

Agenda

- I. Finance Committee Meeting
- II. Call to Order and Roll Call
 - II.A. Oath of Office 1. Brian Osborn 2. Jennifer Kreifels 3. Brian Wichman
- III. Notice of Open Meetings Act - Posted
- IV. Board Reorganization
 - IV.A. Nomination and Election of Board President for 2015
 - IV.B. Nomination and Election of Vice President for 2015
 - IV.C. Nomination and Election of Secretary for 2015
 - IV.D. Appoint School District Treasurer for 2015
 - IV.E. Appoint Standing Committees for 2015
 - IV.F. Appoint Board Negotiating Team for 2015
 - IV.G. Appoint SPCS Education Foundation Board Members for 2015
 - IV.H. Appoint Ad Hoc Committee for Awards and Special Functions for 2015
 - IV.I. Designate Legal Publication for 2015
 - IV.J. Designate Financial Institution 2015
 - IV.K. Appoint M.A.B.E. Representative for 2015
 - IV.L. Appoint NASB Government Relations Network (GRN) 2015
 - IV.M. Review Conflict of Interest Policies
- V. Consent Agenda
 - V.A. Minutes of the Previous Month's Meetings
 - V.B. Treasurer's Report
 - V.C. Statement of Activity Fund Accounts
 - V.D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. New Business
 - VII.A. Sell school district food service mixer
 - VII.B. Learning Community Council Appointment for Non-Voting Board Member
 - VII.C. Policy 5101- Student Discipline (1st Reading)
- VIII. Reports
 - VIII.A. Learning Community and Legislative Report
 - VIII.B. Law firm changes
 - VIII.C. Student and Staff Successes
 - VIII.D. Sewage lagoon update
 - VIII.E. January Work Session topics
 - VIII.F. Grading Policy Update
 - VIII.G. High School Curriculum Handbook 2015-16
 - VIII.H. L.C. Early Childhood Education Plan

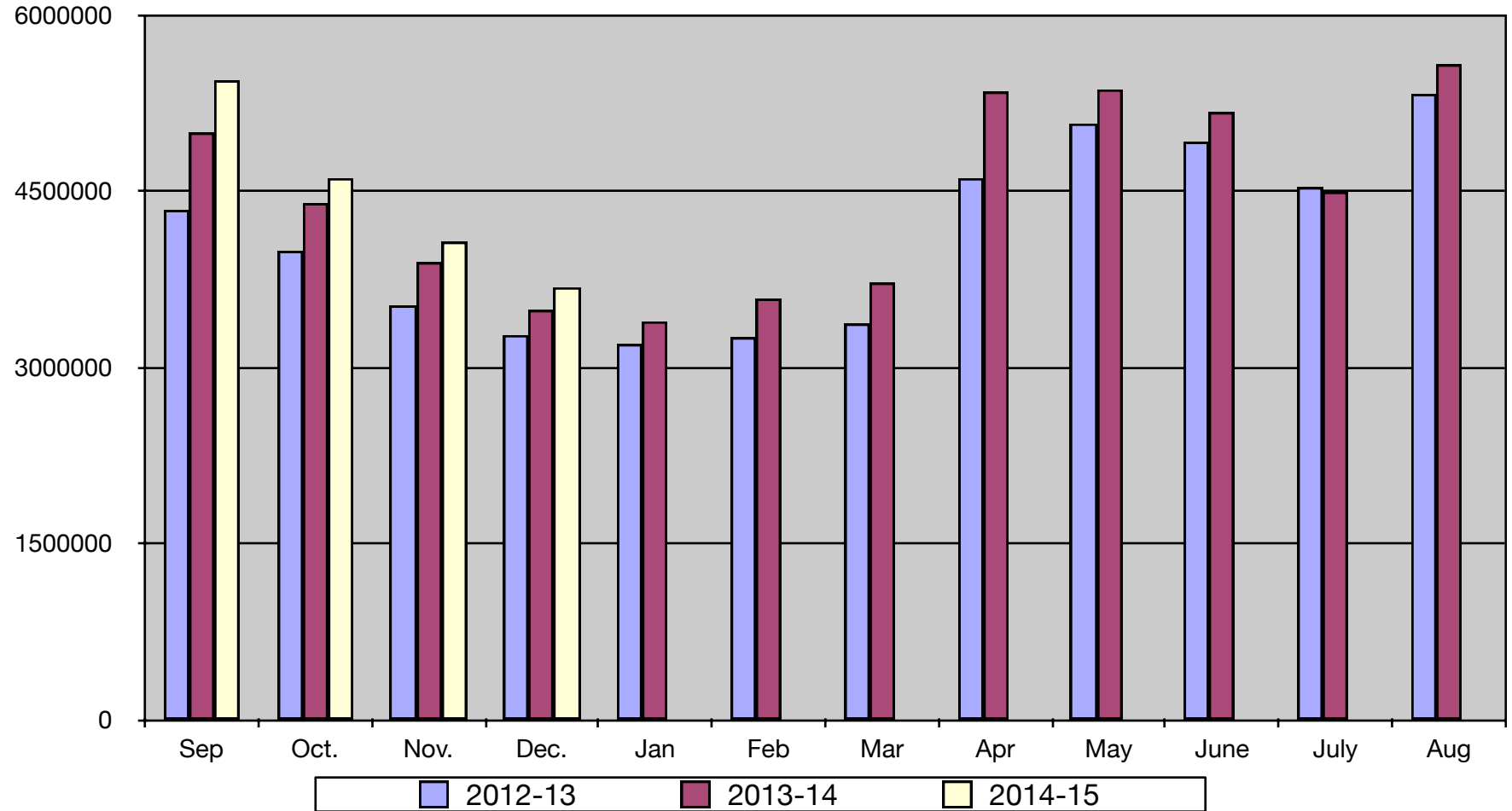
- IX. Items from Patrons on Items Not on Agenda
- X. Advance Planning
- XI. Executive Session
- XII. Adjourn

			2012	2013	2014
	Sept	General Fund	\$4,338,547.54	\$5,002,123.12	\$5,445,181.22
		Emp. Benefit Fund	\$ 509,943.64	\$ 667,140.77	\$ 667,709.97
		Building Fund	\$1,198,414.51	\$1,108,167.93	\$ 929,769.28
		School Lunch	\$ 120,376.89	\$ 114,579.06	\$ 164,157.23
		Bond Fund	\$ 486,936.11	\$ 511,640.08	\$ 511,622.03
		Depreciation Fund	\$ 210,516.77	\$ 215,963.32	\$ 194,744.37
		Sept Total	\$6,864,735.46	\$7,619,614.28	\$7,913,184.10
	Oct.	General Fund	\$3,985,892.18	\$4,403,101.64	\$4,616,197.23
		Emp. Benefit Fund	\$509,996.66	\$ 667,190.85	\$ 667,758.17
		Building Fund	\$1,196,850.31	\$1,103,328.56	\$ 926,866.29
		School Lunch	\$123,243.39	\$ 139,403.48	\$ 200,416.19
		Bond Fund	\$490,608.31	\$ 514,272.80	\$ 513,486.64
		Depreciation Fund	\$210,540.56	\$ 215,979.53	\$ 194,758.43
		Oct. Total	\$6,517,131.41	\$7,043,276.86	\$7,119,482.95
	Nov	General Fund	\$3,536,230.31	\$3,905,659.00	\$4,064,330.02
		Emp. Benefit Fund	\$ 510,049.06	\$ 667,236.00	\$ 667,801.71
		Building Fund	\$1,195,272.72	\$1,101,382.00	\$ 895,025.83
		School Lunch	\$ 111,385.34	\$ 142,105.00	\$ 198,664.45
		Bond Fund	\$ 444,637.53	\$ 91,303.00	\$ 79,663.77
		Depreciation Fund	\$ 210,562.19	\$ 215,994.00	\$ 182,547.70
		November Total	\$6,008,137.15	\$6,123,679.00	\$6,088,033.48
	December	General Fund	\$3,278,783.00	\$3,498,798.90	\$3,680,234.25
		Emp. Benefit Fund	\$ 510,103.21	\$ 667,285.63	\$ 667,853.00
		Building Fund	\$1,184,475.54	\$1,086,857.89	\$ 885,777.52
		School Lunch	\$ 103,456.99	\$ 122,579.51	\$ 185,163.64
		Bond Fund	\$ 104,674.86	\$ 92,048.37	\$ 80,047.19
		Depreciation Fund	\$ 210,584.54	\$ 216,010.22	\$ 182,561.73
		November Total	\$5,392,078.14	\$5,683,580.52	\$5,681,637.33

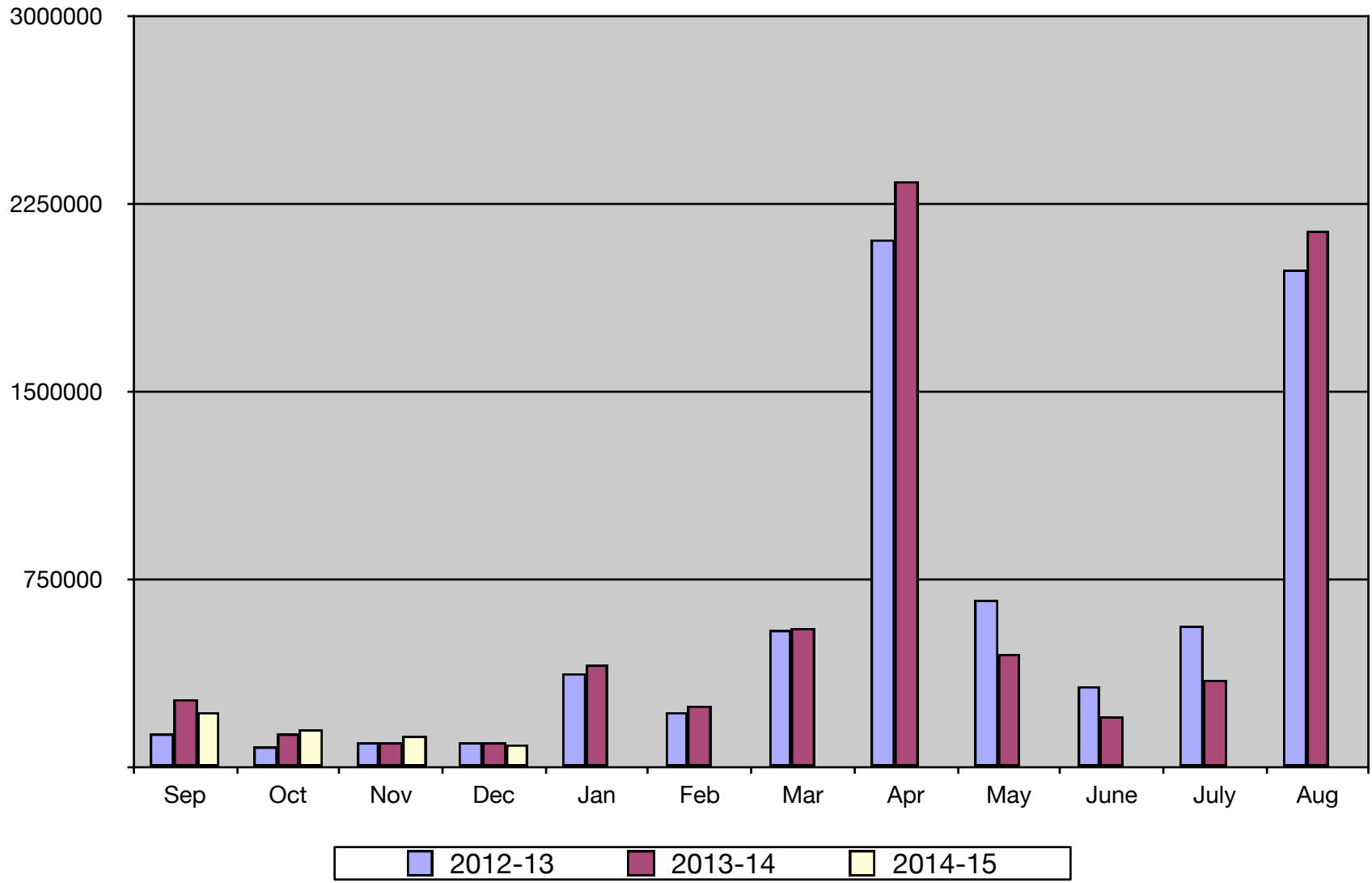
Finance Committee Report
December 2014

- Our cash balance from the General Fund is \$3,680,234. This is \$181,435.35 higher than a year ago at this time.
- The Employee Benefit Fund is up to \$667,853 with only interest activity for the past year.
- The Lunch Fund continues to be at a level where it should be for this time of year.
- The Building Fund is at its lowest level since the Board stopped putting money into it four years ago at \$885,777.52.
- The Bond Fund is at \$80,047.19 and has made the big payment for the year. This fund will start to collect tax dollars for the remainder of the year with only a small payment due in June.
- State aid funding continues each month for ten months at \$447,428.30 a month.
- No activity in the Depreciation account this month and the balance there increases slightly with interest to \$182,561.73.
- Overall, spending and revenues are at where we have planned for this school year.
- We will start our operations report next month for the Board so you can see how much we have spent vs. how much we have budgeted for the school year.

