and later through 3D computer modeling using a computer-aided design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process.</p> <p>Student-developed testing protocols drive decision-making and iterative design improvements. Introduction to Engineering Design builds on foundational engineering concepts with an emphasis on the application of modeling in the engineering design process to develop mechanical solutions.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand mechanical engineering and related sub-disciplines and how they apply to today's world and future career opportunities. 	
<ul style="list-style-type: none"> practice an engineering design process and experimental design to solve a variety of problems using a mechanical solution approach. 	
<ul style="list-style-type: none"> use industry tools to support engineering design and analysis, including CAD and additive manufacturing. 	
<ul style="list-style-type: none"> develop and apply a variety of models – including conceptual sketches, computer 3D solid models, technical drawings, mathematical models, and prototypes – to support the design process. 	
<ul style="list-style-type: none"> apply foundational engineering science to support problem-solving. 	
<ul style="list-style-type: none"> continue to develop an engineering mindset and proficiency in key STEM-related career competencies. 	
<ul style="list-style-type: none"> use computer automated drafting software to design and 3D print solutions to real world problems. 	
<ul style="list-style-type: none"> create an aquaponics set up that could grow edible food right in the classroom. 	
<ul style="list-style-type: none"> study sustainable sources of energy and create a device that can run on alternative energy. 	

MATERIAL SCIENCE 1 AND 2	
Course #: 130310 (1) and 130311 (2)	Prerequisite: n/a
Class Fee: \$20.00 per semester	Semester courses
<p>Course Description: Material Science is a study of solid matter where students will explore the nature of different materials. Four major units form the basis of the course: solids, metals, ceramics/glass, and polymers (plastic). We will study the properties, design, and manufacturing of each major solid category. This course allows students to see chemistry in the real world as well as gives students a better understanding of different fields of engineering & technical careers.</p> <p>A heavy hands-on, lab based approach is used in this class. Learning will involve working in small groups, writing as a means of learning, participating in demonstrations and activities, using community experts in materials, showing videos, and using a large variety of written resources including current event articles.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> learn to make crystals using different methods (from a solution, from precipitates of chemical reactions, and from freezing of a melt). 	
<ul style="list-style-type: none"> be able to create glass from raw ingredients and understand the bonding processes. 	
<ul style="list-style-type: none"> be able to use a variety of equipment to work with metals (rolling mills, draw plates, and digital calipers). 	
<ul style="list-style-type: none"> be able to explain the desirable properties that alloys have over their metallic components. 	
<ul style="list-style-type: none"> be able to identify and perform various heat treatments of metal (quench, anneal, and temper). 	

<ul style="list-style-type: none"> • be able to define corrosion, recognize examples of corrosion, and identify factors that cause corrosion.
<ul style="list-style-type: none"> • be able to understand the science behind the art of raku.be able to understand the process of electroplating.

PHYSICS 1*	
Course #: 130303	Prerequisite: Student must have successfully completed Algebra 2 or be concurrently enrolled.
Class Fee: n/a	Semester course
Course Description: This course is designed to meet graduation requirements at PHS in science to prepare students who plan on entering college. It emphasizes the physical world and the laws governing it. The course will cover basic kinematics, momentum, force, and energy.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • study the relationships between displacement, time, velocity, acceleration, and forces in straight line motion. 	
<ul style="list-style-type: none"> • study the concepts and relationships between work, energy, and power. 	
<ul style="list-style-type: none"> • study and understand the laws of physics 	
<ul style="list-style-type: none"> • study the laws that govern the transfer of electrical charge and the fields around them. 	

PHYSICS 2+	
Course #: 130307	Prerequisite: Physics 1 with a "B" or higher
Class Fee: n/a	Semester course
Course Description: This course is designed to extend the knowledge that was used in the first semester of physics that will benefit students who are planning on entering into a university in a math or science field. The class will focus on the mathematical relationships of physics principles and problem solving. Students will also engineer and create solutions to real world problems using their knowledge of physics.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop strong mathematical skills to use when problem solving. 	
<ul style="list-style-type: none"> • master more complex kinematic equations that can solve a larger array of problems and give a deeper understanding of motion. 	
<ul style="list-style-type: none"> • study motion in both one and two dimensions. 	
<ul style="list-style-type: none"> • use vectors to study collisions and motion. 	

SOCIAL SCIENCES - COURSE OFFERINGS

SOCIAL SCIENCES DEPARTMENT

Faculty: Jon Comine, Steve Lundeen,
Brad Schlieman, Andrew Sonenson
and Shae Speth

Department Chair: Steve Lundeen



Course #	Class Title	Course Length	Credits	Open to
151103	21st Century Studies	Semester	1	11-12
151113	Advanced Placement Government	Year	2	12
150805	Honors World History+	Year	2	10
099930	Intro to Human Services	Semester	1	11-12
159930	Military History	Semester	1	10-12
151200	Psychology (Psychology 1010)	Semester	1	11-12
151110	US Government*	Semester	1	12
159931	US History 1 (to 1877)+	Semester	1	11
159932	US History 2 (from 1865)+	Semester	1	11
150820	US History*	Year	2	11
150700	World Geography	Semester	1	9
150800	World History*	Year	2	10

+Indicates a weighted course

***Indicates a course required for graduation – note that in addition to courses noted, students must complete 1 additional semester elective course in Social Sciences.**

Green print indicates a dual credit course

Graduation requirements for Social Sciences

9th grade – Geography (1 credit)

10th grade – World History or Honors World History

11th grade – U.S. History (2 credits) or U.S. History 1 (1 credit) AND U.S. History 2 (1 credit)

12th grade – U.S. Government (1 credit) or Advanced Placement Government (1 credit)

COURSE DESCRIPTIONS

ADVANCED PLACEMENT GOVERNMENT	
Course #: 151113	Prerequisite: n/a
Class Fee: Set by University of Nebraska Omaha	Semester course – potential of 3 college credits, will satisfy elective graduation requirement in Social Studies.
Course Description: Advanced Placement Government and Politics is available to seniors desiring a more intensive college preparatory experience. The course will give students an analytical perspective on government and politics in the United States. Topics include: Constitutional Underpinnings, Political Beliefs and Behaviors, Political Parties-Interest Groups-Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Civil Liberties.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • know important facts, concepts, and theories pertaining to U.S. government and politics. • understand typical patterns of political processes and behavior and their consequences. • be able to analyze and interpret basic data relevant to U.S. government and politics. 	

HONORS WORLD HISTORY+	
Course #: 150805	Prerequisite:
Class Fee: n/a	Semester course
Course Description: Honors World History will be a Survey course of the history of our world from the Renaissance until the modern years of historical context. The course will focus on writing, reading of text and novels, cause and effect, use of technology, and factual and theoretical dissection of history.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the European Renaissance and Reformation. • understand the Muslim world. • understand the Age of Exploration and isolation. • understand the Atlantic World. • understand Absolute Monarchs in Europe. • understand the Ages of Enlightenment and Revolution. • understand the French Revolution and Napoleon. • understand Nationalists Revolutions as they swept the west. • understand the Industrial Revolution. • understand the age of Democracy and Progress. • understand the Age of Imperialism. • understand Transformations Around the Globe. • understand the Great War. • understand the Age of Revolution and Nationalism. • examine the Years of Crisis. • understand World War II. • understand the Restructuring of the Postwar World. • understand how Colonies of the World Became new nations. • understand Struggles for Democracy. 	

INTRODUCTION TO HUMAN SERVICES	
Course #: 099930	Prerequisite: students in grades 11-12 or instructor permission
Class Fee: Dual credit fees apply.	Semester course
Course Description: This course is an introductory course for students to explore the human services field. Students will be exposed to human perspectives, ethics, and the role of community support Human Services Practitioner in various agencies and specific areas of human service employment.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • state and describe the rules and functions of human service workers at various levels. 	

• identify and explain the knowledge, skills, and value bases of human services.
• define terms used in discussion of human services.
• identify society and personal values that influence human service practice and vocational choice.
• state historical factors in the development of human services.
• identify and describe a potential human service field as a vocational choice.

MILITARY HISTORY	
Course #: 159930	Prerequisite: students in grades 11-12. Instructor permission required for underclassmen.
Class Fee: Dual credit fees apply.	Semester course
Course Description: This course is a survey of American military history in a global context which situates war strategies and tactics starting from Colonial America to the present. This course's primary purpose is to provide students with a better understanding of the political, social, cultural, and economic aspects of American military history on the global stage. This course is a dual credit course through Metro Community College.	
Course Outcomes: The student will...	
• be able to describe the evolution of U.S./global military policies, tactics, and strategies from colonial times to the present.	
• be able to describe the relationship between military affairs and society, especially as they pertain to social, political, economic, national security, and diplomatic traditions.	
• be able to analyze the ramifications of European and American military policies and practices upon current global military actions.	
• be able to analyze primary sources and describe how they help us better understand military history.	

PSYCHOLOGY	
Course #: 151200	Prerequisite: students in grades 11-12 or instructor permission
Class Fee: Dual credit fees apply.	Semester course
Course Description: This course is an introduction to the science of psychology. The course material will include a study of the application of critical thinking, learning theory, memory, growth and development, biological and neurological xxx, abnormal behavior,	
Course objectives: Student will be able to: <ul style="list-style-type: none"> • Study the core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary. • Understand the basic skills of psychological research. They will be able to recognize psychological principles when they encounter them. • Develop an awareness of human similarities and accept the differences. • Acquire critical thinking skills which will allow them to be consumers of information. • Learn about psychology as a profession and become aware of the educational requirements that must be met to pursue a career. 	
Dual Credit Course Description: This course also fulfills a University of Nebraska at Omaha General Education requirement and is aligned with the following General Education Student Learning Outcomes (SLOs). After completing the course, successful students shall be able to: <ul style="list-style-type: none"> • demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior; • use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied; • identify multiple methods and modes of inquiry and their appropriate application; and • communicate ideas and explain concepts and analyses using the language of the discipline(s). 	

US GOVERNMENT*	
Course #: 151110	Prerequisite: students in grades 11-12.
Class Fee: n/a	Semester course
Course Description: American Government is a survey study on the development and operation of our national government. The intent is to educate the student in the workings of our government and to foster a sense of civic pride and responsibility.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand some of the basic problems faced by the authors of our constitution. acquire a better understanding of our rights as guaranteed by the constitution. associate current literature involving the government with our studies. 	

U.S. History is required of all junior students at Platteview High School. PHS offers students two versions of U.S. History to satisfy the U.S. History requirement for graduation. It is important for students and parents to understand the differences between the two options and also note the restrictions on moving between the two options.

OPTION #1 for U.S. History

U.S. HISTORY*	
Course #: 150820	Prerequisite: n/a
Class Fee: n/a	Full year course
Course Description: U.S. History is required of all junior students. The course is designed to cover U.S. History from 1877 through modern times. The intent is to provide a sequential look at the transformation of our country from an agrarian society to its current status as a world power.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> gain an understanding of the facts that led to the United States emerging as a world power. understand the problems the United States faced while solidifying its status as a world power. understand the impact of the Cold War on the lives of Americans and the World. gain a greater appreciation for the U.S. economic and political systems, along with a sensitivity toward the various ethnic groups that make up our United States. 	

OPTION #2 for U.S. History – this option is broken into two semesters; however the pace is much more rigorous and the course includes Discovery-1877. Students must take and pass both semesters to satisfy the US History requirement using this option whether or not the student elects to take advantage of the Dual Credit option for this class.

Movement between two options of US History:

1. Once a student elects a particular option, the student may not move between options at any point throughout the year without grade and credit repercussions. Electing an option shall be defined as attending the first day of class.
2. In the event that a student enrolls in U.S. History 1 and fails 1st semester, the student must continue with Dual Credit II as originally enrolled. The two semesters are independent of each other. To redeem the required credit from failing 1st semester, the student in this scenario must either repeat U.S. History 1 or enroll in U.S. History (the full year option) the following year and complete both semesters.
3. In the event that a student passes the first semester of U.S. History 1 but fails 2nd semester of U.S. History 2, the student may either repeat U.S. History 2 or elect to complete the full year of U.S. History (the full year option).
4. In the event that a student fails U.S. History (the full year option), the student must repeat the semester(s) failed in same course.

US HISTORY 1 (TO 1877)	
Course #: 159931	Prerequisite: n/a
Class Fee: n/a	Semester course – can be taken for dual credit
<p>Course Description: This course is a survey of American history from discovery through and including the Civil War and reconstruction. This course is a dual- enrollment course with college credit available through Metro Community College.</p> <p>In order to function effectively in society, students need to have an understanding of the way in which the past is a part of their lives today. A firm intellectual grasp of the historical forces underlying present-day issues will result in mature, informed judgment and effective participation in community affairs. Moreover, students should come to regard history as the interdisciplinary interpretation of political, economic, geographic, social, cultural and intellectual forces, all in a time dimension. Additionally, they should also regard differing historical interpretations as a healthy opportunity to exercise their own critical judgment. This course is a survey of American history from discovery through and including the Civil War and reconstruction.</p>	
<p>Course Outcomes: At the conclusion of this course, students should be able to engage in oral and/or written discussions of the following:</p> <ul style="list-style-type: none"> • The fundamental themes of American history from the Age of Discovery to 1877. • The major aspects of North American and global geography and demonstrate how geography influenced the course of American history. • The major time periods of American history. • The interaction of various forces in American history and how the interactions influenced the future. 	

US HISTORY 2 (FROM 1865)	
Course #: 159932	Prerequisite: n/a
Class Fee: n/a	Semester course – can be taken for dual credit
<p>Course Description: This course is a survey of American History from Reconstruction to the present day. This course is a dual-enrollment course with college credit available through Metro Community College.</p> <p>In order to function effectively in society, students need to have an understanding of the way in which the past is a part of their lives today. A firm intellectual grasp of the historical forces underlying present-day issues will result in mature, informed judgment and effective participation in community affairs. Moreover, students should come to regard history as the interdisciplinary interpretation of political, economic, geographic, social, cultural and intellectual forces, all in a time dimension. Additionally, they should also regard differing historical interpretations as a healthy opportunity to exercise their own critical judgment. This course is a survey of American history from discovery through and including the Civil War and reconstruction.</p>	
<p>Course Outcomes: At the conclusion of this course, students should be able to engage in oral and/or written discussions of the following:</p> <ul style="list-style-type: none"> • The fundamental themes of American history from 1865 to the present. • The major aspects of North American and global geography and demonstrate how geography influenced the course of American history. • The major time periods of American history since 1865. • The interaction of various forces in American history and how the interactions influenced the future. 	

WORLD GEOGRAPHY*	
Course #: 1500700	Prerequisite:
Class Fee: n/a	Semester course
Course Description: The world geography course is designed to introduce students to world cultures, geographic science, map skills, and other geographic studies.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> demonstrate map reading skills. gain an understanding of world cultures and their impact historically and globally today. learn and use geographic science principles. 	

WORLD HISTORY*	
Course #: 150800	Prerequisite: n/a
Class Fee: n/a	Full year course
Course Description: This course is a survey style course, designed to familiarize the student, primarily through European studies, with the concepts of how mankind has advanced through the contemporary stages of societal development.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand the changing needs of civilization that leads to the development of nation states. gain an understanding of the reasons behind revolutions and unification movements in Europe. understand that through changing technologies and ideologies the world becomes an international arena in the 20th century. become familiar with the key personalities of the different historical eras. 	

WORLD LANGUAGES - COURSE OFFERINGS**Faculty: Kirsten Ehrke and Kim Zeleny****WORLD LANGUAGES DEPARTMENT****Department Chair: Kirsten Ehrke**

Course #	Class Title	Course Length	Credits	Open to
060241	Spanish 1	Semester	1	9-12
060242	Spanish 2	Semester	1	9-12
060243	Spanish 3	Semester	1	9-12
060244	Spanish 4+	Semester	1	9-12

Green print indicates a dual credit course**+Indicates that course is weighted (if taken for dual credit)**

Is my student ready for Spanish 1?

What is expected of the students in Spanish 1?

- Students in Spanish 1 are expected to have established study skills and a study routine. They know how to learn vocabulary, including spelling, of around 5-6 words a day in addition to their regular homework for class.
- Students need to be competent in reading, writing and speaking in their own language. A lot of what we do will require them to speak out loud in class and be willing participants in many activities. They should have a good grasp of common grammar terms.

My student struggles in English or Math.

- Students that tend to struggle in either or both of these subject areas tend to struggle with Spanish. It may be wise to give them another year of maturity and mastery of these two subject areas before throwing another difficult class at them.

My student rarely does his/her homework on time.

- Practice assigned in a level one class must be completed for the following day. Failure to practice makes it next to impossible to understand what is happening in class.
- Students are expected to study Spanish almost daily- close to 20 minutes a day- learning vocabulary, practicing verb conjugations, etc. Those with a low completion rate of homework may want to wait a year to mature into better homework completion habits.

My student is planning on only taking 2 years of this course.

- Since most 4 year universities require students to prove their mastery of 2 years of Spanish with a placement test, why not wait a year before starting Spanish? If their goal is to take the "2 years" and be done, it may be a better idea to wait a year to take it.

I heard Spanish is easy!- ALL they do is eat and sing.

- Many 4 year universities require a minimum of 2 years of a world language before they are admitted to their institution. This is due to the amount of higher level thinking skills required, plus the ability to show grit when faced with difficult concepts. This is not just a memorization class- however this skill is utilized frequently.
- If students do not master the basic skills in level 1, they will struggle in level 2. This class is such a concept building class- you can not learn something and forget what you have learned after the test.

My student needs to be challenged academically.

- Great! This class will challenge them to think in ways they have never had to think and study before. They should have a passion for learning to start Spanish 1 as a Freshman and continue through Spanish 4 as a Senior.

COURSE DESCRIPTIONS

SPANISH 1	
Course #: 060241	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course is an introductory Spanish course. At this level the main emphasis is placed on understanding and speaking. Less stress is placed on reading and writing, although these skills are included. Whenever possible, Spanish-speaking culture is incorporated into the course through various lessons and activities.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • be able to use basic grammatical components. • develop a limited, but workable vocabulary. • discuss aspects of the Spanish culture. • combine grammar and vocabulary to develop oral and written skills. 	

SPANISH 2	
Course #: 060242	Prerequisite: Spanish 1
Class Fee: n/a	
Course Description: This course builds upon what was learned in Spanish 1. Skills introduced in Spanish 1 are reviewed, reinforced and practiced. The stress is on listening and comprehension. More emphasis is placed on reading and writing than first year Spanish. Spanish- speaking cultural study is an important aspect of learning in this course. At the completion of this level, students should feel comfortable conversing and corresponding within the limits of their vocabulary and grammatical structures.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • review and apply aspects of level one. • expand upon grammatical aspects of the language. • demonstrate the ability to compose writing samples. • recognize and understand many of the differences/similarities between the cultures. 	

SPANISH 3	
Course #: 060243	Prerequisite: Spanish 2 – students that have earned an “A” or “B” in Spanish 2 are more likely to be successful in this course.
Class Fee: dual credit option has fees that apply.	DUAL CREDIT
Course Description: Topics covered during the first two years of Spanish are reviewed, reinforced and practiced, and new concepts are introduced. All four areas of the language, including reading, writing, listening and speaking are incorporated into this level of study with an equal focus. More exploration of literature is included. Spanish-speaking countries are further explored.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • review and apply concepts from first and second year. • expand upon conversing in the present, past and future tenses. • compare cultural values. • develop advanced writing skills in Spanish. • communicate in all aspects of the language at an advanced level. 	

SPANISH 4+ (course is weighted if taken for dual credit)	
Course #: 060244	Prerequisite: Spanish 3 – students that have earned an “A” or “B” in Spanish 3 are more likely to be successful in this course.
Class Fee: dual credit option has fees that apply.	DUAL CREDIT
Course Description: The course is designed for the advanced language learner with more flexible offerings. Elementary skills should be proficient by this time. An overview of language structure will be reviewed and practiced. Other activities will include selected readings and advanced oral work in the form of presentations and conversations.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • review and apply concepts from first , second and third year. 	
<ul style="list-style-type: none"> • students will converse daily using a variety of grammatical structures and vocabulary. 	
<ul style="list-style-type: none"> • compare cultural values in an in-depth manner. 	
<ul style="list-style-type: none"> • develop advanced listening, reading and writing skills in Spanish. 	
<ul style="list-style-type: none"> • read cultural and authentic pieces at an advanced proficiency. 	

APPENDIX SECTION



The Springfield Platteview Community Schools grading policy was created by a committee of educators from various grade levels, academic disciplines and specialty areas. The committee researched best practices in grading to develop the policy. The policy received input from educators not on the committee, parent advisory groups and the board of education. This document is meant to help clarify the grading parameters outlined in policy.

Purpose of Grading is to...

To clearly communicate student achievement toward learning standards/goals and support the process of learning.

Grading parameter #1...

Grading procedures shall only be related directly to the prescribed curriculum and the College Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.

Curriculum goals (also referred to as standards) are established for each course and grade level. Grades will reflect student achievement toward these curriculum goals.

College Career Readiness goals are currently part of our district mission statement. These goals were considered when designing learning outcomes in each discipline. We have not intentionally written them in as part of course/grade level goals. As a district we are working with a committee of teachers to adopt or adapt the **Nebraska Standards for Career Ready Practice**. This work is part of our strategic plan goals of creating students who are college career ready. More to come regarding the implementation of College Career Readiness goals and how they will be measured.

With assessments written to measure course/grade level standard, **extra credit** distorts achievement. If students want to get higher grades, teachers can require them to provide “extra” **evidence** that demonstrates a higher level of achievement. This would mean an additional assignment/task that is aligned to the course/grade level outcomes that would provide sufficient evidence of higher achievement.

Grading parameter #2...

Grades on the report card will be based upon content area standards and goals. Group grades will not be given.

Content area standards/goals are established for each discipline. Grades will reflect student achievement towards those goals. Cooperative learning or group work is an effective teaching/learning strategy. It is not appropriate to assign group grades. Evidence used to determine grades must come from individual evidence of achievement towards a learning goal.

Grading parameter #3...

Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

The purpose of the grade is to communicate achievement toward a course/grade level learning objective/standard. Including life skill/behaviors, distorts the grade. The goal is to make the grade an accurate reflection of student achievement.

- a. *Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of the learning goal established by the District/State.*

These behaviors are described as a Citizenship grade. These expectations are clearly outlined at the elementary, junior high and high school levels.

College Career Ready Skills... from the SPCS Mission

21st century skills and behaviors are defined as follows:

- **Core Knowledge/ Literacy** (Essential Learning Proficiency (Standards): Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)
- **Higher Level Thinking Skills** (Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/Innovation; and Analysis and Evaluation)
- **Communications Literacy** (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)
- **Life Skills** (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility; Leadership and Adaptability)

- b. *Late work and incomplete work (formative assessments such as homework) shall be handled as follows:*

- i. *Students are expected to complete all required formative work through each summative assessment period.*

Formative Assessment (Assessment FOR Learning)

- ✓ Formative assessment is an **important part of the learning process**. Examples include but aren't limited to homework, independent practice on daily work, and brief progress checks (i.e., quizzes, papers, journal entries, reviews, etc.). Formative assessment informs the teacher about what students have learned and is used to help decide what to do next.

Homework

- ✓ The purpose of **homework** is to:
 - Prepare students for upcoming instruction; is considered diagnostic and used to give student feedback regarding improvement.
 - Provide practice and repetition of essential skill previously taught.
 - Promote study skills, responsibility and accountability.
 - Promote the development of independent learning skills.
 - Give students' opportunities to self-evaluate progress.
- ✓ The teacher's responsibility regarding homework is to:
 - Ensure that it is meaningful and tied to the learning objectives.
 - Provides timely and specific feedback.
 - Assign the appropriate amount based on age/grade/learning ability.
 - Provide necessary resources and support for each student to complete the task.
 - Monitor and hold students accountable for assignments through interventions.
- ✓ The student's responsibility regarding homework is to:
 - Put forth his/her best effort.
 - Seek help from the teacher or other school resources.
 - Complete and turn in all assignments on time.
 - Use feedback from the homework for self-evaluation and improve performance.
- ✓ The parent's responsibility regarding homework is to:
 - Work with the school in making sure that their child is putting for his/her best effort and communicating if there are concerns.
 - Provide an environment at home where a student has study/homework requirements without distraction.
 - Teach responsibility and accountability.
 - Provide assistance and help for his/her child.