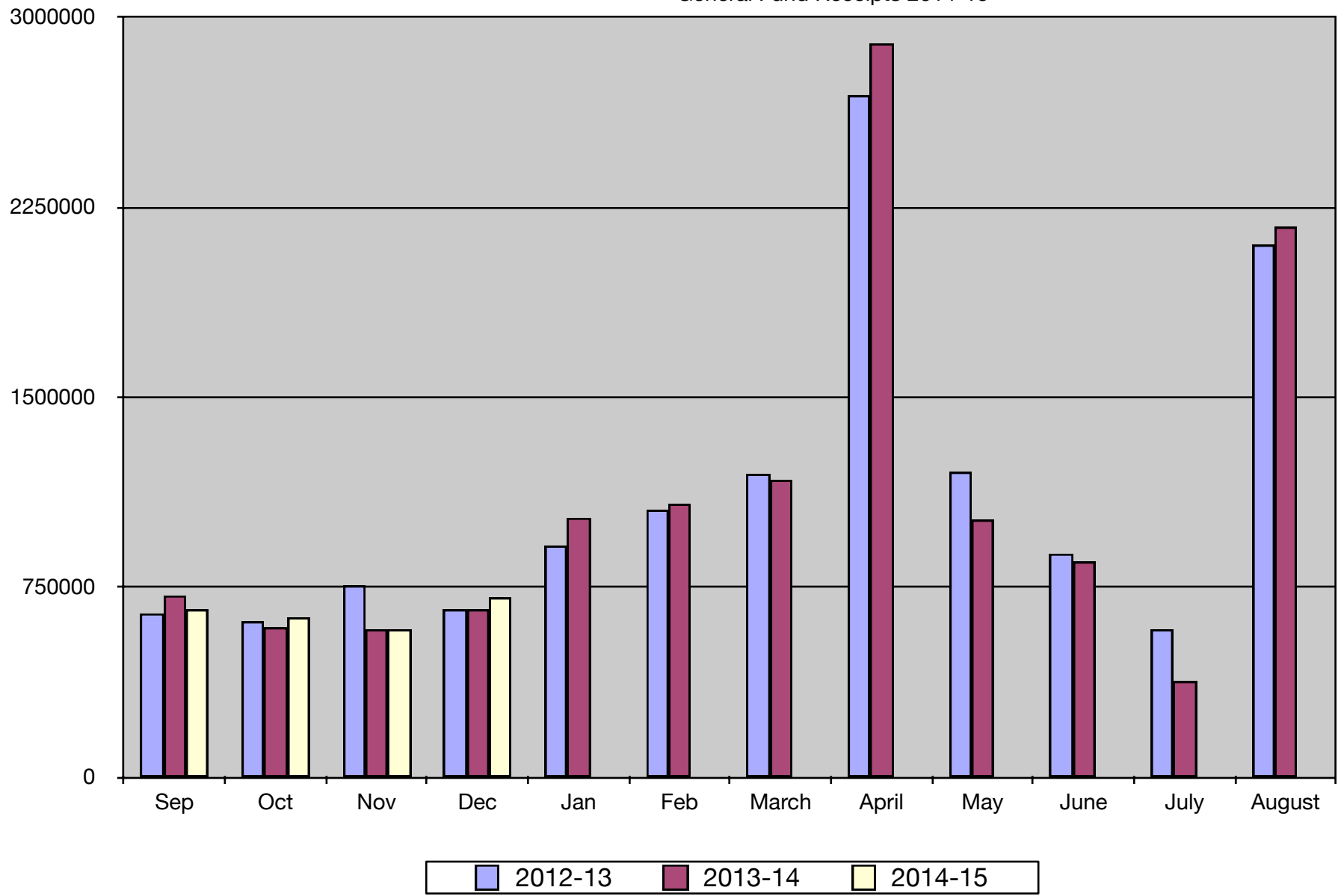
General Fund Balance 2014-15



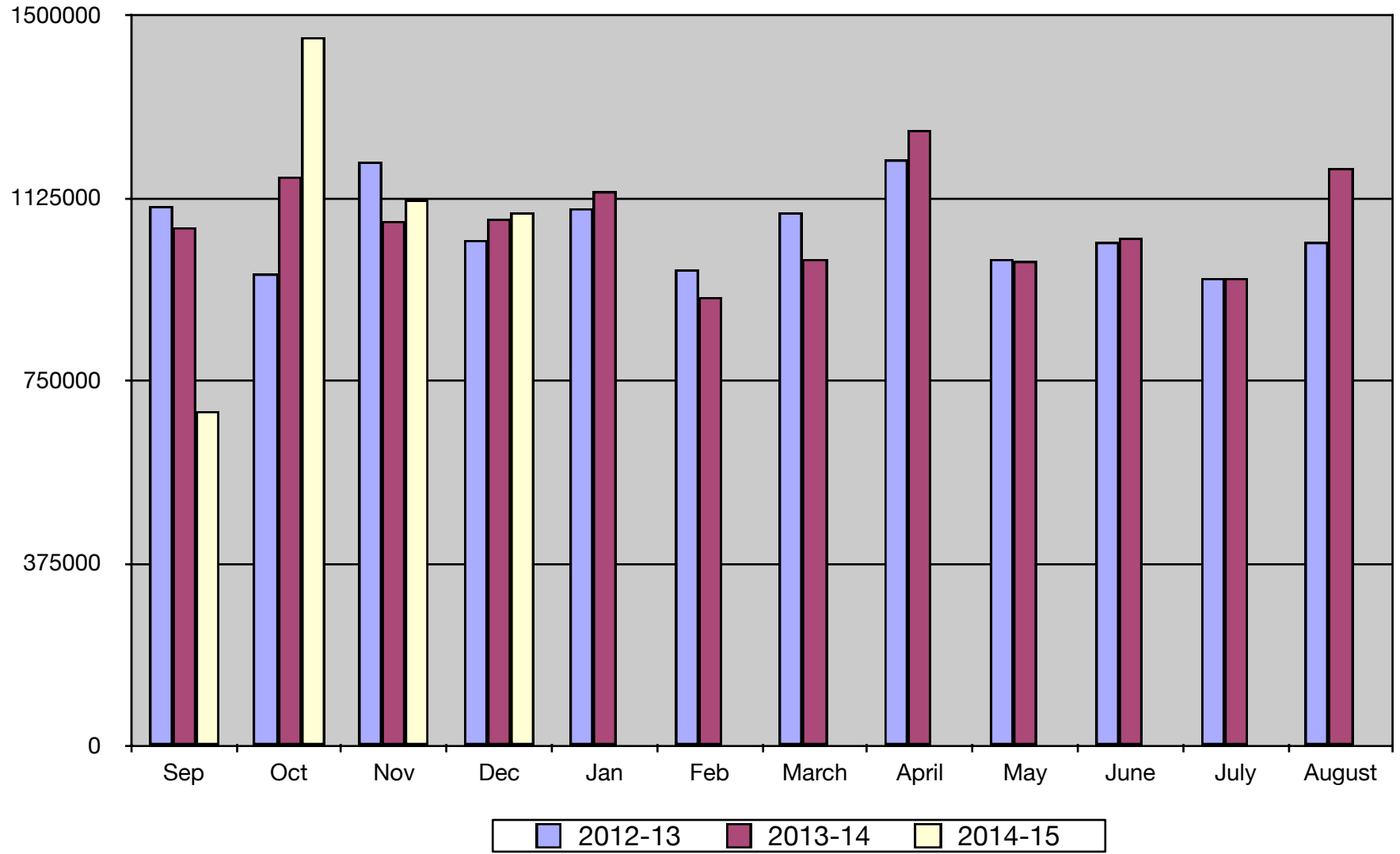
General Fund Tax Draws 2014-15



General Fund Receipts 2014-15



General Fund Expenses 2014-15



Balance as of last day of the month			
Month	2012-13	2013-14	2014-15
September	4,338,547	5,002,123	5,445,181
October	3,985,892	4,403,102	4,616,197
November	3,536,230	3,905,659	4,064,330
December	3,278,783	3,498,799	3,680,234
January	3,191,901	3,385,214	
February	3,263,470	3,583,808	
March	3,378,626	3,721,367	
April	4,615,835	5,347,733	
May	5,074,928	5,371,706	
June	4,933,927	5,173,649	
July	4,536,582	4,498,987	
August	5,323,954	5,584,850	
Tax Draw			
Month	2012-13	2013-14	2014-15
September	139,895	272,100	219,694
October	85,459	135,236	157,468
November	100,777	100,586	127,918
December	106,390	101,602	91,671
January	379,986	414,529	
February	224,566	252,258	
March	548,216	555,271	
April	2,107,552	2,339,560	
May	674,661	458,059	
June	322,621	207,636	
July	569,100	350,637	
August	1,988,022	2,149,417	
TOTALS	7,247,245	7,336,891	596,751
Receipts			
Month	2012-13	2013-14	2014-15
September	649,211	717,640	657,710
October	615,551	591,667	628,360
November	752,636	580,732	580,396
December	662,527	658,879	710,776
January	911,505	1,024,114	
February	1,050,937	1,081,990	
March	1,199,470	1,174,377	
April	2,692,301	2,895,646	
May	1,202,370	1,013,524	
June	879,324	848,391	
July	585,501	379,282	
August	2,103,800	2,173,746	
TOTALS	13,305,134	13,139,988	2,577,242
Expenses			
Month	2012-13	2013-14	2014-15
September	1,110,071	1,064,827	687,596
October	968,066	1,169,708	1,457,192
November	1,199,125	1,076,257	1,121,297
December	1,040,798	1,082,081	1,094,775
January	1,103,856	1,138,157	
February	979,502	923,031	
March	1,095,238	998,881	
April	1,205,089	1,264,563	
May	998,460	994,381	
June	1,035,487	1,043,643	
July	961,623	958,814	
August	1,033,529	1,185,601	
TOTALS	12,730,844	12,899,944	4,360,860

**Springfield Platteview Community Schools
Board of Education
Committee Meeting Schedule
2015**

	<u>6:00 p.m.</u>	<u>6:30 p.m.</u>
2/9/15	Site	Finance
3/9/15	Policy	Finance
4/13/15	Site	Finance
5/11/15	Policy	Finance
6/8/15	Site	Finance
7/13/15	Policy	Finance
8/10/15	Americanism/Curriculum	Finance
9/14/15	Site	Finance
10/12/15	Policy	Finance
11/9/15	Site	Finance
12/14/15	Americanism/Curriculum	Finance

Committee Members:

Finance:

Americanism/Curriculum:

Site:

Policy:

LCCC:



M.A.B.E.
Metropolitan Area
Boards of Education



M.A.B.E. Committee Meeting – January 14, 2015

LaVista Nines / Embassy Suites / 12520 Westport Parkway, LaVista NE 68128 / 11:45 a.m.

AGENDA

- I. Call meeting to order
- II. Roll call
- III. Minutes – November 12, 2014(attachment)
- IV. Discussion items
 - A. Learning Community Update
 - B. Round Table – current issues/events
 - 1. Bennington
 - 2. Douglas County West
 - 3. Elkhorn
 - 4. ESU 3
 - 5. Gretna
 - 6. Millard
 - 7. Omaha
 - 8. Papillion-LaVista
 - 9. Ralston
 - 10. Springfield-Platteview
 - 11. Westside
 - 12. Bellevue
- V. Adjourn

MABE Committee Meeting

February 11, 2015 - 11:45 a.m. LaVista Nines / Embassy Suites

March 11, 2015

April 8, 2015

May 13, 2015

Internal Board Policies - Board MembersConflict of Interest/Contracts

It shall be the policy of Springfield Platteview Community Schools that any contract whether oral or written, formal or informal, which is entered into by the school district and in which a member of the Board of Education is directly or indirectly interested, is voidable unless certain reporting, disclosure and abstention requirements are met. The school district is authorized to enter into a contract in which a member of the Board of Education is directly or indirectly interested so long as:

1. The Board member makes a declaration on the record regarding the nature of his/her interest prior to official consideration of the contract.
2. The affected Board member does not participate in consideration of the contract.
3. The Board member does not vote on the granting of the contract except that if the number of members of the Board declaring an interest in the contract would prevent the Board with all members present from securing a quorum in the issue, then all members may vote on the matter.
4. The Board member does not in any way participate in the inspection, operation, administration or performance under the contract on the part of the district.

It shall further be the policy of Springfield Platteview Community Schools that the above provisions apply not only to formal contracts but also to open accounts.