- ii. *Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.*

Summative Assessment (Assessment OF Learning)

- ✓ Summative assessments determine a formal conclusion of what a student knows and can do towards course/grade level standards or outcomes. Examples of summative assessments include but aren't limited to: unit assessments; major performance tasks; district assessments; etc. Summative assessments mark the **end of learning process**.

- iii. *In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as **I** (Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative/unit assessment. Penalties on late work shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.*

When zeros are combined with other evidence, the resulting grade doesn't accurately reflect achievement. Assigning zeros can create a situation in which a student can't recover. The behavior of "being late" should be reflected in the citizenship grade.

c. *Absences shall be handled as follows:*

- i. *Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.*
- ii. *Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.*
- iii. *See student-parent handbook for additional attendance procedures/policies.*

An absence for any of the following reasons may be **excused**, provided the required procedures have been followed:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- Illness which causes a student to be absent from school,
- Doctor or dental appointment which require student to be absent from school,
- Court appearances that are required by a court order,
- School sponsored activities which require students to be absent from school,
- Family trips in which student accompanies parent(s)/legal guardian(s), and
- Other absences which have received prior approval from the Principal.

Grading parameter #4...

Summative/unit assessments shall be determined as follows:

- a. Marks from formative assessment shall not exceed 30% of overall grade.
- b. Summative assessments shall account for at least 70% of the overall grade.
- c. Students who fail a summative assessment **are given an opportunity** to retake the assessment. Second chance assessment opportunities shall be made available to students who score below a 79% in grades 6-12. Second chance assessment opportunities shall be made available to students who score "Progressing" in grades K-5. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". **Retake opportunities are not available for semester finals.**
- d. **Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on the first day through the 4th day the assignment is late. The student's parents will be informed of a late summative project. On the 5th day, the assignment is late the student may not receive higher than a 79%. On the 6th day, the student will receive a zero.**

Formative assessments are intended to be part of the learning process. It is practice. The intent is not to "grade" the practice but to put emphasis on the learning. Learning is a process. Summative assessments are the "end" of learning. The grade gives a summary of student achievement at a particular point in time. Thus, these assessments carry more weight.

Teacher guidelines for second chance assessments are determined at the building.

e. *Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):*

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations.
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

K-5 classroom teachers and K-6 specials teachers design assessments according to these levels of achievement. Cut scores and rubrics are used to determine the achievement level of each student. With this information, students are better able to self-reflect and see growth in learning over time based upon a learning target.

f. Grading Scale for grades 6-12

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1	2.0
D-	60-62	0.67	1.67
F	0-59	0	0.0

The ten point scale allows our students to be competitive for scholarships with other students from area schools.

5. Other details on grading can be found in parent/student handbooks and course syllabi at each school.

Platteview High School Online Academy Agreement / Consent Form

The Platteview High School Online Academy will allow students to enroll in online courses throughout the academic day. The intent of the PHS Online Academy is to provide students with the opportunity to pursue curricular interests in areas that are not offered on site. This program will allow students to design and pursue their individual pathways and interests as they work towards graduation and preparing themselves for college and the workplace. To support students, two staff members will help facilitate the student's experience through the Online Academy Lab.

Springfield Platteview Community Schools will pay for a total of 96 students to pursue this opportunity (16 seats over 6 periods). **SPCS will pay for the course fee for high school credit. If a course is taken for dual credit, parents would be responsible for the portion of the fee relative to college credit.** Qualifying for a seat is highly selective. Students must complete the PHS Online Academy Application found in the Appendix section of this guide to apply for consideration. Qualification is based upon a number of factors including:

- Written justification for purpose of taking the online course (must be tied to student's pathway)
- Students that have declared the University-bound pathway will have priority (taking a college credit, online class is required for students on this pathway)
- Demonstration of ability of student to handle the rigor of an online class
- Attendance history
- Discipline history
- Documentation that student is on-track for graduation

Platteview High School will use a variety of accredited providers for the online offerings including (but not limited to): University of Nebraska High School, E2020, University of Nebraska Omaha, Nebraska Wesleyan University, Metro Community College, Peru State College, etc.

For all requirements and guidelines regarding the Online Academy, please refer to the Platteview High School Parent-Student Handbook.

Agreement and Consent Section

I understand that qualifying for a seat in the Online Academy is a highly selective process and that if my student is selected I agree to the following conditions:

- My son/daughter is prepared for and understands the rigor and independent nature of online courses.
- My son/daughter will complete the course in full even if the material/course is difficult.
- I agree that the Springfield Platteview Community Schools will pay for the course if taken for high school credit. If the course is taken for college credit, I will be responsible for the payment.
- I agree to abiding by the terms and conditions of the syllabus for the online course.

Parent Signature: _____

Date: ____/____/____



OPEN PERIOD REQUEST – SENIOR STUDENTS ONLY

Date: ____ / ____ / ____

Student Name: _____

Grade: _____ Graduation Year: _____ Period Requested: _____

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

- A minimum of a 2.50 cumulative grade point average during preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than six (6) tardies to any single period the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods:

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

This application must receive approval from the following parties:

- | | | |
|------------------------------------|-------|--------------------------|
| • Principal or Assistant Principal | _____ | Date: ____ / ____ / ____ |
| • Guidance Counselor | _____ | Date: ____ / ____ / ____ |
| • Advisory period teacher | _____ | Date: ____ / ____ / ____ |
| • Student | _____ | Date: ____ / ____ / ____ |
| • Parent | _____ | Date: ____ / ____ / ____ |



APPLICATION FOR EARLY GRADUATION

Date: _____ / _____ / _____

Student Name: _____

Grade: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Credit History:

Total credits earned in 9th grade: _____

Total credits earned in 10th grade: _____

Total credits earned in 11th grade: _____

Check which statement applies to your request:

_____ I am requesting to graduate after the 1st semester of my senior year.

_____ I am requesting to graduate at the end of my junior year.

Dear Parent:

Your child has requested to graduate early. When a student completes all graduation requirements and withdraws from school, the student automatically becomes ineligible to participate in any school activities regulated by the Nebraska School Activities Association.

The only formal commencement exercise held at Platteview High School is in May of each school year. We encourage all students to participate. This form is due no later than June 1 of the summer preceding the date of intent to graduate.

As a parent, I understand the nature of this request and I am executing the authorization for my child to graduate early.

Parent Signature: _____

Date: _____ / _____ / _____

Principal's Signature: _____

Date: _____ / _____ / _____



INDEPENDENT STUDY PROPOSAL

Date: _____ / _____ / _____

Student Name: _____

Grade: _____ Graduation Year: _____

1. Area of study covered by Independent Study:

2. Activities to be carried out during Independent Study.

3. Evidence the student will produce indicating the progress being made throughout the Independent Study.

4. Procedure used in evaluating the Independent Study.

5. Amount of credit to be received for Independent Study? _____

We the undersigned agree to the above outlined proposal.

_____/_____/_____
Student Date

_____/_____/_____
Supervising Teacher Date

_____/_____/_____
Principal Date

***Attach additional sheets if necessary.**



TEACHER AIDE REQUEST

Student Name: _____

Grade: _____ Class Period: _____

Sponsoring Staff Member: _____

Signature: _____ Date: _____ / _____ / _____

Description of what tasks the Teacher Aide will be doing for the Sponsoring Teacher if approved:

Guidelines:

1. The agreement is good for one semester.
2. A teacher may have only one teacher aide per period.
3. Teacher aides must be kept busy and may not use cell phones or teacher's computer during period serving as an aide.
4. Teacher aids must maintain good grades, attendance and discipline history while serving as an aide.
5. Teacher aides who are listed on D-F List will be removed from assignment.
6. Teacher aides must report on time and remain under the supervision of sponsoring teacher during period.
7. Teacher aides must have a pass to be outside of the classroom for any reason during the class period.
8. Teacher aides are not permitted to grade papers or view academic records of other students.

Student Signature: _____

Date: _____ / _____ / _____

Parent Signature: _____

Date: _____ / _____ / _____

Administrator Signature: _____

Date: _____ / _____ / _____



REQUEST FOR SCHEDULE CHANGE

Student Name: _____

Grade: _____

This request form must be submitted within the first five days of the semester to be considered. One form must be completed for each class that the student wishes to drop or add.

Class to drop: _____

or

Class to add: _____

Reason for Schedule Change: _____

Parent Signature: _____

Date: ____/____/____

If dropping a year-long course at the semester, approval of teacher is required below:

Teacher Signature: _____

Date: ____/____/____

Principal's Signature: _____

Date: ____/____/____

Submit this form to counselor for your grade. Form must be received by no later than 5th day of the semester.

Counselor's Signature: _____

Date: ____/____/____

DATE FORM RECEIVED: ____/____/____

Board of Education

Summary of Major Changes for 2020-21 PHS Curriculum Guide

Updated after feedback from BOE Work Session on 01-27-2020

Timeline for 2020-21 Scheduling

January 27-February 10 Board of Education Review

February 10 – Board of Education consideration of 2020-21 PHS Curriculum Guide

Summary of Major Changes:

- ELA recommendation to add dual credit course (AP Literature and Composition) for juniors and offer second dual credit courses for future senior level students. (Dr. Kersulov to present)
 - In transition, requirements by grade are listed under each graduation path
 - Will double the number of ELA college credits our students can earn
 - We will offer Public Speaking as an option for students. Once we have registration numbers we will determine if we offer Public Speaking we will need to combine Theatre 1 and 2 as a one semester option due to staffing.
- Science department recommendation to re-format Science offerings. (Mrs. Ortiz to present)
 - Will allow Science department to cover Earth Science standards
 - All students will still take Chemistry and Physics, just as a semester model with Chemistry 1 and Physics 1 required, but Chemistry 2 and Physics 2 electives for those planning to study relative areas in college
 - Total number of Science credits required for graduation unchanged
 - Will better prepare students for ACT focusing on concepts
 - Allows students choice of Science courses that best fits their path – aligns with Strategic Plan of allowing students flexibility in scheduling
- Updates to 4-year plan and paths if ELA and SCI recommendation are approved
- Recommendation to drop Information Tech as a graduation requirement
 - Standards can (are) being addressed in other curricular areas
 - No longer relative at the HS level as a required course
 - Required graduation credits would remain at 49, students could use this opening to open up their scheduling options
- Addition of two new programs of study tied to Facebook and Google grants
 - Communication and Information Systems offerings and Introduction to Engineering Design (which would mark the beginning of offering Engineering pathways of study)
- Added courses at PHS
 - Cybersecurity (Project Lead the Way)
 - Introduction to Engineering Design (Project Lead the Way)
 - Daktronics Media Production
 - Daktronics Video Production
 - Introduction to Human Services (Dual Credit)
 - Hospitality and Tourism

- We have learned since the BOE work session that we maybe able to offer College & Career Readiness as a dual credit option for students to take general elective credit to college.
- Better communicated paths of study offered at PHS – note that there are two path sources (NDE and PHS)
- Cleaned up Online Academy application
- ELA and SCI would like to continue grading policy pilot to afford gathering two years worth of data in this area – some very positive yields are occurring with this pilot
 - In ELA alone:
 - 119 students opted to take a re-take 1st semester with an average of 19% improvement in their score.
 - 9% of students taking a re-take scored 100%
 - The requirement of students wanting to take a re-take has increased the amount of students coming in for extra help/intervention by 35 hours

February 3, 2020

14710 W. Dodge Rd., Ste. 100
Omaha, NE 68154
[P] 402.496.2498
[F] 402.496.2730
LampRynearson.com

Brett Richards
Springfield Platteview Community Schools
14801 South 108th Street
Springfield, Nebraska 68059

REFERENCE: Springfield Platteview Community Schools
Platteview High School Athletic Facility Visitor Bleacher Pad
Job No. 0119070.01-022

Mr. Richards:

Enclosed are copies of the bid proposals for the athletic facility visitor bleacher pad within the above-referenced District. Midwest DCM submitted the low bid of \$131,757.00.

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required time. We recommend award of the work to Midwest DCM.

Please inform us if award of the work is to be made, so that we can make the necessary arrangements.

Sincerely,

LAMP RYNEARSON



Tyler L. Klusaw, P.E.
Construction Engineer

Enclosures

psp\L:\Engineering\0119070 SPCS Miscellaneous Projects\DOCUMENTS\LETTERS\BIDPROP B RICHARDS 200203.docx

PROPOSAL

Platteview High School
Athletic Facility Visitor Bleacher Pad
Lamp Ryneerson Job No. 0119070.01-022
Bid Date: January 29, 2020

Company Name Midwest DCM

Address 8719 S 135th Street, Ste 100 Omaha, Ne 68138
rich@midwest-co.com 402-537-3077

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT
1.	MOBILIZATION	1	LS	\$5,000.00	\$5,000.00
2.	FURNISH, INSTALL, AND REMOVE 4' HIGH ORANGE SAFETY FENCE	250	LF	\$5.00	\$1,250.00
3.	SAW CUT PAVEMENT - FULL DEPTH	150	LF	\$10.00	\$1,500.00
4.	REMOVE PAVEMENT	2,440	SF	\$1.20	\$2,928.00
5.	REMOVE 72" TALL CHAIN LINK FENCE	275	LF	\$7.00	\$1,925.00
6.	STRIP, STOCKPILE, AND REPSREAD TOPSOIL (ESTABLISHED QUANTITY)	200	CY	\$15.00	\$3,000.00
7.	EARTHWORK HAUL-IN (ESTABLISHED QUANTITY)	950	CY	\$37.00	\$35,150.00
8.	SUBGRADE PREPARATION	6,610	SF	\$0.40	\$2,604.00
9.	CONSTRUCT THICKENED EDGE	170	LF	\$35.00	\$5,950.00
10.	CONSTRUCT 6" PCC REINFORCED CONCRETE BLEACHER PAD	5,650	SF	\$7.50	\$42,375.00
11.	CONSTRUCT 5" PCC CONCRETE PAD	860	SF	\$6.00	\$5,160.00
12.	INSTALL, MAINTAIN, AND REMOVE SILT FENCE	400	LF	\$5.00	\$2,000.00
13.	CONSTRUCT 72" TALL CHAIN LINK FENCE WITH TOP AND BOTTOM RAIL	310	LF	\$35.00	\$10,850.00
14.	CONSTRUCT 48" TALL BLACK VINYL FENCE	55	LF	\$26.00	\$1,430.00
15.	CONSTRUCT 48" TALL X 48" WIDE BLACK VINYL GATE	1	EA	\$750.00	\$750.00
16.	GENERAL GRADING AND SHAPING	1	LS	\$4,500.00	\$4,500.00
17.	SEEDING - TYPE "A"	0.30	AC	\$4,200.00	\$1,260.00
18.	ROLLED EROSION CONTROL MATTING, TYPE II	13,750	SF	\$0.30	\$4,125.00
	TOTAL BID AMOUNT				\$131,757.00

Signature of Bidder



Date 1/29/2020



14801 South 108th St.
Springfield, NE 68059
Phone: 402-592-1300
Fax: 402-597-8551

Appendix "I"

Class Size Capacity for SPRINGFIELD ELEMENTARY Option Enrollment 2020-21
Board of Education 2/10/2020

Grade level	Grade Level capacity	Current Enrollment	Projected Enrollment	Number of Option Enrollment Allowed
K	40	54	40	0
1	42	35	62	0
2	42	35	43	0
3	42	40	43	0
4	44	40	48	0
5	46	36	48	0
6	46	40	44	2
School Capacity	302	280	328	2



14801 South 108th St.
Springfield, NE 68059
Phone: 402-592-1300
Fax: 402-597-8551

Class Size Capacity for WESTMONT ELEMENTARY (cont.)

Grade level	Grade Level capacity	Current Enrollment	Projected Enrollment	Number of Option Enrollment Allowed
K	40	32	40	0
1	42	26	40	2
2	42	34	34	8
3	42	38	42	0
4	44	39	46	0
5	46	38	47	0
6	46	35	46	0
School Capacity	302	242	295	10



14801 South 108th St.
Springfield, NE 68059
Phone: 402-592-1300
Fax: 402-597-8551

Class Size Capacity for PLATTEVIEW CENTRAL JUNIOR HIGH

Grade level	Grade Level capacity	Current Enrollment	Projected Enrollment	Number of Option Enrollment Allowed
7	96	85	86	10
8	96	99	95	1
School Capacity	192	184	181	11

Class Size Capacity for PLATTEVIEW HIGH SCHOOL

Grade level	Grade Level capacity	Current Enrollment	Projected Enrollment	Number of Option Enrollment Allowed
9	103	94	104	0
10	103	108	99	4
11	103	97	113	0
12	103	106	102	1
School Capacity	412	405	418	5



14801 South 108th St.
 Springfield, NE 68059
 Phone: 402-592-1300
 Fax: 402-597-8551

Special Education Capacity District-wide: 2020-21 school year:

Program	Program Capacity	Current Enrollment	Projected Enrollment	Number of Option Enrollment Allowed
Level I Elem. Speech (K-6)	70	74	80	0
Level I and II Elem. Multicategorical (K-6)	60	58	63	0
Level I Junior High speech (7-8)	8	14	14	0
Level I and II Junior High Multicategorical (7-8)	15	25	30	0
Level I High School Speech (9-12)	8	20	23	0
Level I and II High School Multicategorical (9-12)	40	36	44	0
Level III (PK-12)	0			0

RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Springfield Platteview Community Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district's faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Springfield Platteview Community Schools' Board of Education, in consultation with the administration, has reviewed the school district's faculty, facilities, equipment, interdisciplinary efforts and inter-relationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts Appendix "I" for Policy 5006 as presented by the administration this 10th day of February 2020 as it pertains to the 2020-21 school year.

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, Board member_____ moved for passage of the motion. Board member_____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion:

_____.

The following members voted against the motion:

_____.

Having been consented to by a majority of the voting members, the Board president declared the motion to have been passed and adopted.

Dated this 10th day of February, 2020.

Cori Swanson, Board President

AGREEMENT

Between

The SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS
SARPY COUNTY, NEBRASKA
BOARD OF EDUCATION

And

The SPRINGFIELD PLATTEVIEW
EDUCATION ASSOCIATION

School Years

2020-2021

2021-2022

PREAMBLE

THIS AGREEMENT IS MADE AND ENTERED INTO this ____ day of ____, 2020, by and between the Board of Education of the Springfield Platteview Community Schools in the county of Sarpy, in the State of Nebraska (hereinafter referred to as the "Board" or "District" as the context may require) and the Springfield Platteview Education Association (hereinafter referred to as the "Association"). ADOPTED 1996. Modified for 2020-21 and 2021-22.

GENERAL PURPOSE

The Board and the Association recognize that the development of a quality educational program for the children attending the public schools of Springfield Platteview Community Schools is a joint responsibility which can best be achieved by agreement that all parties work toward common goals. The Board and the Association enter into this Agreement with mutual dedication, recognizing that the experience, creativity and judgment of all parties are necessary to reach the educational needs of the community. ADOPTED 1996.

NEGOTIATIONS PROCEDURES

The two parties to this Agreement believe the following procedures are necessary for good faith bargaining to occur:

Each party will name a negotiations team and indicate a spokesperson, such information to be given to the other party prior to the first session.

Either party may request bargaining to be opened by contacting the President or spokesperson of the other party.

Meeting dates and times will be scheduled by mutual consent of the two parties.

Facts, opinions, proposals and counterproposals will be freely discussed in good faith during the meetings.

All parties shall treat each other professionally and respectfully during discussions and shall give due consideration to all proposals.

Negotiations between the Board and Association teams shall begin on or before November 1 of the year preceding the contract year in question. Modified for 2012-13.

Final agreements shall be reduced to writing and signed by both parties.
ADOPTED 1997.

ARTICLE I

Negotiating Agent

The Board of Education agrees that the Springfield Platteview Education Association is the sole and exclusive negotiating agent for the district's certified staff. Modified for 2016-17.

ARTICLE II

Teachers Rights

- A. Nothing contained in this Agreement shall be construed to deny any teacher those rights provided under Nebraska Law or other applicable laws and regulations. Rights granted to teachers herein shall be deemed to be in addition to those provided elsewhere.
- B. The Board will not discriminate against any teacher with respects to terms and conditions of employment by reason of membership in the Association and its affiliates, participation in collective negotiations with the Board, or institution of a grievance under the terms of this agreement. ADOPTED 1997.

ARTICLE III

Associations Rights

The Springfield Platteview Education Association shall have the right to use the interschool mail system, so long as such use does not interfere with the normal operation of the system.

The Springfield Platteview Education Association shall have the right to use the District's computers, printers, network, e-mail, etc. for Association activities, so long as such use does not interfere with the District's use of the above mentioned. Should, in the opinion of the District Administration, the Association use become excessive, the Association will enter into a discussion with the Superintendent to determine a more suitable level of usage. ADOPTED 2005

ARTICLE IV

Salaries

A. Salary Schedule

The salary schedule is shown in Appendix A and B for the 2020-21 and 2021-22 school years.

- 1. Initial Placement
- 2. Teachers beginning service to the district on or after August 1, 2018 will receive credit for up to 10 years maximum of professional service they have completed prior to joining Springfield Platteview Community Schools. If a suitable applicant is not available in a high need, low application area of teaching, the Board of Education in their sole discretion, may approve up to 15 years maximum of professional service.

For a historical record of placement procedures, it is agreed to furnish the following details:

Prior to August 1 1992: Teachers were allowed one year experience for every year taught up to the seventh step. Teachers with experience, but without professional educational experience within the last five years were allowed one year of experience for every two years taught up to the seventh step.

From August 1 1992 to July 31. 2002: Teachers were allowed one year of experience for each year taught. Teachers with experience, but without professional educational experience within the last five years were allowed one year of experience for every two years taught.

From August 1, 2002 to July 31, 2008: Teachers had 2 years of experience deducted on their placement on the salary schedule. Adopted for 2006-07.

The changed schedule is reflected in Appendix A and B. Adopted for 2003-04. Modified for 2006-07.

From August 1, 2008 to July 31, 2018: Teachers were allowed all years of professional service they have completed prior to joining Springfield Platteview Community Schools.

No teacher will receive credit for the 1991-92 school year. Adopted 1992. Modified 2008-09.

Each step will represent 1 year of experience. Each column will represent 9 hours of additional, acceptable education (see Article IV, Section D. Horizontal Movement). No person covered by this negotiated agreement will advance beyond the BA+36/MA column until they receive their Master's degree, except as provided in Article IV, Section D.

Each column will be 3% greater than the preceding column. Each step will be 5% greater than the preceding step.

The columns in the salary schedule will include the columns listed below and the number of steps in each column as shown. Columns H (MA27) and I (MA+36) shall continue beyond the fifteenth step as per Article IV, E. (Longevity Increment) of this contract. Modified for 2020-21 and 2021-22.

Column Name	Number of Steps
A (BA)	5
B (BA+9)	7
C (BA+18)	9
D (BA+27)	10
E (BA_36/MA)	13
F (MA+9)	14
G (MA+18)	15
H (MA+27)	15
I (MA+36)	15

The salary schedule is shown in Appendix A and B. Modified for 2020-21 and 2021-22.

Teachers Returning to Springfield Platteview Community Schools, AFTER accepting the Early Separation Agreement provisions. Adopted for 2005-06.

Teachers returning to the District after accepting the provisions of the Early Separation Plan, shall be placed as any other teacher in the District EXCEPT:

- a. Any monies owed to the returning teacher under the Early Separation Agreement shall cease **UNTIL** they leave the District's employment. The payment(s) will then resume, unchanged, until the District's obligations are met under the provisions of the Early Separation Agreement. (Example: If a teacher rejoins the District for the 2004-05 school year, the payment they would have received on September 20, 2004 will be withheld, until they leave the District employment. See Voluntary Separation Plan policy. Adopted for 2004-05.