Legal Reference: §49-14,103.01

Date of Adoption: June 14, 2010

Internal Board PoliciesConflict of Interest - Employment of Immediate Family Member

1. A member of the Board of Education or an administrator or other employee with supervisory responsibilities may employ or recommend or supervise the employment of an immediate family member if:
 - (A) He or she does not abuse his or her official positions as such "abuse" is defined at paragraph 5 below:
 - (B) He or she makes a full disclosure on the record to the Board of Education and a written disclosure to the Superintendent and/or Secretary of the Board; and,
 - (C) The Board of Education approves the employment or supervisory position.
2. No immediate family member of a Board of Education or an administrator or other employee with supervisory responsibilities shall be employed by the School District:
 - (A) Without first having made a reasonable solicitation and consideration of applications for such employment.
 - (B) Who is not qualified for and able to perform the duties of the position.
 - (C) For any unreasonable high salary.
 - (D) Who is not required to perform the duties of the position.
3. Neither the Board of Education nor an administrator or other employee with supervisory responsibilities shall terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.
4. This policy shall not apply to an immediate family member of a member of the Board of Education or an administrator or other employee with supervisory responsibilities who was previously employed in a position with the School District prior to the election or appointment of the Board member or employee. Prior to or as soon as reasonably possible after the official date a Board member takes office or an employee assumes his or her responsibilities, such Board member, administrator or other employee with supervisory responsibilities shall make a full disclosure of any immediate family member employed in a position subject to this policy.
5. Abuse of an official position includes, but is not limited to, employing an immediate family member:
 - (A) Who is not qualified for and able to perform the duties of the position;
 - (B) For any unreasonably high salary; or,
 - (C) Who is not required to perform the duties of the position.

6. A member of the Board of Education may not be employed to teach in the Springfield Platteview Community Schools Nor shall a member of the Board of Education cast a vote in favor of the election of any employee when the Board member is related by blood or marriage to such employee.

Legal Reference: Neb. Rev. Stat. '79-818; '79-544; '49-1499.04 and '49-1499.05.

Date of Adoption: June 14, 2010

Internal Board Policies

Conflict of Interest—Other Than Contracts or Employment

1. Members of the Board of Education of this School District shall abstain from voting on matters on which they may have a conflict of interest. Any Board member who would be required to take any action or make any decision in the discharge of his or her duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (a) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and,
- (b) Deliver a copy of the statement to the Political Accountability and Disclosure Commission and to the Superintendent and Secretary of the Board of Education who shall enter the statement into the public records of the School District.

The Board member shall take such action as the Commission shall advise or prescribe to remove himself or herself from influence over the action or decision in the matter.

2. The provisions of paragraph 1 above shall not prevent a Board member from making or participating in the making of a School District-related decision to the extent that the individual's participation is legally required for the action or decision to be made. In such event, the Board member shall report the occurrence to the Commission.

3. Except as defined in Nebraska statute and this policy, conflict of interest of a Board member shall not prevent a Board member from serving on the Board or restrict the hiring or purchasing practices of this School District.

4. The Superintendent, or the Superintendent's designee, shall provide:

(A) Each Board member with copies of state statutes of Nebraska pertaining to conflicts of interest at the organizational meeting of the Board of Education held at the regular School Board meeting in January of each year. In addition, any newly appointed or elected Board member shall be provided such statutes.

(B) When possible, provide each Board member with a list of financial matters on the agenda to come before the Board of Education at the next regular meeting in sufficient detail to allow the Board member to identify potential conflicts of interest and report and receive advice from the Commission.

5. For purposes of this policy, immediate family member shall be defined as a child residing in the Board member's household, a Board member's spouse or an individual claimed by that Board member or the Board member's spouse as a dependent for federal income tax purposes.

Legal Reference: Neb. Rev. Stat. §49-1425;§49-14,101;
§49-14,102; §49-14,103; §49-103.01;
§49-14,103.02; §49-14,103.03;
§49-14,103.04; §49-14,103.05; §49-14,103.06;
§79-818; §79-544 and
Neb. Rev. Stat. §49-1499.

Date of Adoption: June 14, 2010

Internal Board Policies - Board MembersReporting Procedures

It shall be the policy of Springfield Platteview Community Schools that any school Board member who has a direct or indirect interest in a formal contract entered into with Springfield Platteview Community Schools, or an open account, shall provide the Superintendent of schools with the following:

1. Names of the contracting parties.
2. Nature of the interest of the school Board member.
3. Date that the contract was approved by the school Board.
4. Amount of the contract.
5. Basic terms of the contract.

The above information shall be provided to the Superintendent of schools no later than ten (10) days after the contract has been signed by both parties. Such information shall be kept on a ledger, and shall be retained in the ledger for five (5) years from the date of the last day in office of the school Board member. The ledger kept by the Superintendent of schools shall be available for public inspection during the normal working hours.

It shall further be the policy of Springfield Platteview Community Schools that in the case of open accounts, the above information shall be filed within ten (10) days after the account is opened and thereafter the interested officer shall file a revision to the statement within ten (10) days of each payment on the account specifying the date and amount of the payment.

Legal Reference: §49-14,103.02

Date of Adoption: June 14, 2010

Board of Education Regular Meeting

December 08, 2014

The Policy Committee started at 6:00 p.m. Bob Icenogle, Jenny Kreifels, and Brenda Sherman were present. Policies 5201 and 2000 through 2010 were reviewed. The committee meeting adjourned at 6:32 p.m.

The Finance Committee started at 6:32 p.m. Bob Icenogle, Jenny Kreifels, and Brenda Sherman were present. Lori Bartels joined the meeting at 6:33 p.m. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:42 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, December 8, 2014, at the District Board Office, Central Services Building. Present: Lori Bartels, Kyle Fisher, Bob Icenogle, Jennifer Kreifels, Brenda Sherman, and Brian Wichman. Absent: None.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Sherman informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Kreifels and a second by Bartels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Gene Stoltenberg made comments regarding the possible sale of the building at LaPlatte.

According to Policy 4119.3, the Board must decide each year before January 1st if they wish to offer any Voluntary Separation Program (VSP) incentives during this fiscal year. The administration recommended up to 2 voluntary separation program incentives be offered to eligible certified staff for the 14-15 school year. The incentive program is budgeted from the General Fund Budget each year. Action to approve the offering of Voluntary Separation Program incentives for the 2014-15 school year and to offer up to 2 Voluntary Separation Program incentives for eligible certified employees during the 2014-15 school year passed with a motion by Bartels and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The superintendent's evaluation is available for the public's review per Nebraska Attorney General's opinion requirements. Action to approve the superintendent's 2014 evaluation as presented passed with a motion by Kreifels and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The Board and Brett Richards have negotiated a 2.5% increase in salary and any future increases in benefits for the 2015-16 school year. Information was posted in accordance with the Superintendent Transparency Act put into law by the Nebraska legislature in July of 2014. Action to approve the superintendent's contract from July 1, 2015 through June 30, 2018 as presented passed with a motion by Bartels and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The Springfield Platteview Education Association has requested to be recognized as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2016-17 school year. Action to recognize the Springfield Platteview Education Association as the exclusive bargaining agent for the 2016-17 school year for the school district's certified employees as

defined in Article I of the 2014-15; 2015-16 Negotiated Agreement passed with a motion by Bartels and a second by Kreifels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Superintendent Richards reviewed the process for the possible sale of the LaPlatte building, shared holiday luncheon plans with the board, gave a Learning Community update, and shared student and staff successes.

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

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

Action to adjourn the meeting at 7:21 p.m. passed with a motion by Kreifels and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Thoma Bumgardner, Recording Secretary

Accepted: Jenny Kreifels, Secretary Board of Education

DEC 2014#ADMIN. REVOLVING

Administrative
1/5/2015

Date	Num	Transaction	Payment	C	Deposit
12/3/2014	5402	NE STATE BAR FOUNDATION cat: STATE MOCK TRIAL memo: 1-22-1100-630	95.25	R	
12/8/2014	5403	LAURA CORBETT cat: REIMBR SUPPLIES memo: 1-11-1100-460	89.00	R	
12/9/2014	5404	LAURITZEN GARDENS cat: PRE-SCHOOL FIELD TRIP memo: 1-10-1290-410	141.00	R	
12/10/2014	TXFR	TRANSFER FROM GENERAL MM		R	1,182.17
12/11/2014	5405	UNIVERSITY OF LINCOLN-CSMCE cat: MATH CONFERENCE memo: 1-01-2210-630	150.00	R	
12/16/2014	5406	DESTINATION IMAGINATION cat: REGISTR FEE memo: 1-10-1310-630	160.00	R	
12/17/2014	5407	LINDY RICHARDS cat: REIMBR SUPPLIES memo: 1-01-2310-690	49.07	R	
12/18/2014	5408	LITTLE KING cat: HOLIDAY LUNCHEON memo: 1-01-2310-690	642.00	R	

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

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

Statement Date: 12/31/2014 Enclosures: (0) Account No.: 4151129 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Category	Number	Type :	REG	Status :	Active	Amount
Balance Forward From 11/28/14						7.58
Debits						0.00
Ending Balance On 12/31/14						7.58 ✓
Average Balance (Collected)	7.58+					

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 Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

This Statement Cycle Reflects 33 Days

Nebraska Public Agency Investment Trust

Account Statement

December 1, 2014 to December 31, 2014

SOUTH SARPY SCHOOL DISTRICT #46
14801 S 108TH ST
SPRINGFIELD, NE 68059-4925

NPAIT
PO BOX 82529
Lincoln, NE 68501
Toll Free: (800) 640-8817
Local: (402) 323-1615

Account Number: XXXXX9-001

Fund Summary

	<u>PRICE PER SHARE</u>	<u>SHARES OWNED</u>	<u>MARKET VALUE</u>
Nebraska Public Agency Investment Trust XXXXX9-001	\$1.00	68,537.66	\$68,537.66

Transaction Summary

Nebraska Public Agency Investment Trust
XXXXX9-001

<u>TRADE DATE</u>	<u>SETTLEMENT DATE</u>	<u>TRANSACTION DESCRIPTION</u>	<u>SHARES</u>	<u>AMOUNT</u>
12/1/2014		Beginning Shares Balance	68,537.08	\$68,537.08
12/31/2014	12/31/2014	Interest	0.58	\$0.58
Total :			68,537.66	\$68,537.66

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS			
Treasurer's Report			
For the month ended December 2014			
General Fund Now Account			
Bank Balance: Beginning of Reporting Period			\$ 873,425.39
Deposits:			
Springfield State Bank - Interest	\$ 47.04		
Transfer from Admin Revolving	\$ 0.00		
Transfers from Investment Account	\$ 1,093,497.69		
Transfer from Bond Fund	\$ 0.00		
Transfer from Depreciation Fund	\$ 0.00		
Transfers from Lunch Fund Investment	\$ 51,736.77		
Transfers from Building Fund Investment	\$ 9,317.00		
			\$ 1,154,598.50
			\$ 2,028,023.89
Disbursements			
			\$ 1,488,552.73
Bank Balance: End of Reporting Period			\$ 539,471.16
Outstanding Checks: End of Reporting Period			\$ 274,726.65
NOW Account Balance: End of Reporting Period			\$ 264,744.51
General Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 3,794,965.89
Deposits:			
Springfield State Bank - Interest	\$ 260.75		
Sarpy County Treasurer - Local Taxes	\$ 560.34		
Learning Community Common Taxes	\$ 10,592.60		
Sarpy County- MVT	\$ 80,517.89		
Medicaid	\$ 0.00		
State Aid	\$ 447,428.30		
SPED School Age Reimb.	\$ 115,502.00		
Liquor License	\$ 0.00		
County Fines and Fees	\$ 0.00		
IDEA/Federal Grants/ Title/ Perkins	\$ 0.00		
Rentals	\$ 1,250.00		
Pre-School Apportionment	\$ 50,416.00		
Pre-School/ Summer School tuition	\$ 450.00		
Refunds and Reimbursements	\$ 3,698.32		
iPad Fees and Insurance	\$ 100.00		
Postage	\$ 0.00		
			\$ 710,776.20
			\$ 4,505,742.09
Disbursements			
Transfers to General Fund NOW	\$ 1,093,497.69		
Transfer to Depreciation Fund	\$ 0.00		
Administrative Revolving	\$ 1,182.17		
Returned checks/ fees	\$ 0.00		
Bank and other Service Charges	\$ 95.00		
			\$ 1,094,774.86
Investment Account Balance: End of Reporting Period			\$ 3,410,967.23
General Fund Administrative Revolving Account			
Available Balance: Beginning of Reporting Period			\$ 5,806.66
Deposits:			
Transfers From General Fund Investment Acc't	\$ 1,182.17		
Transfers From Lunch Fund Investment Acc't	\$ 0.00		
Transfers From Building Fund	\$ 0.00		
			\$ 1,182.17
			\$ 6,988.83
Disbursements			
			\$ 2,231.32
Bank Balance: End of Reporting Period			\$ 4,757.51
Outstanding Checks: End of Reporting Period			\$ 235.00
Outstanding Deposits: End of Reporting Period			\$ 0.00
Admin. Revolving Account Balance: End of Reporting Period			\$ 4,522.51
General Fund Administrative Revolving Account			\$ 4,522.51
General Fund NOW Account			\$ 264,744.51
General Fund Investment Account			\$ 3,410,967.23
TOTAL GENERAL FUND BALANCE			\$ 3,680,234.25
Employee Benefit Fund			
Available Balance: Beginning of Reporting Period			\$ 667,801.71
Deposits:			
Springfield State Bank - Interest		\$ 51.32	
Transfers From General Fund Investment Acc't		\$ 0.00	
Bank Balance: End of Reporting Period			\$ 667,853.03
Certificate of Deposit			
Available Balance: End of Reporting Period			\$ 667,853.03
Disbursements			
			\$ 0.00
TOTAL EMPLOYEE BENEFIT BALANCE			\$ 667,853.03
Special Building Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 895,025.83
Deposits:			
Springfield State Bank - Interest	\$ 68.30		
Sarpy County Treasurer - Local Taxes	\$ 0.39		
			\$ 68.69
			\$ 895,094.52
Disbursements			
			\$ 9,317.00
Available Balance: End of Reporting Period			\$ 885,777.52
TOTAL SPECIAL BUILDING FUND BALANCE			\$ 885,777.52
School Lunch Investment Account			
Available Balance: Beginning of Reporting Period			\$ 198,664.45
Deposits:			
Springfield State Bank - Interest	\$ 14.08		
Hot Lunches	\$ 23,996.65		
State/Federal Aid	\$ 10,629.04		
Miscellaneous	\$ 0.00		
			\$ 34,639.77
			\$ 233,304.22
Disbursements			
Transfers to NOW	\$ 48,140.58		
Available Balance: End of Reporting Period			\$ 185,163.64
TOTAL SCHOOL LUNCH FUND BALANCE			\$ 185,163.64
Bond Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 79,663.77
Deposits:			
Springfield State Bank - Interest	\$ 6.14		
Sarpy County Treasurer - Local Taxes	\$ 377.28		
			\$ 383.42
			\$ 80,047.19
Disbursements			
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 80,047.19
TOTAL BOND FUND BALANCE			\$ 80,047.19
Depreciation Fund Account			
Available Balance: Beginning of Reporting Period			\$ 182,547.70
Deposits:			
Springfield State Bank - Interest	\$ 14.03		
Transfers from General Fund	\$ 0.00		
			\$ 14.03
			\$ 182,561.73
Disbursements			
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 182,561.73
TOTAL DEPRECIATION FUND BALANCE			\$ 182,561.73

Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

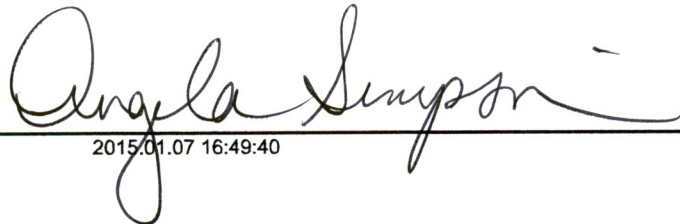
Platteview High School

12/01/2014 through 12/31/2014

Checking

Bank Statement Reconciliation Summary

1. Statement Balance	\$ 168,074.71
2. - Outstanding checks	\$ 3,456.76
3. + Outstanding Deposits	\$ 10,385.28
4. + Outstanding Adjustments	\$ 0.00
5. Total	\$ 175,003.23
6. + Investments	\$ 0.00
7. Book Balance	\$ 175,003.23



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

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

Statement Date: 12/31/2014 Enclosures: (105)

Account No.: 104812 Page: 1

NOW CHECKING ACCOUNT SUMMARY

Category	Number	Amount
Balance Forward From 11/28/14		184,312.27
Deposits	3	9,624.84+
Debits	102	25,876.08
Interest Added This Statement		13.68+
Ending Balance On 12/31/14		168,074.71
Annual Percentage Yield Earned	0.09%	
Interest Paid This Year	145.20	
Interest Paid Last Year	146.95	
Average Balance (Collected)	178,006.91+	

Type : REG Status : Active

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
12/01/14	42828	14.25	42863	165.02	184,133.00
12/03/14	42830	75.00	42871	108.29	183,949.71
12/03/14	42903	320.00			183,629.71
12/04/14	DEPOSIT	2,828.06+		400.00	186,057.77
12/04/14	42905	6.66	42862	19.16	186,031.95
12/04/14	42906	30.00	42891	188.30	185,813.65
12/04/14	42902	628.00	42852	910.00	184,275.65
12/05/14	42917	43.15	42921	252.00	183,980.50
12/05/14	42904	1,642.86			182,337.64
12/08/14	42920	50.00	42909	54.73	182,232.91
12/08/14	42911	74.88	42893	117.52	182,040.51
12/08/14	42913	200.00			181,840.51
12/09/14	42878	25.00	42811	70.00	181,745.51
12/09/14	42861	662.00			181,083.51
12/10/14	42918	11.16	42919	103.00	180,969.35
12/10/14	42914	219.00			180,750.35
12/11/14		920.00	42916	16.60	179,813.75
12/11/14	42910	100.05	42922	1,500.00	178,213.70
12/12/14	42908	70.00			178,143.70
12/15/14	42923	49.00	42657	100.00	177,994.70
12/15/14	31514	109.84	42907	140.00	177,744.86
12/15/14	42924	175.00	31513	200.00	177,369.86
12/16/14	DEPOSIT	986.23+	DEPOSIT	5,810.55+	184,166.64
12/16/14		520.00	42912	120.00	183,526.64
12/16/14	42901	177.90			183,348.74
12/17/14	42897	85.50	42949	128.40	183,134.84
12/19/14		770.00	42875	3.97	182,360.87
12/19/14	42984	18.78	42927	25.00	182,317.09
12/19/14	42936	32.00	42965	118.69	182,166.40

Continued

01/168/1

Adjustment Detail

Detail report. Sorted by Group ID.
From 12/01/2014 to 12/31/2014.

Group	Group Description			Amount
Activity ID	Site ID	Adj. Date	Description	
B	Clubs & Organizations			
220	SpringPlat	12/19/2014	11/17 7th b bb concession profits	\$ 69.60
220	SpringPlat	12/19/2014	12-1 7th b bb concession profits	\$ 69.80
420	SpringPlat	12/19/2014	12/4 concession profits	\$ 188.50
345	SpringPlat	12/19/2014	11/20 concession profits	\$ 90.60
345	SpringPlat	12/19/2014	12/11 concession profits	\$ 88.20
345	SpringPlat	12/19/2014	12/9 concession profits	\$ 174.50
342	SpringPlat	12/09/2014	Cash needed- Tech Club dinners @ away games	-\$ 40.00
342	SpringPlat	12/19/2014	Jr Trojan BB concession profits	\$ 795.74
230	SpringPlat	12/19/2014	12/12 concession profits	\$ 623.82
Group B Totals:				\$ 2,060.76
C	Classes			
505	SpringPlat	12/19/2014	11/4 vb dist. concession profits	\$ 561.82
505	SpringPlat	12/19/2014	12/18 b bb concession profits	\$ 32.80
505	SpringPlat	12/19/2014	12/8 b bb concession profits	\$ 74.40
510	SpringPlat	12/19/2014	11/10 concession profits	\$ 215.20
590	SpringPlat	12/19/2014	11/13 7th b bb concession profits	\$ 71.00
590	SpringPlat	12/19/2014	11/24 7th b bb concession profits	\$ 78.50
590	SpringPlat	12/19/2014	11/6 8th b bb concession profits	\$ 123.26
Group C Totals:				\$ 1,156.98
E	Miscellaneous			
710	SpringPlat	12/09/2014	Cash needed- Tech Club dinners @ away games	\$ 40.00
710	SpringPlat	12/19/2014	11/10 concession profits	-\$ 215.20
710	SpringPlat	12/19/2014	11/13 7th b bb concession profits	-\$ 71.00
710	SpringPlat	12/19/2014	11/17 7th b bb concession profits	-\$ 69.60
710	SpringPlat	12/19/2014	11/20 concession profits	-\$ 90.60
710	SpringPlat	12/19/2014	11/24 7th b bb concession profits	-\$ 78.50
710	SpringPlat	12/19/2014	11/4 vb dist. concession profits	-\$ 561.82
710	SpringPlat	12/19/2014	11/6 8th b bb concession profits	-\$ 123.26
710	SpringPlat	12/19/2014	12-1 7th b bb concession profits	-\$ 69.80
710	SpringPlat	12/19/2014	12/11 concession profits	-\$ 88.20
710	SpringPlat	12/19/2014	12/12 concession profits	-\$ 623.82
710	SpringPlat	12/19/2014	12/18 b bb concession profits	-\$ 32.80
710	SpringPlat	12/19/2014	12/4 concession profits	-\$ 188.50
710	SpringPlat	12/19/2014	12/8 b bb concession profits	-\$ 74.40
710	SpringPlat	12/19/2014	12/9 concession profits	-\$ 174.50
710	SpringPlat	12/19/2014	Jr Trojan BB concession profits	-\$ 795.74
Group E Totals:				-\$ 3,217.74
Report Totals :				\$ 0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2014 to 12/31/2014.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
SpringPI Platteview High School						
A	Athletics					
100	Athletics	44,455.17	2,468.16	254.16	0.00	46,669.17
105	Baseball Contest	0.00	0.00	0.00	0.00	0.00
106	Baseball Equip/Supplies	5,103.13	0.00	0.00	0.00	5,103.13
110	Boys Basketball Contest	403.02	0.00	615.00	0.00	-211.98
111	Boys Basketball Equip/Supplies	2,227.65	0.00	2,181.17	0.00	46.48
115	Boys Golf Contest	0.00	0.00	0.00	0.00	0.00
116	Boys Golf Equip/Supplies	1,000.00	0.00	0.00	0.00	1,000.00
120	Boys Soccer Contest	-56.00	0.00	0.00	0.00	-56.00
121	Boys Soccer Equip/Supplies	2,116.87	0.00	0.00	0.00	2,116.87
125	Cross Country Contest	-854.30	0.00	0.00	0.00	-854.30
126	Cross Country Equip/Supplies	1,037.38	0.00	0.00	0.00	1,037.38
130	Football Contest	-2,770.00	0.00	0.00	0.00	-2,770.00
131	Football Equip/Supplies	1,402.55	0.00	0.00	0.00	1,402.55
135	Girls Basketball Contest	0.00	0.00	650.00	0.00	-650.00
136	Girls Basketball Equip/Supplies	57.24	0.00	0.00	0.00	57.24
140	Girls Golf Contest	-475.00	0.00	0.00	0.00	-475.00
141	Girls Golf Equip/Supplies	700.00	0.00	0.00	0.00	700.00
145	Girls Soccer Contest	-56.00	0.00	0.00	0.00	-56.00
146	Girls Soccer Equip/Supplies	2,650.00	0.00	0.00	0.00	2,650.00
150	Softball Contest	-1,423.00	0.00	0.00	0.00	-1,423.00
151	Softball Equip/Supplies	4,112.34	0.00	0.00	0.00	4,112.34
155	Track Contest	0.00	0.00	0.00	0.00	0.00
156	Track - Boys Equip/Supplies	3,000.00	0.00	0.00	0.00	3,000.00
157	Track - Girls Equip/Supplies	3,083.34	0.00	0.00	0.00	3,083.34
160	Volleyball Contest	-2,461.00	314.38	0.00	0.00	-2,146.62
161	Volleyball Equip/Supplies	-2,963.46	0.00	0.00	0.00	-2,963.46
165	Wrestling Contest	-93.60	700.00	1,738.69	0.00	-1,132.29
166	Wrestling Equip/Supplies	2,250.00	177.90	383.90	0.00	2,044.00
180	PC Boys Basketball Contest	220.00	0.00	420.00	0.00	-200.00
181	PC Boys Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
182	PC Boys Track Contest	500.00	0.00	0.00	0.00	500.00
183	PC Boys Track Equip/Supplies	0.00	0.00	0.00	0.00	0.00
184	PC Football Contest	-355.00	0.00	0.00	0.00	-355.00
185	PC Football Equip/Supplies	-0.65	0.00	0.00	0.00	-0.65
186	PC Girls Basketball Contest	500.00	0.00	0.00	0.00	500.00
187	PC Girls Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
188	PC Girls Track Contest	500.00	0.00	0.00	0.00	500.00
189	PC Girls Track Equip/Supplies	0.00	0.00	0.00	0.00	0.00
190	PC Volleyball Contest	-100.00	0.00	0.00	0.00	-100.00
191	PC Volleyball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
192	PC Wrestling Contest	500.00	0.00	0.00	0.00	500.00
193	PC Wrestling Equip/Supplies	0.00	0.00	0.00	0.00	0.00
A Totals:		64,210.68	3,660.44	6,242.92	0.00	61,628.20

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2014 to 12/31/2014.

Site ID Group ID	Site Name Group Name Activity ID Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B	Clubs & Organizations					
200	Baseball Club	3,278.01	0.00	0.00	0.00	3,278.01
203	Boys Basketball Club	1,505.40	4,313.00	795.97	0.00	5,022.43
205	Boys Golf Club	125.80	0.00	0.00	0.00	125.80
210	Boys Soccer Club	1,496.47	0.00	0.00	0.00	1,496.47
220	Cheer	3,375.24	50.00	1,500.00	139.40	2,064.64
230	Cross Country Club	263.22	0.00	0.00	623.82	887.04
240	Dance Team	4,488.28	0.00	0.00	0.00	4,488.28
245	Drama Club	1,327.64	0.00	186.15	0.00	1,141.49
250	FBLA	1,364.52	1,343.23	219.00	0.00	2,488.75
260	Football Club	6,081.85	0.00	0.00	0.00	6,081.85
270	Girls Basketball Club	3,227.95	0.00	2,679.77	0.00	548.18
280	Girls Golf Club	315.78	0.00	0.00	0.00	315.78
290	Girls Letter Club	2,082.88	-20.00	0.00	0.00	2,062.88
300	Girls Soccer Club	2,503.47	0.00	0.00	0.00	2,503.47
330	National Honor Society	430.30	0.00	0.00	0.00	430.30
340	P Club	720.48	0.00	0.00	0.00	720.48
342	Platteview Tech Club	432.78	0.00	458.00	755.74	730.52
345	Softball Club	336.92	0.00	0.00	353.30	690.22
350	Skills USA	1.63	0.00	0.00	0.00	1.63
360	Spanish Club	477.68	0.00	0.00	0.00	477.68
370	Spirit Club	868.06	0.00	0.00	0.00	868.06
380	Student Council	679.61	0.00	131.13	0.00	548.48
390	Thespians	0.00	0.00	0.00	0.00	0.00
400	Track Club	2,594.15	45.00	0.00	0.00	2,639.15
410	Volleyball Club	1,827.64	0.00	290.30	0.00	1,537.34
420	Wrestling Club	3,136.04	0.00	0.00	188.50	3,324.54
	B Totals:	42,941.80	5,731.23	6,260.32	2,060.76	44,473.47
C	Classes					
500	Art	708.18	0.00	8.78	0.00	699.40
505	Band	10,468.78	1,720.00	4,291.26	669.02	8,566.54
510	Choir	3,365.74	1,017.00	694.73	215.20	3,903.21
515	Class of 2016	2,372.40	0.00	0.00	0.00	2,372.40
520	Class of 2017	2,073.06	0.00	0.00	0.00	2,073.06
525	Class of 2018	0.00	0.00	0.00	0.00	0.00
540	Class of 2015	2,471.76	0.00	0.00	0.00	2,471.76
550	Construction Tech	152.82	0.00	0.00	0.00	152.82
570	Family Consumer Science	1,841.23	1,065.00	1,810.74	0.00	1,095.49
580	Industry Tech	980.20	0.00	0.00	0.00	980.20
590	Yearbook	15,611.97	555.00	0.00	272.76	16,439.73
	C Totals:	40,046.14	4,357.00	6,805.51	1,156.98	38,754.61

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 12/01/2014 to 12/31/2014.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D								
Activities								
600	Activities			123.49	0.00	0.00	0.00	123.49
650	Mock Trial			31.57	305.00	320.00	0.00	16.57
655	Musical			742.34	0.00	400.00	0.00	342.34
660	Play Production			3,384.29	574.00	471.22	0.00	3,487.07
670	Speech			480.55	0.00	0.00	0.00	480.55
	D	Totals:		4,762.24	879.00	1,191.22	0.00	4,450.02
E								
Miscellaneous								
700	Alumni			5,279.57	0.00	0.00	0.00	5,279.57
705	Capital Improvement			0.00	0.00	0.00	0.00	0.00
710	Concessions			6,258.32	2,810.45	2,044.77	-3,217.74	3,806.26
715	D.C. Tour			0.00	0.00	0.00	0.00	0.00
720	Faculty Courtesy Fund			957.18	0.00	95.50	0.00	861.68
730	Fine Arts			1,323.95	0.00	0.00	0.00	1,323.95
740	Guidance			317.80	0.00	0.00	0.00	317.80
750	Library			618.16	0.00	0.00	0.00	618.16
760	Principal			5,333.13	13.68	182.36	0.00	5,164.45
770	Textbook Fines			1,986.08	12.00	0.00	0.00	1,998.08
780	College Access Grant			4,401.98	-50.00	175.00	0.00	4,176.98
	E	Totals:		26,476.17	2,786.13	2,497.63	-3,217.74	23,546.93
F								
Dual Credits								
803	Government			325.00	0.00	0.00	0.00	325.00
805	Math			1,825.00	0.00	0.00	0.00	1,825.00
	F	Totals:		2,150.00	0.00	0.00	0.00	2,150.00
N								
Non-Active Accounts								
90001	AV - Graduation			0.00	0.00	0.00	0.00	0.00
90002	Class of 2010			0.00	0.00	0.00	0.00	0.00
90003	Class of 2011			0.00	0.00	0.00	0.00	0.00
90004	Class of 2012			0.00	0.00	0.00	0.00	0.00
90005	Class of 2013			0.00	0.00	0.00	0.00	0.00
90006	Class of 2014			0.00	0.00	0.00	0.00	0.00
90060	General Fund			0.00	0.00	0.00	0.00	0.00
90061	German			0.00	0.00	0.00	0.00	0.00
90062	GovernmentTrip			0.00	0.00	0.00	0.00	0.00
90063	Lit Mag			0.00	0.00	0.00	0.00	0.00
	N	Totals:		0.00	0.00	0.00	0.00	0.00
SpringPI Totals:				180,587.03	17,413.80	22,997.60	0.00	175,003.23
Report Totals:				180,587.03	17,413.80	22,997.60	0.00	175,003.23

Statement of Activity Fund
Springfield Elementary
For the Period of December 1, 2014 - December, 31, 2014

Activity	Balance Last Report	Receipts	Expenditures	Transactions In-Out	Balance On Hand
Library	\$ 2,806.79	\$ -	\$ -	\$ -	\$ 2,806.79
Pop	\$ 492.64	\$ 97.30	\$ 43.98	\$ -	\$ 545.96
General	\$ 2,745.65	\$ 0.70	\$ 200.35	\$ -	\$ 2,546.00
Student Council	\$ 1,744.62	\$ -	\$ -	\$ -	\$ 1,744.62
Walk - A - Thon	\$ 2,629.87	\$ -	\$ -	\$ -	\$ 2,629.87
D.I.	\$ 699.40	\$ -	\$ -	\$ -	\$ 699.40
Total	\$ 11,118.97	\$ 98.00	\$ 244.33	\$ -	\$ 10,972.64

Previous Bank Balance	\$ 11,130.10
Deposits made this month	\$ 98.00
Checks Paid this Month	\$ 242.20
New Bank Balance	\$ 10,985.90
Minus Outstanding Cks.	\$ 13.26
Plus Outstanding Deposits	\$ -
Final Account Balance	\$ 10,972.64

Wes Reed

Wes Reed, Principal
January 5, 2015

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			2,071.39
Checks and Payments	3	Items	-465.70
Deposits and Other Credits	1	Item	60.00
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			1,665.69

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			1,665.69
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Balance as of 12/31/2014:			1,665.69
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Ending Balance:			1,665.69

BILLS BY FUND FOR PAYMENT 1/12/2015			
Payee	Account Code	Reason	Amount
State of NE-Office of CIO	1-01-1100-318	ONLINE SERVICE	\$ 236.79
AMAZON	1-01-1100-410	SUPPLIES	\$ 219.17
Staskiewicz, Frank	1-01-1100-670	REIMBR. MILEAGE	\$ 40.32
Dill, Shellee L	1-01-1210-670	REIMBR. MILEAGE	\$ 194.32
AMAZON	1-01-2130-410	SUPPLIES	\$ 27.96
AMAZON	1-01-2210-410	SUPPLIES	\$ 230.27
Cambium Learning Group/Sopris Learning	1-01-2210-410	SUPPLIES	\$ 492.95
Educational Service #3	1-01-2210-630	WORKSHOP-KIRWAN,MAHAONEY	\$ 158.00
Educational Service #3	1-01-2210-630	WORKSHOP-KIRWAN,MAHONEY,ROESLEI	\$ 237.00
Parr, Michelle M	1-01-2210-670	REIMBR. MILEAGE	\$ 245.84
HyVee Food & Drug Store	1-01-2210-690	SUPPLIES	\$ 12.98
Metropolitan Omaha Educational Consortium (MOEC)	1-01-2310-630	SPEAKER EVENT	\$ 402.01
NE Assoc Of School Boards	1-01-2310-630	CREDIT MEMO-B.OSBORN	\$ (95.00)
NE Assoc Of School Boards	1-01-2310-630	LEG. CONF. ICENOGLE	\$ 145.00
NE Assoc Of School Boards	1-01-2310-630	LEG. CONF.-RICHARDS,SHERMAN	\$ 145.00
NE Assoc Of School Boards	1-01-2310-630	WORKSHOP-B.OSBORN	\$ 95.00
NE Education Technology Services, Inc.	1-01-2310-630	EMEETING MEMBERSHIP	\$ 1,500.00
Anderson Awards & Engraving	1-01-2310-690	SUPPLIES	\$ 8.50
HyVee Food & Drug Store	1-01-2310-690	SUPPLIES	\$ 196.78
Taher, Inc.	1-01-2310-690	SUPPLIES	\$ 270.00
Omaha World Herald	1-01-2320-350	LEGALS	\$ 127.92
Omaha World Herald	1-01-2320-350	LEGALS/EMPLOYMENT	\$ 336.65
NE Assoc Of School Boards	1-01-2320-630	LEG. CONF.-RICHARDS,SHERMAN	\$ 145.00
NE Assoc Of School Boards	1-01-2320-630	WORKSHOP-B.RICHARDS	\$ 95.00
NE Council of School Administrators	1-01-2320-630	LEG. REGISTRATION-RICHARDS	\$ 100.00
American Express	1-01-2320-670	CREDIT CARD	\$ 766.84
Bumgardner, Thoma J	1-01-2320-670	REIMBR. MILEAGE	\$ 81.77
Richards, Brett A	1-01-2320-670	REIMBR. MILEAGE	\$ 405.44
American School Board Sub	1-01-2320-690	RENEWAL	\$ 234.00
American School Board Sub	1-01-2320-690	SUBSCRIPTION	\$ 39.00
Classic Sportswear & Awards	1-01-2320-690	SUPPLIES	\$ 30.00
HyVee Food & Drug Store	1-01-2320-690	SUPPLIES	\$ 18.55
Lukas Partners, Inc.	1-01-2330-318	PR SERVICE DEC 2014	\$ 596.50
Educational Service #3	1-01-2510-318	LASERFICHE USAGE	\$ 33.63
Harris	1-01-2510-318	ESP- ANNUAL MAINT.	\$ 1,260.00
Midwest Office Automations	1-01-2510-318	COPIER LEASE	\$ 2,765.99
Sarpy County Election Commission	1-01-2510-319	GENERAL ELECTION	\$ 1,117.77
CenturyLink	1-01-2510-342	PHONE @ CO	\$ 236.39
CenturyLink	1-01-2510-342	PHONE @ SP	\$ 404.23
MCI	1-01-2510-342	LONG DISTANCE	\$ 107.17
Verizon Wireless	1-01-2510-342	CELL PHONES	\$ 173.05
Windstream	1-01-2510-342	PHONES	\$ 1,067.42
AMAZON	1-01-2510-410	SUPPLIES	\$ 16.99
Culligan Us Filter	1-01-2510-410	SUPPLIES	\$ 23.00
Quill Corp	1-01-2510-410	SUPPLIES	\$ 8.24
Union Bank & Trust Company	1-01-2510-690	ADMIN. ANNUAL WIRE FEE	\$ 524.00
American Express	1-01-2520-336	CREDIT CARD	\$ 55.40
O'Reilly Automotive Inc	1-01-2520-337	SUPPLIES	\$ 2.13
Great Plains Pest Services In	1-01-2620-318	PEST CONTROL	\$ 150.00
Johnson, Charles E	1-01-2620-318	WATER OPERATOR	\$ 900.00
NE DOL/Boiler Inspection Program	1-01-2620-318	BOILER CERT.	\$ 234.00
Papillion Sanitation	1-01-2620-318	SANITATION PICK UP	\$ 395.42
Premier Waste Solutions, LLC	1-01-2620-318	SANITAITON PICK UP-FINAL PAYMENT	\$ 677.00
Water Engineering Incorporated	1-01-2620-318	WATER TESTING	\$ 152.71
Clean Sweep Commercial Parking Lot Service In	1-01-2620-319	STRIPING @ PHS,PC,WM & SP	\$ 750.00
Greater Omaha Refrigeration	1-01-2620-319	ICE MAKER REPAIR @ PHS	\$ 359.68
Rainbow Glass And Supply	1-01-2620-319	REPLACEMENT DOOR @ SP	\$ 1,214.46
Regan, Dan J	1-01-2620-319	KITCHEN @ LP	\$ 255.00
Theatrical Media Services, Inc.	1-01-2620-319	SUPPLIES	\$ 431.51
Decker, Inc.	1-01-2620-410	SUPPLIES	\$ 80.35