- b. The returning teacher, having previously accepted the terms of the Early Separation Agreement, shall not be placed beyond Step 15 in the MA+36 column (if eligible) and they shall not be able to move beyond Step 15 in the MA+36 column at any time in the future. Adopted for 2004-05.

C. Base Salary

For teachers holding a baccalaureate degree, the beginning base salary will be \$35,875 for the 2020-21 school year and \$36,325 for the 2021-22 school year. Modified for 2020-21 and 2021-22.

D. Horizontal Movement

Hours earned to advance on the salary schedule must be graduate hours leading toward an advanced degree in education, or graduate hours relating to the teaching processes, or graduate hours relating to the teaching field, or any graduate hours that have prior approval of the Superintendent. To advance on the salary schedule, the teacher must

(1) provide notice to the superintendent no later than July 1st prior to the year of advancement of his or her intention to obtain hours that will lead to horizontal advancement on the salary schedule, and (2) have official transcripts on file in the superintendent's office no later than October 1st of that school year.

Graduate hours taken before a teacher completes an undergraduate degree program will not be counted beyond that degree, UNLESS the graduate hours are part of a program for an advanced degree accepted by an accredited institution granting an advanced degree. Adopted 2003-04. Modified 2012-13.

E. Longevity Increment

A longevity increment of 3% will be added to the index of employees who have exhausted all means of horizontal and vertical movement on the salary schedule and have remained on this last step of the MA+27 or MA+36 column for five years. This increment will be given every five years of non movement (Explanation: 6th, 11th, 16th, 21st years of non movement in MA+27 or MA+36.). Modified 2020-21 2021-22.

F. Extra Duty

Those who are assigned to extracurricular duties identified on the Extra Duty Schedule shall be compensated pursuant to Appendix C and D, and entitled Extra Duty Schedule. Modified for 2012-13.

Splitting or sharing an extra duty assignment is allowed only if it is (1) reduced to a written agreement with the duties and responsibilities of each person clearly enumerated, (2) signed by both parties (3) approved by the Athletic Director and (4) approved by the Association Extra Duty committee. The agreement and approval is valid for only one (1) year. Added for 2001-02.

The board retains the right to assign teachers to positions and create or add additional positions to the Extra Duty Schedule, provided that the parties must negotiate and agree to the amount of compensation that will be paid for such positions. Added for 2012-13.

G. Extended Contract Days

The Board retains the right to assign extended contract days to teachers. Teachers will be paid at their daily rate of pay (teacher's salary/number of days in contract) for any assignment not covered by the Extra Duty Schedule (Appendix C and D) or their regular teaching contract. Added for 2012-13.

H. Work Outside a Teacher's Normal Duties

With prior administrative approval, those teachers agreeing to teach classes, to work on curriculum, to serve on assessment teams, to participate in professional development classes, or to work on school improvement tasks outside their normal duties will be compensated at the rate of \$28.00 per hour. The teachers will be required to submit a time sheet indicating the hours worked and the number of hours worked. The payment will be included in the teacher's monthly paycheck as soon as is practical. Added for 2003-04. Modified 2020-21 2021-22.

ARTICLE V

Terms of Employment

A. Normal Work Day

The board has determined the number of hours in a typical work day in Policy No. 4004 which, as of the date of this Agreement, reads as follows: "While the typical work day is at least 15 minutes prior to the start of the school day and concluded 15 minutes after the end of the school day, there will be times when professional responsibilities (i.e. meetings, planning, and student tutoring) require work beyond that time period." This policy shall remain unchanged and in full force and effect for the 2020-21 and 2021-22 school years. At the conclusion of the 2021-22 school year, the Board shall retain the right to change the number of hours in a typical work day in its sole discretion. Teachers shall receive an uninterrupted lunch period of not less than thirty minutes each school day, and no teacher shall be assigned teaching, supervisory, or other duties during such lunch period except as otherwise allowed by law. Modified 2020-21

B. Length of the Contract Year

The board has determined the number of days in a contract year in 2020-21 and 2021-22 will be 184 days. In the event that the board of education decides to amend or to consider the number of days for the 2022-23 and following school years, the board of education will notify the Association no later than August 1st, 2022. Modified 2018-19.

The Board will determine the actual number of pupil/teacher contact days. Modified for 2007-08.

The Friday following the conference days will be a "comp day" for the teachers; i.e., they will be paid but not report to work to compensate for the extra hours during the two conference days. Modified for 2005-06

When a student/teacher contact day is cancelled resulting in less than 176 student/ teacher contact days for the year, the Board may reschedule the student/teacher contact day or teacher work day, or assign up to six (6) hours of professional online training or other curriculum work approved by the Director of Learning within a time period of one week. The rescheduled day will not be a Saturday or Sunday.

Vacation periods, in-service and workshop days will be arranged annually, prior to June 1, by the Superintendent. Prior to May 15 of each school year the Superintendent will provide the Association president with a copy of the proposed calendar for the following school year. The President will have fourteen (14) days to present the Association's comments or suggestions back to the Superintendent. This process is to improve communications only. The authority to determine the school calendar remains solely with the Board of Education.

C. Payment of Salary

The contract salary of a teacher is divided into twelve equal payments. Payments are made on the 20th of each month beginning in September and continuing through August. When the 20th falls on a Saturday, Sunday or holiday, and school is not in session, payment will be made on the last working day before the 20th.

D. Substitute Pay

In the secondary schools (Grades 7-12) the District will provide a payment of 25 percent of the full daily rate of substitute teacher pay to faculty members who are requested to supervise during their assigned planning period(s). In the elementary schools (Grades K-6), teachers will be paid 25 percent of the full daily rate of substitute pay for faculty members who are requested to supervise during their assigned planning time or to take another teacher's students while supervising/teaching the students previously assigned to them. Modified for 2012-13.

ARTICLE VI

Teacher Assignment

A teacher accepts the role of a professional which implies a more complete responsibility than the parameters established by specific assignments. Teachers are on duty for the entire period of the school day, except as provided by State and/or Federal law. Modified 2012-13.

The school district will provide certificated staff with adequate planning time as required by the district's accreditation through AdvancEd. Planning time will generally, but not necessarily, consist of a minimum of 45 minutes per student contact day unless a teacher has agreed to an additional assignment contract. The 15 minutes prior to the start of the school day and the 15 minutes after the end of the school day shall not be counted as part of the 45 minutes of planning time. Modified 2012-13

ARTICLE VII

Leaves

A. Sick Leave

Each teacher will be credited with ten (10) days sick leave per year without loss of pay. Teachers may accumulate up to 70 days of sick leave during the 2012-13 school year. Beginning with the 2013-14 school year, teachers may accumulate up to 60 days of sick leave. Teachers who have accumulated more than 60 days of sick leave prior to the 2013-14 school year and the number of days in excess of 60 that have been accumulated for each teacher are listed on Appendix E. Any teacher listed in Exhibit E who terminates employment with the school district for any reason and who has twenty (20) years of continuous service will receive a payment equal to one-half (1/2) the number of days listed in Appendix E times the then current rate of substitute pay. This payment will be made in the September 20 pay check following the conclusion of their teaching for the district. In this clause, "continuous" shall mean employment by the district for consecutive years. A first year teacher will be credited with five (5) days of sick leave during their first semester and an additional five (5) days during their second semester of service. The time granted under this leave may be used for personal illness or because of a serious health condition in the teacher's immediate family. "Serious health condition" is defined in Appendix F.

"Immediate family" is defined as: spouse, child, dependent, sibling, domestic partner, and parent. "Domestic partner" shall mean a person of the same or opposite sex who: has shared the same regular and permanent residence with you for at least 3 months and has the current intent of doing so indefinitely; is at least 19 years of age; is not married to another person; is not

related by blood closer than would bar marriage in Nebraska; and is financially interdependent or jointly responsible for basic living expenses. The ten days will be granted to the teacher at the beginning of each school year, even if the teacher begins the year on sick leave. Modified for 2012-13.

On the sixth consecutive contract day of absence, a doctor's statement may be required verifying illness or disability, and may also be required following each additional five consecutive contract days of absence. The teacher's doctor's statement is only required to indicate that in his/her professional opinion the teacher was unable to perform their duties, or the immediate family member needed care for a serious health condition.

For the care of a newly born child, a parent may use available sick leave or donated sick leave for up to six calendar weeks. A doctor's note will be required after that time to continue sick leave. A parent of a newly born child may use unpaid FMLA leave for up to 12 calendar weeks, however. Adopted 2010-2011.

Any teacher leaving the Springfield Platteview Community School District with twenty (20) years of continuous service will receive a payment equal to one half (1/2) the accumulated, unused sick leave days times (X) the current rate of substitute pay. This payment will be made in the September 20 pay check following the conclusion of their teaching for the district. In this clause, "continuous" shall mean employment by the district for consecutive years.

An approved leave of absence will not constitute a break in service. However, a leave of absence will not be counted for the required twenty years. A teacher exercising the Voluntary Separation option will be governed by Board policies. Modified for 2009-10.

A teacher may donate sick leave days from their accumulated sick leave to another teacher who has exhausted their accumulated sick leave and personal leave. A teacher may use no more than fifty (50) donated sick leave days per school year. Donated sick leave days may only be used for a serious health condition as that term is defined in Appendix F. The donation will be on a form provided by the administration, and delivered to the Superintendent's office. Modified for 2012-13.

B. Personal

Personal leave can be used for any reason. Each teacher has two (2) personal days per year. Teachers may accumulate up to three (3) personal days. Modified for 2020-21 and 2021-22

Teachers must request a personal day in writing to the Principal. Requests must be given at least three (3) working days in advance of the leave day. Modified 2016-17 2017-18

Personal leave shall not exceed more than 2 teachers (3 at the high school) in any one building on any given day, unless there is an emergency situation approved by the building principal. Principals may decline request of personal day if a substitute is not available. Added 2016-17

Additionally, personal leave may not be used for any scheduled in-service day, during parent/teacher conferences, the last week of the first semester or the last two weeks of the school year, except in cases of significant, unavoidable situations which will be determined on an individual basis by the building principal. Modified 2020-21 and 2021-22.

If the teacher does not use all of their personal leave, and is under contract for the entire school year, they will receive current per diem pay for each of the days not used. Personal days will be paid down to 1 day at the end of each school year, additional payout can be requested through the district office. The payment for unused personal leave will be made in the June 20th pay check. ADOPTED 1996. Modified for 2020-21 2021-22.

After using their personal days, a teacher is docked a day's pay. The dock will be prorated and

deducted in equal installments from the remaining pay periods in the contract year. This paragraph does not provide the right to any unpaid leave. Adopted **2006-07**; **amended 2012-13**.

C. Bereavement

Funeral or emergency leave will be granted a teacher as necessary. Such request will be addressed to the Principal and granted upon the discretionary judgment of the administration.

D. Professional Leave

Each teacher is eligible to receive unlimited paid professional leave with administrative approval. This leave does not accumulate. Decisions for such leave are to be approved by the school administrator.

E. Association Leave

The Board will allow three days that can be used by (an) Association member(s) throughout the school year. Leave will be at the request of the President of the Association. The President will provide at least two school contract days' notice to the building Principal and Superintendent.

Association leave days do not accumulate and are used only if needed for Association business. Modified 1998.

F. Adoption Leave

A teacher who adopts a child is entitled to the same leave upon the same terms as a teacher who takes leave upon the birth of the teacher's child. The teacher's leave begins following the commencement of the parent-child relationship after the child is adopted. Modified 2012-13.

G. Extended Leave

Before February 15, any teacher upon application in writing to the Superintendent of Schools may be granted an extended leave of absence of a reasonable period not to exceed one year. A teacher on extended leave must notify the district before February 15 of his/her intent to return for the next year or not. Failure of the teacher to notify will be deemed to be a full resignation from the district. If a teacher wishes to continue insurance programs under such extended leave, arrangements for insurance coverage must be made with the Superintendent. Modified 2012-13.

ARTICLE VIII

Insurance Benefits

A. Health Insurance

Springfield Platteview Community Schools will provide each full-time teacher with the full premium for the applicable Educators Health Alliance Group Blue Preferred, \$1,050 deductible (PPO) Health Insurance Plan as provided in Appendix G OR \$3,600 Deductible Health Savings Account (HSA) Eligible Plan. Employees will receive the difference in the cost of the two plans in a health savings account set up by the employee when choosing the \$3,600 Deductible HSA Plan, OR the EHA successor level of coverage. In 2021-22, Springfield Platteview Community Schools will provide the same health insurance coverage plus any rate increase applied by the insurer. Modified for 2020-21 and 2021-22.

Springfield Platteview Community Schools will provide each full-time teacher with a premium for employee dental coverage for the EHA Dental Plan, PPO – 100% A, 75% B and

50% C coverage as provided in Appendix G. Teachers will be allowed to purchase additional dental coverage if desired. If a husband and wife both teach for the district, the district will pay for employee and children; employee and spouse; or employee, spouse and children dental coverage, whichever is applicable as provided in Appendix G. In 2021-22, Springfield Platteview Community Schools will provide the same dental insurance coverage plus any rate increase applied by the insurer. Adopted 2008-09; amended 2014-15. Modified for 2020-21 and 2021-22.

If the Board desires to consider another health insurance provider, the Association will support and help the Board obtain staff medical history. Adopted 2010-11

B. Term Life Insurance

Springfield Platteview Community Schools will pay for each full time teacher the premium of a \$20,000 term life insurance policy. Teachers may purchase additional life insurance in increments of \$10,000 up to a maximum of \$200,000, and such payments may be deducted through payroll deduction. The Superintendent will consult the Association officers before awarding a contract to a company for this coverage.

C. Long Term Disability Insurance

Each teacher shall purchase his or her own long term disability insurance through a carrier chosen by the school district. Springfield Platteview Community Schools will increase each teacher's compensation by an amount equal to the premium for the disability insurance. The long term disability insurance coverage shall begin on the 46th calendar day of continuous absence from work because of illness or accident. The LTD insurance will provide an income at the rate of 66 percent of the teacher's salary. Benefits of such coverage will be payable to age 70. The Superintendent will consult the Association officers before awarding a contract to a company for this coverage.

Modified for 2012-13.

ARTICLE IX

Grievance Procedure PROCEDURE

TO RESOLVE GRIEVANCES

Problems should be resolved, whenever possible, before the filing of a grievance. The Board further encourages open communications between administrators and teachers so that resorting to the formal grievance procedure will not normally be necessary. The Board also encourages the informal resolution of disputes or complaints whenever possible. At each step in the grievance process, participants are encouraged to pursue appropriate methods of contract resolution. The purpose of this procedure is to promote a prompt and efficient procedure for the investigation and resolution of grievances. Modified 2003-04.

EFFECT OF RESORT TO OTHER PROCEDURES

If prior to seeking resolution of a dispute by filing a grievance hereunder, or while the grievance procedure is in progress, the grievant seeks resolution of the dispute in the judicial form, the Board or its designee shall be freed from the obligation to entertain or proceed further with resolution of the dispute pursuant to this grievance procedure. Further, since the parties do not intend that this grievance procedure be a device for appellate review, the Administration's response and recommendation shall not be an act or omission giving rise to a grievance under this procedure.

I. Definition of Terms as used herein:

- A. Grievance: Any claim(s) by a teacher, group of teachers, or the Association that there has been a violation, misinterpretation, or misapplication of this agreement and any

written reprimand issued to a teacher by the superintendent or his or her designee pursuant to state law.

- B. Grievant: The term "grievant" shall mean a teacher or the Association who files a grievance in accordance with all terms of this procedure. Modified 1998.
- C. Time Limits: All time limits shall refer to calendar days. The number of days indicated at each level should be considered a maximum and reasonable efforts shall be made at all levels to expedite the process. Failure by any grievant to comply with the time limits contained herein shall constitute a waiver of right to appeal to the next step. Failure of the Board or its representatives to comply with the time limits at any level shall permit the grievant to appeal the grievance to the next level.
- D. Grievance Meetings or Hearings: All meetings and hearings under this procedure up to and including Step 2 shall be conducted in private and shall include only the administration's representatives (up to 2), the grievant, and the grievant's designated representatives (up to 2). If the grievant chooses not to have an Association representative assist him/her, the Association (up to 2) shall have the right to be present and heard. All parties shall have the right to record the proceedings of any hearing or meeting at all formal levels of the grievance procedure. Hearings before the Board shall be governed by the Open Meetings Act (Neb. Rev. Stat. § 84-1407 et seq.). Modified 1998.

II. Representation of Unit Member

The teacher association shall have the right to represent any Unit Member in grievances filed hereunder, provided Unit Members may represent themselves or be represented by legal counsel at their own expense.

III. Resolution of grievances can not violate the Negotiated Agreement

No resolution of a grievance shall be in any way inconsistent with the terms of the Agreement between the Board and the Education Association.

IV. Appearances of a Teacher in the Grievance Procedure

When a teacher participates in a grievance conference, meeting, or hearing, that teacher's salary and fringe benefits shall neither be reduced nor increased for time spent in those activities.

Time spent in such activities outside normal working hours shall not be considered to be time worked.

V. Grievance-Forms-Procedures

All grievances and requests for review must be submitted within the time limits specified, and shall be signed by the grievant. The Principal, Superintendent, Board, or their respective designees may refuse consideration of any grievance not filed in accordance with this procedure.

Step 1: All grievances shall be filed with the Superintendent and the appropriate principal within thirty (30) calendar days following the act or omission giving rise thereto, or the date on which the grievant knew or reasonably should have known of the grievance, or an informal attempt to resolve the grievance has failed.

The Principal or his/her designee shall conduct a Step 1 meeting with the grievant and the grievant's designated representative(s), if any, no sooner than seven (7) calendar days and no later than fourteen (14) calendar days following the receipt of the written grievance.

At the Step 1 meeting, the grievant shall have the right to present any evidence in support of the grievance. The Principal or his/her designee shall issue a written decision, stating the reasons therefore, within ten (10) calendar days following the conclusion of the meeting. In the event that the decision at Step 1 refers to documents, copies of such documents shall be attached to the decision.

Step 2: If the grievance is not resolved at Step 1, the grievant may appeal the grievance to the Superintendent or his/her official designee within ten (10) days of receipt of the answer in Step 1. The Superintendent shall arrange for a hearing with the grievant, to take place within five (5) days of his receipt of the letter. Each party shall have the right to include in his representation such witnesses deemed necessary to develop the facts pertinent to the grievance. The Superintendent will have ten (10) days from the date of the hearing to provide the grievant and the president of the local Association his/her written decision.

VI. Board of Education Review

If the grievance is not satisfactorily resolved at Step 2, the grievant may file a written request for review, with the Board or its designee, within seven (7) calendar days following receipt of the Step 2 decision. The Board or its designee and the grievant and/ or his/her representative(s) shall schedule a conference within thirty (30) calendar days, following receipt of the request for review. The Board or its designee shall issue, to the grievant and the Association, a written decision stating the reasons therefore within twenty-one (21) calendar days following the conclusion of the review conference. If the grievant or the Board of Education is not satisfied after the Board of Education Review, either party may carry the grievance to District Court. Modified 2003-04

VII. Miscellaneous Provisions of the Grievance Procedure

The following miscellaneous provisions apply to the Grievance Procedure:

- A. Extensions of the Time Limits: All time limits contained in this article may be extended by mutual written agreement of the Parties; except that the time limits for the initial filing of the grievance may be extended only by written agreement between the Principal, Superintendent, Board, or their respective designees and the grievant. Modified 2012-13.
- B. Notification: All grievances, requests for review, notices, and decisions shall be transmitted in person or by certified or registered mail, restricted delivery, returns receipt requested. In the event of a question as to the timeliness of any grievance, request for review, notice, or decision, the date of receipt shall be determinative. In the event that an action falls due on a Saturday, Sunday, or holiday, or any other day that the school is not open for business, the action will be considered timely if it is accomplished by 5:00 p.m. on the following business day.
- C. Informal Grievance Resolution Does Not Constitute Precedent: No complaint informally resolved, or grievance resolved at Step 1, shall constitute a precedent for any purpose.
- D. Pending Grievance Shall Not Inhibit Board Action: The filing, processing or potential filing of any grievance under this article shall not operate to impede, preclude or delay the Board or its designees from taking the action complained of in the grievance. Modified 2012-13.
- E. Withdrawal of a Grievance: An employee may withdraw their grievance at any level of the procedure, without fear of reprisal from any party. Where the Association feels that the issues involved should be resolved, the Association may assume the grievance at the point discontinued by the individual and proceed through the remainder of the procedure.

ARTICLE X

SECTION 125 FLEXIBLE BENEFITS PLAN

- A. The district shall provide the opportunity for a Section 125 Plan. This plan will let participants (employees) choose some or all of their benefits or let them pay for benefits with pretax dollars. The plan should include, but not be limited to: group insurance premiums not covered by the district, medical costs not paid by insurance and dependent care costs.
- B. This plan should be open to all employees of Springfield Platteview Community Schools.
- C. The district shall cover all administrative costs for this program.
- D. The program year will be from September 1 to August 31.
- E. An independent carrier should administer this program to insure the privacy of all employees who elect to participate.

ARTICLE XI

Separability Clause

If any of this Agreement or an application of the Agreement to any employee or group of employees shall be found contrary to law, then such provisions or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provision or applications shall continue in full force and effect.

ADOPTED 1996.

ARTICLE XII

Duration of Agreement

This document represents the generally understood and accepted items of agreement which have resulted from the negotiations between the Springfield Platteview Education Association and the Board of Education of Springfield Platteview Community Schools, Sarpy County, Nebraska, and is in effect for the 2020-21 and 2021-22 school years. Modified 2020-21 and 2021-22.

If a new and substitute contract has not been duly entered into prior to the end of the current school year, the terms of this contract shall remain in full force and effect, except any insurance coverage adjustments shall be effective as per the effective date of the new insurance contract. The terms of the new contract shall be retroactive to the beginning of the new school year. ADOPTED 1996.

ARTICLE XIII Entire Agreement

The parties mutually agree that this contract constitutes the entire agreement and understanding concerning all proper subjects of bargaining for the duration of the contract between the parties and supersedes all previous agreements. There are no oral agreements nor is the Agreement based upon any oral representation covering the subject matter of this Agreement. This contract shall not be modified, altered, changed, or amended in any respect unless in writing and signed by both parties.

ARTICLE XIV

Document Authorization

In witness whereof the parties hereto have hereunder caused this instrument to be executed on this day and year, _____, 2020.