BILLS BY FUND FOR PAYMENT 1/12/2015			
Electrical Engineering & Equipment Co	1-01-2620-410	SUPPLIES	\$ 309.32
Grainger	1-01-2620-410	SUPPLIES	\$ 531.04
Home Depot/GECF	1-01-2620-410	SUPPLIES	\$ 132.48
Mark's Plumbing Parts	1-01-2620-410	SUPPLIES	\$ 1,156.88
SimplexGrinnell Lp	1-01-2620-410	SUPPLIES	\$ 1,095.06
Metropolitan Utilities Dist	1-02-2610-321	LEVEL PAYMENT	\$ 404.00
Omaha Public Power District	1-02-2610-322	LEVEL PAYMENT	\$ 385.47
First Student	1-02-2750-318	ACTIVITY TRIPS- DEC 2014	\$ 3,565.93
First Student	1-02-2750-318	FACILITY RENT	\$ (1,000.00)
First Student	1-02-2750-318	FUEL EXCALATOR	\$ 4,535.98
First Student	1-02-2750-318	REGULAR ROUTES	\$ 34,787.34
Navigator Motorcoaches Inc.	1-02-2750-318	TRANSPORTATION	\$ 610.00
First Student	1-02-2760-318	ACTIVITY TRIPS- DEC 2014	\$ 258.21
First Student	1-02-2760-318	ADD. ROUTES NON DISTR. DAYS	\$ 1,850.32
First Student	1-02-2760-318	SPED ROUTE EXTENTIONS	\$ 2,668.22
First Student	1-02-2760-318	SPED ROUTES	\$ 20,816.10
First Student	1-02-2790-318	LC HOURS	\$ 2,486.88
Metropolitan Utilities Dist	1-03-2610-321	LEVEL PAYMENT	\$ 391.00
Omaha Public Power District	1-03-2610-322	LEVEL PAYMENT	\$ 367.03
Sarpy County Treasurer's Offi	1-10-1100-313	RESOURCE OFFICER	\$ 5,235.07
Quill Corp	1-10-1100-410	SUPPLIES	\$ 83.60
Evangelical Good Samaritan Society, The	1-10-1230-318	SPED SERVICE	\$ 3,445.00
HyVee Food & Drug Store	1-10-1290-410	SUPPLIES	\$ 690.04
Quill Corp	1-10-1290-410	SUPPLIES	\$ 96.58
Taher, Inc.	1-10-1290-410	SUPPLIES	\$ 202.00
Culligan Us Filter	1-11-1100-318	SUPPLIES	\$ 31.00
Apple, Inc.	1-11-1100-460	Volume Purchase Program for Education	\$ 500.00
AccuPrint Laser Services Inc	1-11-1100-560	TONER	\$ 199.95
School's In, LLC	1-11-1220-410	SUPPLIES	\$ 83.17
EBSCO Industries, Inc.	1-11-2220-430	SUPPLIES	\$ 169.70
Reed, Wesley S	1-11-2410-670	REIMBR. MILEGE	\$ 59.92
City Of Springfield	1-11-2610-321	WATER & SEWER @ SP	\$ 157.71
Metropolitan Utilities Dist	1-11-2610-321	LEVEL PAYMENT	\$ 1,388.00
Omaha Public Power District	1-11-2610-322	LEVEL PAYMENT	\$ 3,522.11
Egan Supply Company	1-11-2610-410	SUPPLIES	\$ 99.77
Hillyard/Sioux Falls	1-11-2610-410	SUPPLIES	\$ 178.61
AMAZON	1-12-1100-410	SUPPLIES	\$ 312.70
Creative Product Sourcing, Inc	1-12-1100-410	SUPPLIES	\$ 286.01
AMAZON	1-12-1100-460	SUPPLIES	\$ 540.00
Educational Service #3	1-12-1100-630	WORKSHOP-BLUM,MURPHY	\$ 58.00
AMAZON	1-12-1220-410	SUPPLIES	\$ 49.50
Bureau Of Education & Research	1-12-2120-410	SUPPLIES	\$ 108.00
EBSCO Industries, Inc.	1-12-2220-410	CREDIT MEMO	\$ (282.61)
EBSCO Industries, Inc.	1-12-2220-430	SUPPLIES	\$ 169.70
Omaha Public Power District	1-12-2610-322	LEVEL PAYMENT	\$ 4,207.80
S I D #23	1-12-2610-323	WATER & SEWER @ WM	\$ 58.56
Egan Supply Company	1-12-2610-410	SUPPLIES	\$ 99.77
Hillyard/Sioux Falls	1-12-2610-410	SUPPLIES	\$ 178.62
Sarpy County Treasurer's Offi	1-20-1100-313	RESOURCE OFFICER	\$ 5,235.06
Educational Service #3	1-20-1100-318	A/V REPAIR	\$ 1,617.29
Midwest Office Automations	1-20-1100-410	SUPPLIES	\$ 53.13
Quill Corp	1-20-1100-410	SUPPLIES	\$ 7.19
Platteview High School	1-20-1100-690	FEE WAIVER	\$ 72.25
Platteview High School	1-20-1100-690	FEE WAIVER-CHEERLEADING	\$ 233.32
Boys Town	1-20-1230-362	SPED SERVICE	\$ 2,268.54
Ollie Webb Center, Inc.	1-20-1230-362	SPED SERVICE	\$ 6,552.00
Apple, Inc.	1-21-1100-460	Volume Purchase Program for Education	\$ 750.00
Culligan Us Filter	1-21-1100-690	SUPPLIES	\$ 90.50
Educational Service #3	1-21-1310-630	QUIZ BOWL	\$ 140.00
Mackin Educational Resources	1-21-2220-430	LIBRARY BOOKS	\$ 502.26
AMAZON	1-21-2230-410	SUPPLIES	\$ 30.00
CDWG	1-21-2230-530	SUPPLIES	\$ 255.76

BILLS BY FUND FOR PAYMENT 1/12/2015			
Johnson, Darin L	1-21-2410-670	REIMBR. SUPPLIES/SUPPLIES	\$ 22.40
Johnson, Darin L	1-21-2410-690	REIMBR. SUPPLIES/SUPPLIES	\$ 64.86
Svensden, Trendolyn D	1-21-2410-690	REIMBR. SUPPLIES	\$ 30.70
Egan Supply Company	1-21-2610-410	SUPPLIES	\$ 243.45
Hillyard/Sioux Falls	1-21-2610-410	SUPPLIES	\$ 178.62
Adams Professional Service, Inc.	1-22-1100-318	PIANO TUNE	\$ 220.00
John Baylor Test Prep	1-22-1100-318	ONLINE ACT	\$ 4,000.00
Schmitt Music Center	1-22-1100-318	REPAIR	\$ 93.00
Dostal, Alexander J	1-22-1100-410	REIMBR. SUPPLIES	\$ 21.36
Falch, Kelly A	1-22-1100-410	REIMBR. SUPPLIES	\$ 16.04
Lowe's	1-22-1100-410	SUPPLIES	\$ 142.10
Nebraska Scientific	1-22-1100-410	Beef Eye	\$ 14.00
Nebraska Scientific	1-22-1100-410	Fetal Pig 9"-11" PL	\$ 125.30
Nebraska Scientific	1-22-1100-410	Pig Heart	\$ 52.00
Nebraska Scientific	1-22-1100-410	Sheep Brain W/O Hypophysis	\$ 87.60
Office Depot Inc	1-22-1100-410	SUPPLIES	\$ 23.04
Pepper Of Minneapolis	1-22-1100-410	SUPPLIES	\$ 42.75
Pioneer Drama Service	1-22-1100-410	SUPPLIES	\$ 41.25
Quill Corp	1-22-1100-410	SUPPLIES	\$ 209.35
Spectrum Paint	1-22-1100-410	SUPPLIES	\$ 123.85
Walmart Community/GECRB	1-22-1100-410	SUPPLIES	\$ 466.20
Quill Corp	1-22-1100-530	SUPPLIES	\$ 1,655.96
Lowe's	1-22-1100-690	SUPPLIES	\$ 82.99
AMAZON	1-22-1220-410	SUPPLIES	\$ 581.96
ACT	1-22-2120-410	SUPPLIES	\$ 445.00
HOBY	1-22-2120-410	REGISTRATION	\$ 195.00
NE Leadership Seminar, Inc.	1-22-2120-410	REGISTRATION: REWOLINSKI & FLUCKEY	\$ 300.00
Barnes & Noble, Inc.	1-22-2220-430	LIBRARY BOOKS	\$ 553.78
AMAZON	1-22-2220-450	SUPPLIES	\$ 69.89
AMAZON	1-22-2230-318	SUPPLIES	\$ 581.96
AMAZON	1-22-2410-560	SUPPLIES	\$ 93.48
NE Council of School Administrators	1-22-2410-630	PRINCIPAL CONF. -SIMPSON	\$ 125.00
Fairfield Inn & Suites by Marriott-Kearney	1-22-2410-670	ROOM-SIMPSON	\$ 96.95
Joekel, Steven K	1-22-2410-670	REIMBR. SUPPLIES	\$ 506.95
Simpson, Angela M	1-22-2410-670	REIMBR. MILEAGE	\$ 446.82
Metropolitan Utilities Dist	1-22-2610-321	LEVEL PAYMENT	\$ 3,127.00
Omaha Public Power District	1-22-2610-322	LEVEL PAYMENT	\$ 15,459.59
Egan Supply Company	1-22-2610-410	SUPPLIES	\$ 199.54
Hillyard/Sioux Falls	1-22-2610-410	SUPPLIES	\$ 357.24
			\$ 167,318.92
Payee	Account Code	Reason	Amount
Taher, Inc.	2-23-6000-318	NOV 2014 OPERATING EXPENSES	\$ 41,131.94
			\$ 41,131.94
			\$ 208,450.86



Prepared For
BRETT RICHARDS
SO SARPY SCHOOL 46

Account Number
XXXX-XXXXX7-21006

Closing Date
12/22/14

Page 3 of 3

Activity Continued

Card Number XXXX-XXXXX7-22020				Reference Code	Amount \$
12/05/14	The Pit Stop	SPRINGFIELD	NE	85544024339	✓ 18.00
	REF# 85544024339	402-253-8004	12/04/14		
12/11/14	HILTON ADVANCE PURCH	800-236-7113	TN	15063609470	766.84
	FOL# 1506360947	LODGING	12/10/14	<i>Brett</i>	
	ARRIVAL DATE DEPARTURE DATE			<i>1-01-2320-670</i>	
	12/09/14 12/10/14 00				
	ROC NUMBER 1506360947				
12/12/14	The Pit Stop	SPRINGFIELD	NE	85544024346	✓ 37.40
	REF# 85544024346	402-253-8004	12/11/14		
Total for BRETT A. RICHARDS				New Charges/Other Debits	822.24
				Payments/Other Credits	0.00

Fuel = \$55.40

020468 3/3



StudentsStudent Discipline

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

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

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

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the

student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

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

reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent,

upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

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

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes, non-medical, and other vapor dispensers-regardless whether such products contain nicotine)), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or

- had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
 13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
 14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
 15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
 16. Willfully violating the behavioral expectations for riding school buses or vehicles.
 17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
 18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may

readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

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

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

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. ~~Refer to school handbooks for student appearance requirements. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:—~~
 - a. ~~Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.—~~

- b. ~~Shorts, skirts, or skorts that do not reach mid-thigh or longer.—~~
- c. ~~Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.—~~
- d. ~~Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse play” or that would damage property (e.g. cleats).—~~
- e. ~~Head wear including hats, caps, bandannas, and scarves.—~~
- f. ~~Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.—~~
- g. ~~Clothing or jewelry that is gang-related.—~~
- h. ~~Visible body piercing (other than ears).—~~A

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student’s level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test. (ii) Use of

Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor. (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone

or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's

grade book or the school records is a serious form of cheating.

- (2) “Plagiarism” means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One’s Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student’s paper.
- (3) “Contributing” to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student’s work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
 - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student’s parents or guardian.
 - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will

be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

a. Philosophy and Purpose. The District ~~strongly discourages~~ ~~does allow~~ students ~~from to~~ bringing and/or ~~using~~ ~~use~~ electronic devices at school. The use of electronic devices, ~~can be~~ ~~when used inappropriately, can be~~ disruptive to the educational process. ~~and are items that are frequently lost or stolen.~~ In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

(1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), iPads, compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

(2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,

(iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

(1) Students are ~~not~~ permitted to possess or use ~~any~~ electronic devices ~~outside of during~~ class time ~~or during passing time except as otherwise~~ provided by this policy. ~~Electronic devices Cell phone~~ usage for anything other than school purposes is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the

discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

~~(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).~~

(4) (3) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices ~~possessed or~~ used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

(i) Students found in possession of a "sexting" message ~~may~~ **shall** be subject to a one (1) day suspension from school.

(ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school **on the first offense. Further offenses may lead up to long-term suspension from school.**

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for

the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

- F. Specific Rule Items: ~~The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:~~ See school handbooks for more specific rules that, in repeated violations, may result in discipline up to expulsion.—

~~Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.—~~

1. ~~Students in the hallway during class time must have a pass with them.—~~
2. ~~Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.—~~
3. ~~Students are expected to bring all books and necessary materials to class. This includes study halls.—~~
4. ~~Assignments for all classes are due as assigned by the teacher.—~~
5. ~~Students are not to operate the mini-blinds or the windows.—~~
6. ~~Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.—~~
7. ~~Students are to be in their seats and ready for class on the tardy bell.—~~
8. ~~Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.—~~
9. ~~Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.—~~
10. ~~Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.—~~
11. ~~Snow handling is prohibited.—~~

- G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent,—

guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
 - (a) Knowingly possessing illegal drugs or alcohol.
 - (b) Aggravated or felonious assault.
 - (c) Vandalism resulting in significant property damage.
 - (d) Theft of school or personal property of a significant nature.
 - (e) Automobile accident.
 - (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

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

Date of Adoption: 8/11/2014

Learning Community Superintendents' Report

Executive Summary

December 2014

Section I. Learning Community Finances

The common levy has been in place since 2009-10, and there are three concerns. First, the common levy has failed to provide a necessary level of funding to address the education costs of an increasing number of children in poverty and English Language Learning (ELL) programs. Second, the common levy has each year produced resources in member districts that were less than the districts en masse might have received if subject to the same TEEOSA process as all other non-LC school districts in Nebraska. Third, the pooling effect takes funds from some districts and gives it to neighboring school districts.

Recommendation: Increase TEEOSA funding for poverty and ELL students, eliminate the 95 cent common levy, redirect ESU #3 and ESU #19 core services dollars back to member school districts, and fund all open enrollment related transportation costs outside of TEEOSA.

Section II. Boundaries

Currently there is little support from superintendents or boards for any unilateral change of school district boundaries without the involvement and consent of the affected school district school boards.

Recommendation: Allow the process outlined by 79-413 which requires the approval of the school boards in each affected school district and approval of the State Reorganization Committee. Stated differently, allow school reorganizations to occur within the LC the same manner they occur elsewhere.

Section III. Open Enrollment Student Movement

A major goal of the Learning Community legislation was to create greater socioeconomic diversity in Learning Community schools. While the purpose of open enrollment is worthy (i.e. to create greater socio-economic diversity in school building enrollments) open enrollment today involves around 5% of Learning Community students and generally has not impacted overall school building diversity.

Recommendation: Maintain the Open Enrollment program as is with full funding of open enrollment transportation by the state. Separate open enrollment transportation costs from TEEOSA so that additional funding will be available to Learning Community school districts for teaching and learning, not busing.

Section IV. Open Enrollment Student Achievement

One of the overarching goals of the Learning Community is closing the achievement gap. The belief was that open enrollment, by creating a more balanced socioeconomic school environment, would contribute to that goal. However, open enrollment does not appear to be positively impacting proficiency rates as much as in-district, in-school building efforts (i.e. overall Learning Community student performance has trended upward in each of the last three years).

Recommendation: See Recommendation in Section III above.

Section V. Transportation for Open Enrollment

Open enrollment transportation was intended to enhance the movement of students to create greater socioeconomic diversity in each Learning Community school. While the impact in student movement has been minimal in creating greater socioeconomic diversity, there has been a rapid increase in transportation costs from \$1.89 million in 2010-11 to an estimated \$5.4 million in 2013-14.

Recommendation: Remove open enrollment transportation costs from TEEOSA which would leave more dollars available for teaching and learning within Learning Community member school districts budgets.

Section VI. Focus Schools

Focus programs, focus schools and magnet programs were included in the initial Learning Community legislation. Focus schools were designed to offer innovative programs with no formal attendance area in order to reflect the overall socioeconomic diversity of the learning community. Presently, there is one focus school and one pathway (elementary, middle and high school) in the Learning Community.

Recommendation: Expand the commitment of state funding to build and open focus schools. State funding is currently insufficient for school districts to enter into this type of a venture.

Section VII. Early Childhood Education

Early childhood education is widely supported across the Learning Community. The superintendents from all eleven districts working in collaboration with the LCCC and the Buffet Early Education Institute drafted a two-county plan to address the needs of children living in high poverty areas across the LC.

Recommendation: Continue implementation of the Superintendents' Plan. Implement it, evaluate and modify it, expand it to all preschool children in poverty in the LC.

Section VIII. Elementary Learning Centers

The LCCC is required to establish at least one elementary learning center (ELC) for each twenty-five elementary schools in which at least 35% of the students attending the school qualify for free or reduced-price lunches. The purpose of the ELCs is to offer services to address parent language barriers, parenting skills, readiness for school, and extended learning opportunities. Currently there are two ELCs, one in South Omaha (2302 M Street) and one in North Omaha (2400 Franklin Street).

Recommendation: Continue programs that have shown a significant positive impact on student learning and success in school and refocus or end those programs that fail to demonstrate such an effect.

Section IX. Governance Structure

The Learning Community is led by an 18-member Learning Community Coordinating Council (LCCC). The LCCC is comprised of twelve elected members and six appointed members. The LCCC has met regularly since January of 2008 and has set the common levy, hired staff, established elementary learning centers, initiated early childhood and supportive programs for children in poverty, evaluated efforts, published annual reports and other activities within its purview.

Recommendation: Eliminate any redundant reporting so that member districts are required to submit data and reports only one time to one entity (NDE) as all other school districts are required. Maintain the focus of the LCCC on early childhood, elementary learning centers, and programs for children in poverty that do not duplicate school district initiatives.

Section X. Superintendents' Advisory Council

Beginning in 2013, the Learning Community Coordinating Council was required to have an advisory committee comprised of member school district superintendents. The overall effectiveness of this arrangement (Superintendents' Advisory Council and the LCCC) is questioned by the superintendents who so far see the process as top down with little or no input requested or desired.

Recommendation: Due to the relative success of collaborative efforts such as the MOEC, GOALS attendance center, and Early Childhood Plan, the use of this advisory council for specific project based efforts may be a more valuable use of time and resources by both the LCCC and school district superintendents. Further, a focused mission of the LCCC as described under the governance section above, may enhance this collaborative effort more than a statute-driven mandate.

Grading System

PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that clearly communicates achievement toward learning standards and supports the process of learning.

The Superintendent will be responsible for implementing a system for appraising and reporting the development of students' academic and behavioral knowledge *and* skills based upon the standards of learning established by the District/State.

COMMUNICATION OF ACADEMIC AND BEHAVIORAL PROGRESS

Communicating student progress to students and parents shall be the responsibility of the building administrator and the classroom teacher. In grades K-12, student progress will be communicated every 4-5 weeks. Two parent-teacher conferences will be scheduled in the elementary, junior high school and senior high school each year. Additional communication of student progress is expected between required progress reporting in a timely manner when students are struggling.

Communication of student progress must be aligned with District assessment expectations outlined in *Policy No. 6211: Springfield Platteview Community Schools "has adopted an assessment plan and has aligned the curriculum with the state (and/or national standards in non-core content areas) approved content standards. Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students. Teachers are to conduct the assessment in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards."*

The following are the grading parameters:

1. Grading procedures shall only be related directly to the prescribed curriculum and the College and Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit shall not be used to influence the grade.
2. Grades on the report card will be based upon content area standards and goals.

3. Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.
 - a. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately unless they are a stated part of a learning goal established by the District/State.
 - 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.
 - ii. Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.
 - iii. Work handed in late if penalized shall not exceed 10 %.
 - iv. 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.
 - c. Absences shall be handled as follows:
 - v. Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.
 - vi. 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.
 - vii. See student-parent handbook for additional attendance procedures/policies.
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 required to retake an assessment. Second chance assessment opportunities shall be made available to students who score below an 89%. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is an 89%.
- d. 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.

- e. Grading Scale for grades 6-12:

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	97-100	4.0	5.0
A	93-96.9	4.0	5.0
A-	90-92.9	3.67	4.67
B+	87-89.9	3.33	4.33
B	83-86.9	3.0	4.0
B-	80-82.9	2.67	3.67
C+	77-79.9	2.33	3.33
C	73-76.9	2.0	3.0
C-	70-72.9	1.67	2.67
D+	67-69.9	1.33	2.33
D	63-66.9	1.0	2.0
D-	60-62.9	0.67	1.67
F	0-59.9	0.0	0.0

5. Achievement will reflect the most recent evidence.
 - a. Teachers will assure sufficient evidence of meeting a learning target in determining a grade.
 - b. If needed, the most accurate statistical measure (median or mode) may be used to most accurately communicate a student's level of achievement.

6. Other details on grading can be found in parent/student handbooks at each school.

Adopted by Board of Education: _____



Grading Policy draft feedback:

"After seeing all of the districts that have already gone to the 90-100%, etc scoring system....I understand why we, as a district, would be making that move also."

"I do not understand the concept of retaking tests, etc.. but believe that the 89% threshold is too high. I feel it makes sense at the 80% and below level."

"I have never really liked the advanced, proficient, progressing, and beginning grading at the elementary levels, and wish that they could go to a percentage grade at an earlier grade, say 4th grade, instead of 6th."

"All in all, I think the draft you have put together is good and is a move in a positive direction."

"Define summative and formative assessments. What is characterized as a summative vs. a formative assessment. In most of the grading policies I reviewed these were defined in some manner."

"Include information regarding how grading of group projects will be handled. Will a group grade be given or an individual grade? How will this be measured?"

"The draft version indicates that extra credit shall not be used to influence the grade. If extra credit cannot influence the grade should it even be offered? What would be the benefit/reward to a student to complete extra credit if it has no effect on a grade? What is the incentive to the teacher to offer and ultimately review/grade extra credit if there's no influence on the grade? Extra credit should not have a large impact, but there should be some reward for the extra effort or don't offer it at all."

"Some of the sample grading policies included sections to define the purpose of homework and the responsibilities that a student, teacher, and parent have in regards to homework. Many of the policies also specified homework is formative work. Since homework is a large part of the day to day learning it may be beneficial to clearly define this area."

"In the section of 4C, it states that "students who fail a summative assessment are required to retake the assessment." How is fail defined? Is this a 0-59.9% My opinion would be that if a student is receiving lower than a C, the student is not knowledgeable of the subject."

"4C also indicates that students may take a second chance assessment if student follows teacher guidelines. Should these guidelines be standardized so they are consistent between classrooms/teachers? What are the responsibilities of the teacher, student, and parent in regards to second chance assessment?"

"Purpose, Para 2: According to Bloom's taxonomy, students should be assessed on knowledge, skills and attitudes. Is there a reason that the students' attitudes are not assessed?"

"Grading parameters, #1: I absolutely agree that Extra Credit should not be used to increase/influence the grade. It seems like this is only 'padding' their grade, not giving a true sense of their current status."

"Grading parameters, #3,b,iii: If work is handed in late, except for the case of an excused absence, I feel it should be penalized. This does not need to exceed 10%; however, I do not feel that a student who chose not to complete their work on time should receive the same grade as a student who completed their work at the level of an 'A' and on time. Often times, in both a person's professional and personal life, there will be deadlines. The students should be taught to respect deadlines and the time of others."

"Grading parameters, #4, c: I can philosophically understand both arguments for giving retakes and not giving retakes. Retakes, for the purposes of remediation and evaluation, are valid I believe. Assuming that the student will be required to remediate on areas of weakness/concern prior to retaking the assessment, then I believe that the level of an A should be the cut point. If a student scores below a 90%(A), they may be allowed to remediate and retake. Upon remediation and reevaluation, the student cannot earn a grade higher than 89% (B+). I do believe if the retake is the same test, that the student not be allowed to review the exact questions as they will potentially only be learning enough to pass the test; however, if an alternate test is used, I can see that reviewing each question may be a helpful learning activity."

"Grading Scale: A ten-point scale seems appropriate and also gives our students an equal advantage to other high schools. In addition, I know that three colleges in the Omaha area also use a 10-point scale on the core curriculum; however, some of the curriculum in the major may use a 7-point scale. Since scholarships are often calculated based upon GPA, ACT, and rank, allowing our students to use a common 10-point scale will allow them to compete fairly for these opportunities."

"Regarding the grading parameters, there are several references to College and Career Readiness learning goals but how is that defined?"

"3. b. iii – in my opinion late should always be penalized and 10% seems too generous. Students should learn that late work isn't acceptable and is due on the established date, which should be clearly communicated by the teacher."

"3.b. iv. How do teachers decide whether they have sufficient evidence of achievement? Without knowing more, seems a too subjective."

"3.c. Are excused absences defined somewhere?"

"4.c. I'm in favor of giving students an alternative way to learn material, if necessary to understand a subject as we all learn differently but I echo someone else's comments that 89% seems way too high for a second chance assessment."

Curriculum Guide
2015-2016
Changes to be Noted

Page	Change
1	Course Requirements by Grade Level This has become more specific and show that Guided Study Period will no longer exist but that Study Hall will be required of grades 9 and 10.
2	Grading Scale This grading scale is the proposed grading scale in the proposed grading policy before the board of education.
2	Addition of the Graduation Date for the Class of 2019
3	Class of 2016 Graduation Requirements Added English 12 Show math to be completed in succession. Changes Biology as the beginning class for science
3	Class of 2017-2018 Graduation Requirements Added English 12 Show math to be completed in succession. Changes Biology as the beginning class for science
4	Class of 2019 Graduation Requirements This shows the proposed diploma pathways Note the Distinguished diploma requirements which include AP tests, service hours and an Advanced Scholars course.
5	Mark Point Table This is the proposed change in the grading policy before the Board of Education.
5	Mark Point Table Weighted class excludes Algebra 2 but adds Introduction to Statistics.
6	Glossary Added advanced placement and dual credit explanations.
16	Business includes a link to the cluster charts. This will be moved into the main document.