Springfield Platteview
Education Association

Springfield Platteview Community Schools
Board of Education

By _____
Michelle Janda
Association President

By _____
Cori Swanson
Board of Education President

By _____
Andrew Hopp
Association Chief Negotiator

By _____
Kyle Fisher
Board of Education Chief Negotiator

Appendix A
2020-2021 - Base Salary - \$35,875.00

[illegible]

Appendix B
2021-2022 - Base Salary - \$36,325

[illegible]

Appendix C
Extra Duty Schedule
2020-2021

	\$35,875 Base Salary	% of Base Per Individual Assignment	Salary
FOOTBALL			
Head Football Coach		20%	\$ 7,175.00
Assistant Football Coach		13%	\$ 4,663.75
Junior High Coach		8%	\$ 2,870.00
BASKETBALL			
Head Basketball Coach		20%	\$ 7,175.00
Ass't Basketball Coach		13%	\$ 4,663.75
9th Grade Coach		13%	\$ 4,663.75
Junior High Coach		8%	\$ 2,870.00
VOLLEYBALL			
Head Volleyball Coach		20%	\$ 7,175.00
Ass't Volleyball Coach		13%	\$ 4,663.75
9th Grade Coach		13%	\$ 4,663.75
Junior High Coach		8%	\$ 2,870.00
WRESTLING			
Head Wrestling Coach		18%	\$ 6,457.50
Ass't Wrestling Coach		12%	\$ 4,305.00
Junior High Coach		8%	\$ 2,870.00
TRACK			
Head Track Coach*		18%	\$ 6,457.50
Ass't Track Coach		12%	\$ 4,305.00
Junior High Coach		8%	\$ 2,870.00
Head Junior High Track Coach		9%	\$ 3,228.75
BASEBALL			
Head Baseball Coach		18%	\$ 6,457.50
Ass't Baseball Coach		12%	\$ 4,305.00
SOFTBALL			
Head Softball Coach		18%	\$ 6,457.50
Assistant Softball Coach		12%	\$ 4,305.00

SOCCER

Head Soccer Coach	18%	\$ 6,457.50
Ass't Soccer Coach	12%	\$ 4,305.00
Unified Soccer JH	1.5%	\$ 538.13

OTHER ATHLETICS

Golf Coach, Girls	12%	\$ 4,305.00
Golf Coach, Boys	12%	\$ 4,305.00
Cross Country	12%	\$ 4,305.00
Cross Country Assistant	8%	\$ 2,870.00
Cross Country JH	5%	\$ 1,793.75

ACTIVITIES

Art Club	3%	\$ 1,076.25
Assistant Band Director	9%	\$ 3,228.75
Auditorium Technical Supervisor**	4%	\$ 1,435.00
Band Director	18%	\$ 6,457.50
Cheerleading Sponsor, High School	12%	\$ 4,305.00
Class Sponsor, 10th Grade	3%	\$ 1,076.25
Class Sponsor, 11th Grade	3%	\$ 1,076.25
Class Sponsor, 12th Grade	2%	\$ 717.50
Class Sponsor, 9th Grade	1%	\$ 358.75
Community Choir (SE/WE)	1.5%	\$ 538.13
Dance Team	12%	\$ 4,305.00
Debate Team	3%	\$ 1,076.25
Department /Grade Level Leader	4%	\$ 1,435.00
Destination Imagination Elem	3%	\$ 1,076.25
Destination Imagination JH	3%	\$ 1,076.25
Drama Club	3%	\$ 1,076.25
Dual Credit Teacher - per semester credit	0.5%	\$ 179.38
FBLA	6%	\$ 2,152.50
FCCLA	6%	\$ 2,152.50
Flag Corps Sponsor	6%	\$ 2,152.50
Future Problem Solvers	6%	\$ 2,152.50
Gifted High Ability Teacher JH	6%	\$ 2,152.50
History Club JH	3%	\$ 1,076.25
Honor Society	3%	\$ 1,076.25
Letter Club	2%	\$ 717.50
Lunchroom Supervisor, High School	6%	\$ 2,152.50
Lunchroom Supervisor, Jr. High	6%	\$ 2,152.50
Math counts	3%	\$ 1,076.25
Mock Trial	6%	\$ 2,152.50
MSAP	6%	\$ 2,152.50
Musical Director	6%	\$ 2,152.50
One Act Play	6%	\$ 2,152.50
Outdoor Ed	3%	\$ 1,076.25
Perkins Grant Coordinator	1.7%	\$ 609.88

Play Director	6%	\$ 2,152.50
Quiz Bowl	4%	\$ 1,435.00
Safety Patrol Sponsor	6%	\$ 2,152.50
Skills USA	6%	\$ 2,152.50
Skills USA, Jr. High	3%	\$ 1,076.25
Spanish Club	3%	\$ 1,076.25
Speech Coach	6%	\$ 2,152.50
Student Council, Elementary	2%	\$ 717.50
Student Council, High School	5%	\$ 1,793.75
Student Council, Jr. High	3%	\$ 1,076.25
Student Paper	2%	\$ 717.50
Summer Weights - High School	12%	\$ 4,305.00
Summer Weights - Junior High	2%	\$ 717.50
Supervisory Duties (7th Assignment)	15%	\$ 5,381.25
Technology Club	6%	\$ 2,152.50
Timing Assistant - Assistant	5%	\$ 1,793.75
Timing System - Lead	6%	\$ 2,152.50
Tri-M Sponsor	3%	\$ 1,076.25
Vocal Music	6%	\$ 2,152.50
Weight Conditioning Coordinator	15%	\$ 5,381.25
Writer's Club	3%	\$ 1,076.25
Yearbook - Elementary	2%	\$ 717.50
Yearbook - High School	5%	\$ 1,793.75
Yearbook - Junior High	2%	\$ 717.50

Appendix D
Extra Duty Schedule
2021-2022

	\$36,325 Base Salary	% of Base Per Individual Assignment	Salary
FOOTBALL			
Head Football Coach		20%	\$ 7,265.00
Assistant Football Coach		13%	\$ 4,722.25
Junior High Coach		8%	\$ 2,906.00
BASKETBALL			
Head Basketball Coach		20%	\$ 7,265.00
Ass't Basketball Coach		13%	\$ 4,722.25
9th Grade Coach		13%	\$ 4,722.25
Junior High Coach		8%	\$ 2,906.00
VOLLEYBALL			
Head Volleyball Coach		20%	\$ 7,265.00
Ass't Volleyball Coach		13%	\$ 4,722.25
9th Grade Coach		13%	\$ 4,722.25
Junior High Coach		8%	\$ 2,906.00
WRESTLING			
Head Wrestling Coach		18%	\$ 6,538.50
Ass't Wrestling Coach		12%	\$ 4,359.00
Junior High Coach		8%	\$ 2,906.00
TRACK			
Head Track Coach*		18%	\$ 6,538.50
Ass't Track Coach		12%	\$ 4,359.00
Junior High Coach		8%	\$ 2,906.00
Head Junior High Track Coach		9%	\$ 3,269.25
BASEBALL			
Head Baseball Coach		18%	\$ 6,538.50
Ass't Baseball Coach		12%	\$ 4,359.00
SOFTBALL			
Head Softball Coach		18%	\$ 6,538.50
Assistant Softball Coach		12%	\$ 4,359.00

SOCCER

Head Soccer Coach	18%	\$ 6,538.50
Ass't Soccer Coach	12%	\$ 4,359.00
Unified Soccer JH	1.5%	\$ 544.88

OTHER ATHLETICS

Golf Coach, Girls	12%	\$ 4,359.00
Golf Coach, Boys	12%	\$ 4,359.00
Cross Country	12%	\$ 4,359.00
Cross Country Assistant	8%	\$ 2,906.00
Cross Country JH	5%	\$ 1,816.25

ACTIVITIES

Art Club	3%	\$ 1,089.75
Assistant Band Director	9%	\$ 3,269.25
Auditorium Technical Supervisor**	4%	\$ 1,453.00
Band Director	18%	\$ 6,538.50
Cheerleading Sponsor, High School	12%	\$ 4,359.00
Class Sponsor, 10th Grade	3%	\$ 1,089.75
Class Sponsor, 11th Grade	3%	\$ 1,089.75
Class Sponsor, 12th Grade	2%	\$ 726.50
Class Sponsor, 9th Grade	1%	\$ 363.25
Community Choir (SE/WE)	1.5%	\$ 544.88
Dance Team	12%	\$ 4,359.00
Debate Team	3%	\$ 1,089.75
Department /Grade Level Leader	4%	\$ 1,453.00
Destination Imagination Elem	3%	\$ 1,089.75
Destination Imagination JH	3%	\$ 1,089.75
Drama Club	3%	\$ 1,089.75
Dual Credit Teacher - per semester credit	0.5%	\$ 181.63
FBLA	6%	\$ 2,179.50
FCCLA	6%	\$ 2,179.50
Flag Corps Sponsor	6%	\$ 2,179.50
Future Problem Solvers	6%	\$ 2,179.50
Gifted High Ability Teacher JH	6%	\$ 2,179.50
History Club JH	3%	\$ 1,089.75
Honor Society	3%	\$ 1,089.75
Letter Club	2%	\$ 726.50
Lunchroom Supervisor, High School	6%	\$ 2,179.50
Lunchroom Supervisor, Jr. High	6%	\$ 2,179.50
Math counts	3%	\$ 1,089.75
Mock Trial	6%	\$ 2,179.50
MSAP	6%	\$ 2,179.50
Musical Director	6%	\$ 2,179.50
One Act Play	6%	\$ 2,179.50
Outdoor Ed	3%	\$ 1,089.75
Perkins Grant Coordinator	1.7%	\$ 617.53

Play Director	6%	\$ 2,179.50
Quiz Bowl	4%	\$ 1,453.00
Safety Patrol Sponsor	6%	\$ 2,179.50
Skills USA	6%	\$ 2,179.50
Skills USA, Jr. High	3%	\$ 1,089.75
Spanish Club	3%	\$ 1,089.75
Speech Coach	6%	\$ 2,179.50
Student Council, Elementary	2%	\$ 726.50
Student Council, High School	5%	\$ 1,816.25
Student Council, Jr. High	3%	\$ 1,089.75
Student Paper	2%	\$ 726.50
Summer Weights - High School	12%	\$ 4,359.00
Summer Weights - Junior High	2%	\$ 726.50
Supervisory Duties (7th Assignment)	15%	\$ 5,448.75
Technology Club	6%	\$ 2,179.50
Timing Assistant - Assistant	5%	\$ 1,816.25
Timing System - Lead	6%	\$ 2,179.50
Tri-M Sponsor	3%	\$ 1,089.75
Vocal Music	6%	\$ 2,179.50
Weight Conditioning Coordinator	15%	\$ 5,448.75
Writer's Club	3%	\$ 1,089.75
Yearbook - Elementary	2%	\$ 726.50
Yearbook - High School	5%	\$ 1,816.25
Yearbook - Junior High	2%	\$ 726.50

Appendix "F"

1. "Serious health condition" shall mean an illness, injury, impairment, or physical or mental condition that involves (a) inpatient care in a hospital, hospice, or residential medical care facility; or (b) continuing treatment by a health care provider.

2. "Inpatient care" means an overnight stay in a hospital, hospice, or residential medical care facility or any subsequent treatment in connection with such inpatient care.

3. A serious health condition involving "continuing treatment by a health care provider" includes any one or more of the following:

(a) Incapacity and treatment A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:

(1) Treatment two or more times, within 30 days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider, by a nurse under direct supervision of a health care provider, or by a provider of health care services (e.g. , physical therapist) under orders of, or on referral by, a health care provider; or

(2) Treatment by a health care provider on at least one occasion, which results in a regimen of continuing treatment under the supervision of the health care provider.

(3) The requirement in paragraphs (a)(1) and (2) of this section for treatment by a health care provider means an in-person visit to a health care provider. The first (or only) in-person treatment visit must take place within seven days of the first day of incapacity.

(4) Whether additional treatment visits or a regimen of continuing treatment is necessary within the 30-day period shall be determined by the health care provider.

(5) The term "extenuating circumstances" in paragraph (a)(1) of this section means circumstances beyond the employee's control that prevent the follow-up visit from occurring as planned by the health care provider. Whether a given set of circumstances are extenuating depends on the facts. For example, extenuating circumstances exist if a health care provider determines that a second in-person visit is needed within the 30- day period, but the health care provider does not have any available appointments during that time period.

(b) Pregnancy or prenatal care. Any period of incapacity due to pregnancy, or for prenatal care. See also §825. 120.

(c) Chronic conditions. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:

(1) Requires periodic visits (defined as at least twice a year) for treatment by a health care provider, or by a nurse under direct supervision of a

healthcare provider;

(2) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

(3) May cause episodic rather than a continuing period of incapacity (e.g. , asthma, diabetes, epilepsy, etc.).

(d) Permanent or long-term conditions. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

(e) Conditions requiring multiple treatments. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, for:

(1) Restorative surgery after an accident or other injury; or

(2) A condition that would likely result in a period of incapacity of more than three consecutive, full calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

(f) Absences attributable to incapacity under paragraph (b) or (c) of this section qualify for FMLA leave even though the employee or the covered family member does not receive treatment from a health care provider during the absence, and even if the absence does not last more than three consecutive, full calendar days. For example, an employee with asthma may be unable to report for work due to the onset of an asthma attack or because the employee's health care provider has advised the employee to stay home when the pollen count exceeds a certain level. An employee who is pregnant may be unable to report to work because of severe morning sickness.

Appendix "G"

Springfield Platteview Community Schools will provide each full-time teacher with a premium for the EHA Group Preferred, \$1,050 deductible (PPO) Health Insurance Plan OR the \$3,600 Deductible Health Savings Account (HSA) Eligible Plan as follows in 2020-21 and any additional costs in 2021-22:

\$1.050 DEDUCTIBLE (PPO)

\$7,798.92	Employee
\$14,428.20	Employee and Child(ren)
\$16,377.84	Employee and Spouse
\$21,991.20	Employee, Spouse, and Child(ren)

\$3,600 DEDUCTIBLE HEALTH SAVINGS ACCOUNT ELIGIBLE

\$6,580.08	Employee
\$12,173.52	Employee and Child(ren)
\$13,818.36	Employee and Spouse
\$18,554.52	Employee, Spouse, and Child(ren)

Springfield Platteview will provide each full-time teacher with a premium for employee dental coverage for the EHA Dental Plan, PPO - 100% A, 75% B with 50% C coverage as follows in 2020-21 and any additional costs in 2021-22:

\$354.48	Employee
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Teachers will be allowed to purchase additional dental coverage for the difference between the employee only coverage and the level of coverage they choose if desired.

If a husband and wife both teach for the district, the district will pay for employee and children; employee and spouse; or employee, spouse and children dental coverage, whichever is applicable. The district will pay the annual dental premiums as follows in 2020-21 and any additional costs in 2021-22:

\$655.32	Employee and Child(ren)
\$744.00	Employee and Spouse
\$999.48	Employee, Spouse, and Child(ren)

AGREEMENT

Comes now the City of Springfield, a Political Subdivision of the State of Nebraska, (hereinafter referred to as "City"), Springfield Platteview Community Schools, a Political Subdivision of the State of Nebraska, (hereinafter referred to as "School District"), and Springfield Youth Athletic Association, a Non-Profit Organization, (hereinafter referred to as "SYAA"), and hereby jointly and mutually agree as follows:

WHEREAS, City is the owner of City Park, 600 Cedar Street, which is depicted on attached Exhibit A; and

WHEREAS, School District uses City Park for high school girls' softball practices and games; and

WHEREAS, SYAA uses City Park for youth baseball and softball practices and games; and

WHEREAS, the Parties desire to outline responsibilities for the operation and maintenance of the ballfield at City Park; and

NOW, THEREFORE, it is agreed by and between the Parties as follows:

1. The City hereby agrees to the following responsibilities for the operation and maintenance of the ballfield at City Park:
 - A. To mow the outfield and surrounding park area once per week, weather permitting, when and if needed.
 - B. To keep fences, concession stand structure, restroom facilities, bleachers, and outfield irrigation equipment (if installed) in good condition and make repairs as necessary.
 - C. To maintain the parking area.
 - D. To monitor trash receptacles on a regular basis.
 - E. To maintain the field lights.
 - F. To fertilize and apply pesticides to grass areas as necessary.
 - G. To provide one material storage bay at the city's maintenance facility located at 755 South 1st Street, for storage of Agra-lime. City is not responsible for monitoring or inventorying product.
2. The School District hereby agrees to the following responsibilities for the operation and maintenance of the ballfield at City Park from July 16 through March 31:
 - A. To drag, chalk, and otherwise mark the ballfields (field preparation before and after games and tournaments).
 - B. To maintain the infield including spraying for weeds, filling holes, and trimming as needed.

- C. To provide all supplies for maintaining the ballfields. School District and SYAA shall cost share the purchase of supplies, such as chalk, bases, etc.
- D. To purchase and apply Agra-lime as needed for the season. School District and SYAA shall cost share the purchase of Agra-lime.
- E. To stock the concession stand and restrooms with product, supplies and equipment for games and tournaments.
- F. To properly clean the restroom facilities after games and tournaments.
- G. To properly clean the concession stand after games and tournaments.
- H. To police the area before and after games and tournaments for trash. "Area" includes around the field, under bleachers, at the concession stand, and in the parking lot. To deposit trash in appropriate receptacles and empty trash receptacles into onsite dumpster after games and tournaments.
- I. To provide a contact name and phone number for the City to communicate with throughout the season.
- J. On an annual basis, to name the City as an additional named insured on its liability insurance policy and provide City with a Certificate of Insurance.

School District's responsibilities identified within this agreement are in addition to responsibilities identified in the Interlocal Agreement dated May 13, 2013, between School District and City.

School District is permitted to use the ballfield for two hours each day for practices during the months of June and July. School District shall coordinate usage times with SYAA.

3. The SYAA hereby agrees to the following responsibilities for the operation and maintenance of the ballfield at City Park from April 1 through July 15:

- A. To drag, chalk, and otherwise mark the ballfields (field preparation before and after games and tournaments).
- B. To maintain the infield, including spraying for weeds, filling holes, and trimming as needed.
- C. To provide all supplies for maintaining the ballfields. School District and SYAA shall cost share the purchase of supplies, such as chalk, bases, etc.
- D. To purchase and apply Agra-lime as needed for the season. School District and SYAA shall cost share the purchase of Agra-lime.
- E. To stock the concession stand and restrooms with product, supplies and equipment for games and tournaments.
- F. To properly clean the restroom facilities after games and tournaments.
- G. To properly clean the concession stand after games and tournaments.
- H. To police the area before and after games and tournaments for trash. "Area" includes around the field, under bleachers, at the concession stand, and in the parking lot. To deposit trash in appropriate receptacles and empty trash receptacles into onsite dumpster after games and tournaments.

Windows User 1/30/2020 8:54 AM
Deleted: <#>To maintain the scoreboard. -

- I. To provide a contact name and phone number for the City to communicate with throughout the season.
 - J. On an annual basis, to name the City as an additional named insured on its liability insurance policy and provide City with a Certificate of Insurance.
4. No party to this agreement shall discriminate against any employee or applicant for employment to be employed in the performance of this agreement with respect to his or her hire, tenure, terms, conditions or privileges of employment because of his or her race, color, religion, sex, disability or national origin.
5. No party to this agreement shall directly or indirectly refuse, withhold from, deny, or attempt to refuse, withhold or deny, to any other person any of the accommodations, advantages, facilities, services or privileges in Springfield City Park on the basis of race, creed, color, sex, religion, national origin or ancestry.

IN WITNESS WHEREOF, we the contracting parties, by our respective duly authorized agents, hereto affix our signatures and seals this _____ day of _____, 2020.

ATTEST:

CITY OF SPRINGFIELD,
STATE OF NEBRASKA

By: _____
Mayor

ATTEST:

SPRINGFIELD-PLATTEVIEW
SCHOOL DISTRICT

By: _____
Chairman

ATTEST:

SPRINGFIELD YOUTH ATHLETIC
ASSOCIATION

By: _____
President



<http://members.nasbonline.org/index.php/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

A busy weekend in D.C. at the NSBA Advocacy Institute - Check it all out at www.twitter.com/NASBOnline



FEBRUARY

THIS
WEEK!

BUDGET & FINANCE WORKSHOP | FEBRUARY 5 | KEARNEY

THIS
WEEK!

LEGISLATIVE ISSUES CONFERENCE | FEBRUARY 9-10 | LINCOLN

SCHOOL BOARD MEMBER WEEK IN NEBRASKA | FEBRUARY 9-15



PRESIDENT'S RETREAT | FEBRUARY 16-17 | KEARNEY

PRESIDENT'S RETREAT | FEBRUARY 16-17 | SIDNEY

A FEW
SPOTS
LEFT!

MARCH

STATE EDUCATION CONFERENCE - CALL FOR PROPOSALS | DUE MARCH 6

<https://nasb.enviseams.com/proposals>

NAEP STATE CONVENTION | MARCH 31-APRIL 1 | GRAND ISLAND

APRIL



NSBA ANNUAL CONFERENCE | APRIL 4-6 | CHICAGO

MARK YOUR CALENDAR FOR THE NEBRASKA RECEPTION - SATURDAY, APRIL 4 - LOCATION TBD!

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda.
Please contact mbelka@NASBOnline.org with any questions, or if you are not receiving them.

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

The Nebraska Association of School Boards provides support to School Boards to strengthen public education for all Nebraska children.

REORGANIZATION PLAN
TO TRANSFER AND ATTACH PROPERTY BY A CHANGE OF BOUNDARIES
UNDER AND PURSUANT TO THE LEARNING COMMUNITY REORGANIZATION
ACT

OR OTHER LAWS
(Sections 79-4,117 to 79-4,129 or Other Laws)

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

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

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

Legal Description

THE EAST 1/2 OF THE SOUTHEAST ¼ OF THE SOUTHWEST ¼ OF SECTION 2,
TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA EXCEPT
THAT CONVEYED TO SARPY COUNTY, NEBRASKA BY WARRANTY DEED RECORDED JUNE 8,
2015 AT INSTRUMENT NO. 2015-13158 OF THE RECORDS OF SARPY COUNTY, NEBRASKA

DESCRIBED AS FOLLOWS:

THAT PART OF THE EAST HALF OF THE SOUTHEAST QUARTER OF THE SOUTHWEST QUARTER OF SECTION 2, TOWNSHIP 13 NORTH, RANGE 12 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA, DESCRIBED AS FOLLOWS: COMMENCING AT THE SOUTHEAST CORNER OF THE SOUTHWEST QUARTER OF SAID SECTION 2; THENCE NORTH 02°53'25" WEST (BEARINGS REFERENCED TO NEBRASKA STATE PLANE NAD83) FOR 33.0 FEET ALONG THE EAST LINE OF THE EAST HALF OF THE SOUTHEAST QUARTER OF THE SOUTHWEST QUARTER OF SAID SECTION 2, THE TRUE POINT OF BEGINNING; THENCE SOUTH 87°03'41" WEST FOR 659.60 FEET 33.0 FEET NORTH OF AND PARALLEL TO THE SOUTH LINE OF THE EAST HALF OF THE SOUTHEAST QUARTER OF SAID SECTION 2, TO THE WEST LINE THEREOF; THENCE NORTH 02°47'52" WEST FOR 17 FEET ALONG SAID WEST LINE THENCE NORTH 87°03'41" EAST FOR 659.57 FEET 50.00 FEET NORTH OF AND PARALLEL WITH THE SOUTH LINE OF THE EAST HALF OF THE SOUTHEAST QUARTER OF THE SOUTHWEST QUARTER OF SAID SECTION 2, TO THE EAST LINE THEREOF; THENCE SOUTH 02°53'25" EAST FOR 17 FEET TO THE POINT OF THE BEGINNING.

SUBJECT PARCEL ALSO KNOWN AS TAX LOT 14A.

CONTAINS 19.621 ACRES.

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

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

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

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

3. SUMMARY OF TERMS OF REORGANIZATION.

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

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

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

5. MAPS SHOWING BOUNDARIES

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

6. OTHER MATTERS

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

Upon completing the transfer the Sarpy County Clerk shall file the order, certificates or other appropriate notice documents with the Sarpy County Assessor, Treasurer, the State Committee and all other appropriate county or state officials so that taxing records, voting records, and the like, may be changed to reflect such action, and so that such records and any appropriate maps can be changed accordingly. The undersigned School Districts hereby certify and agree that the Property described in this Plan is within the parameters and meets all conditions of their ADJUSTMENT OF SCHOOL DISTRICT BOUNDARIES INTERLOCAL AGREEMENT and hereby respectfully

initiate and present this Plan, and agree and request that the changes in boundaries as set forth herein.

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

By: _____
Authorized Official

BOARD OF EDUCATION AND SCHOOL
BOARD OF SARPY COUNTY SCHOOL
DISTRICT 77- 0027, a/k/a PAPILLION
LAVISTA COMMUNITY SCHOOLS

By: _____
Authorized Official



14801 S. 108th St.
Springfield, NE 68059
402-592-1300
www.springfieldplatteview.org

Future Planning

Feb. 10, 2020

2/10-14/20	School Board Member Week
2/20/20	Foundation Work Session 7:30 AM
2/24/20	Board Work Session 7 PM
2/26-27/20	Parent-Teacher Conferences 2-7:30 PM
3/6/20	Foundation Auction 6 PM @Millard Social Hall
3/9/20	Regular Board Meeting 7 PM; 6:30 PM- Finance; 6 PM Bond Committee
3/16-20/20	Spring Break
3/23/20	Foundation Board Meeting 7:30 AM
3/23/20	Board Work Session 7 PM
4/13/20	Regular Board Meeting 7 PM; 6:30 PM- Finance; 6 PM- Policy
4/27/20	Board Work Session 7 PM