Academic Recognition

Principals List	A student who achieves a grade point average of 4.00 in a semester and is enrolled in 1 of each of the 4 core academic areas.
Honor Roll	This is an academic achievement award for students who have achieved a grade point average of 3.75 or above and is enrolled in 4 core academic classes. This recognition is given only at the end of the semester grading periods.
Merit Roll	This is an academic achievement for students who have achieved a grade point average of 3.50 or above. This recognition is given only at the end of the semester grading periods.
Academic Letter	Students who have been named to the Honor Roll for 4 consecutive semesters may request recognition and an academic letter.

Class Rank

Platteview computes a class rank for students, based on their cumulative grade point average. All course work taken, beginning with the ninth grade, is used in determining class rank. This information is updated on a semester basis and final class rank is not completed until all grades are recorded after the grading period has been completed.

Class Standing

Freshman	0 – 13 Credits
Sophomore	14 - 26 Credits and completed 2 semesters of high school
Junior	27 - 39 Credits and completed 4 semesters of high school
Senior	40+ Credits and completed 6 semesters of high School

Course Load Requirements

The following course load requirement assures that students are scheduled in class an appropriate amount of time and that they are making satisfactory progress towards graduation. All students MUST be registered for seven credits of course work each semester.

Course Requirements by Grade Level

<u>9th Grade</u>	<u>10th Grade</u>
English 9	English 10
World Geography/Civics	World History
Math	Chemistry or Applied Chemistry
Biology	Math
Physical Education 9	Health
Information Technology I	Personal Finance
Study Hall	Study Hall
<u>11th Grade</u>	<u>12th Grade</u>
English 11	English 12
American History	American Govt./Social Science
Math	
Physics or Applied Physics	

Early Graduation

Students may graduate from Platteview upon completion of seven semesters, provided they have met course and credit requirements and have attended Platteview for two semesters. **Students who wish to graduate early must complete the application form and submit it to the principal by June 1 following their junior year. The form is available from the guidance counselor and on the school website.**

Grade Point Average

Platteview High School computes a grade point average (GPA) for all students. The GPA is determined by dividing the total number of mark points by the number of credits attempted. Mark points are earned on the basis of the table below:

Grading Scale

Letter Grade	Percentage
A+	97-100
A	93-96.9
A-	90-92
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	0-59.9

Graduation Dates

Class of 2016 May 20
 Class of 2017 May 21
 Class of 2018 May 20
Class of 2019 May 19

Graduation Requirements Class of 2016

Students must earn 50 credits to earn a high school diploma. The following graduation requirements, as established by the Springfield Platteview Board of Education:

English 8 units

- **To include English 9(2), English 10(2), English 11(2) and English 12(2) or a similar Honors course.**

Social Studies 8 units

- To include World Geography(1), Civics(1), World History(2), US History(2) and US Government(1).

Mathematics 6 units

- **To include courses in succession.**

Science 6 units

- To include Biology (2)

Physical Education 2 units

- To include Physical Education 9 (1)

Health 1 unit

Information Technology 1 1 unit

Graduation Requirements Class of 2017 and 2018

Students must earn 50 credits to earn a high school diploma. The following graduation requirements, as established by the Springfield Platteview Board of Education:

English 8 units

- To include English 9(2), English 10(2), English 11(2), and English 12(2).

Social Studies 8 units

- To include World Geography(1), Civics(1), World History(2), US History(2) and US Government(1).

Mathematics 6 units

- To include math in succession.

Science 6 units

- To include Biology(2).

Physical Education 2 units

- To include Physical Education 9 (1)

Health 1 unit

Information Technology 1 1 unit

Personal Finance 1 unit

Graduation Requirements Class of 2019

To begin with the Class of 2019 Platteview will offer 3 pathways to assist students in planning for their future choices. All students will all need to earn a minimum of 50 credits, which are listed in the College and Career Pathway. Students completing the Distinguished Pathway will be recognized at the Commencement ceremonies and receive a Distinguished Diploma.

	College & Career Pathway	University Bound Pathway	Distinguished Pathway
Business	Information Technology	Information Technology	Information Technology
	Personal Finance	Personal Finance	Personal Finance
Language Arts	English 9	English 9 or Honors English 9	Honors English 9
	English 10	English 10 or Honors English 10	Honors English 10

	English 11	English 11 or Honors English 11	Honors English 11
	English 12	English 12	Advanced Placement Literature**
Mathematics	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math**
		Advanced Math**	Advanced Placement Calculus**
Physical Education	Physical Education 9	Physical Education 9	Physical Education 9
	Health	Health	Health
	Additional Physical Education course	Additional Physical Education course	Additional Physical Education course
Science	Biology	Biology	Biology
	Chemistry or Applied Chemistry	Chemistry	Chemistry
	Physics or Applied Physics	Applied Physics or Physics	Physics
			Advanced Placement Chemistry**
Social Science	World Geography Civics	World Geography Civics	World Geography Civics
	World History	World History	World History
	US History	US History	US History
	US Government Elective	US Government Economics	Advanced Placement Government** Economics
World Language		Spanish 1	Spanish 1
		Spanish 2	Spanish 2
			Spanish 3
Online Learning			Successfully complete an Advanced Scholars college credit course

Community Service			20 Hours
Completion	50 credits	50 credits	50 credits plus the completion of all AP exams, community service, and a 3.6 gpa

Mark Point Table

Letter Grade	Percentage	Mark Points	Weighted Mark Points
A+	97-100	4.0	5.0
A	93-96.9	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89.9	3.33	4.33
B	83-86.9	3.0	4.0
B-	80-82.9	2.67	3.67
C+	77-79.9	2.33	3.33
C	73-76.9	2.0	3.0
C-	70-72.9	1.67	2.67
D+	67-69.9	1.33	2.33
D	63-66.9	1.0	2.0
D-	60-62.9	0.67	1.67
F	0-59.9	0.0	0.0

** Weighted classes include Advanced Math**, Introduction to Statistics**, Physics, Honors English 9, Honors English 10, Honors English 11 and all advanced placement classes.

Registration Procedures

The registration process allows for a strong schedule of classes to be created to meet the needs of our students. With that in mind, we ask that students and parents spend time discussing their options for all four years of their high school experience. Students entering 9th grade will need to attend a registration meeting with their parents and school personnel to review their personal learning plan and their plans for high school.

Drop/Add

The schedule for each semester should be considered final when the registration form is turned in to the counselor's office. Students with legitimate conflicts would include:

- retake a course that has previously been completed unsatisfactorily
- address a graduation requirement that has not been met
- registered for a course without a prerequisite

Students requests for a drop/add must occur before the first day of the semester. If a drop is requested after the first week of school it will require the permission of a parent, teacher and an administrator and will show a "WP" or "WF." After the mid-quarter, students may only be dropped from class with a grade designation of "5".

Study Halls and Open Periods

Students will be allowed to take one study hall. Freshmen, sophomores and juniors who sign up for a study hall must attend the study hall; students will be required to attend even if the study hall falls in first or eighth period. Seniors will be allowed to select one open period, period one or eight, for each semester in lieu of a study hall. If a senior chooses to sign up for a study hall, they must attend the study hall.

Glossary

Advanced Placement	A class has an approved curriculum by the College Board. A student can take the Advanced Placement Test in the spring to possibly earn college credit.
Credit	This is the credit value placed on a particular class. Classes meeting for 18 weeks, one class hour each day of the week, will yield one credit for the semester.
Dual Credit	A course that is offered at the high school and taught by a high school teacher for high school credit where a student has the option of enrolling in the course at a college to also earn college credit.
Electives	These are courses over and above those courses specifically required for graduation.
Fee	This is the amount of money the student will be required to pay to cover the cost of supplies. Class fees must be paid by the end of the first full week of classes. Class fees may also be for dual credit or college credit courses.
Pass-Fail	Activity classes routinely use pass-fail grading. Pass-fail grades are not used in the calculation of a student's GPA.
Permission	A student must acquire permission to enter certain courses if he/she does not meet the specific requirement. This permission is granted by the instructor of the course.
Prerequisite	This is the coursework that must be completed successfully before a student can register for the course.
Required Courses	These are specific courses required for graduation.
Weighted Grades	Classes that have weighted grades will show the weight in the mark point. The grade will still reflect the actual grade earned in the course.

List of Course Offerings

<p>Art Department Advanced Art Commercial Design Drawing Independent Study Art Painting Pottery Three Dimensional Art</p> <p>Business Department Accounting I Advanced Accounting Business Law I Information Technology I Information Technology II Intro to Digital Design Digital Media Economics Entrepreneurship & Leadership Go Platteview! Introduction to Business Leadership & Management Marketing 1 Marketing 2 Personal Finance Web Design</p> <p>Family & Consumer Science Advanced Clothing & Textiles Child Development Clothing & Textiles Family Relationships Foods I Foods II Housing & Home Furnishings Sports & Family Nutrition</p> <p>Honors Program Advanced Scholars(UNL) Honors Independent Study</p>	<p>Industrial Technology Department Advanced Engineering Concepts Advanced Manufacturing Metals Advanced Manufacturing Woods Construction Technology Design & Fabrication Intro to Industrial Communications & Design Manufacturing Metals Manufacturing Woods Principles of Electricity & Industrial Technology Residential Architectural Drafting Technical Drafting</p> <p>Language Arts Department Advanced Placement English English 9 English 10 English 11 English 12 Honors English 9 Honors English 10 Honors English 11 Journalism I Journalism II Photography Speech Yearbook</p> <p>Mathematics Department Advanced Math** Advanced Placement Calculus** Algebra 1 Algebra 2 Algebra 2: Concepts & Skills Geometry Integrated Geometry Introduction to Statistics</p> <p>Music Department Concert Choir Music Theory Varsity Band</p>	<p>Physical Education Advanced Weight Training Health Lifetime Fitness Lifetime Sports Physical Education 9 Weights & Conditioning Advanced Weights & Conditioning</p> <p>Science Department Advanced Biology Advanced Chemistry Anatomy & Physiology Applied Chemistry Applied Physics Biology Chemistry Physics</p> <p>Social Science Department Advanced Placement Government American History Civics World History Criminal Justice Economics Business Law I Psychology I Psychology II/AP Social Problems U.S. Government World Geography</p> <p>Work Place Readiness Cooperative Education Internship I Internship II</p> <p>World Language Department Spanish 1 Spanish 2 Spanish 3 Spanish 4</p>
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On-Line Registration Instructions

ART EDUCATION

No.	Course	Semester	Credit	Open To
0712	Commercial Design	Semester	1	9-12
0713	Three Dimensional Art	Semester	1	9-12
0714	Independent Art Study	Semester	1	11-12
0715	Drawing	Semester	1	9-12
0716	Painting	Semester	1	9-12
0717	Advanced Art	Semester	1	10-12
0718	Pottery	Semester	1	10-12

Advanced Art I and II

Course #: 0717

Prerequisite: Drawing and two other art classes offered (Painting, 3D Art, Pottery, or Commercial Design)

Class Fee: \$20.00 per semester

Course Description:

Advanced Art is a portfolio preparation class, designed to provide a range of subjects, media, and techniques that provide the framework for developing individual ideas and approaches, with expression as the goal. Assignments are flexible to allow the students to meet the portfolio criteria of numerous colleges, and various local, national, and international competitions. This course may be taken multiple semesters.

Course Objectives:

"The student will..."

- 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 utilizing a variety of art materials.
- learn to appreciate art of the past and present.
- will continue on with their growth of aesthetics through visual discrimination and judgment.

Commercial Design and Graphic Design

Course #: 0712

Prerequisite: Drawing

Class Fee: \$10 - To be paid the first week of the semester.

(This includes airbrush paper and frisket, materials for a personal portfolio and various paints.)

Course Description:

Commercial Design is a course designed to develop an awareness and appreciation of certain aspects of advertising. This class, that also includes painting, will give the student the opportunity to explore the relationship of color and design to particular design areas. Art history, slides, and terms will be given. Projects are subject to change.

Course Objectives:

"The student will..."

- be able to design projects for commercial art.
- be able to illustrate proportional drawing into a specific unit.
- be able to continue to use art fundamentals through painting.
- demonstrate individual expression in all assignments.
- recognize aesthetic value through slide viewing.

Drawing

Course #: 0715
Class Fee: \$10 - To be paid the first week of the semester.
(This includes paper, special marker, pencil, eraser, ink, and matte board.)

Course Description:

This drawing class will be done in three units. There will be perspective, figure drawing, and still life. Pencil, charcoal, ink, colored pencils and markers are the medias that can be used. Art history lessons will also be given in the lectures. Projects are subject to change.

Course Objectives:

"The student will..."

- be able to draw various perspectives, figure drawings, and still life.
- be able to create projects with specific guidelines.
- understand art terms relating to art projects and art history notes.

Independent Art Study I and II

Course #: 0714
Prerequisite: Drawing, Advanced Art, and one other art class in the area of study. Contracts must be filled out and signed before registration, and a six-project portfolio must be authorized by Mrs. Hansen
Class Fee: Prices will vary based on students project plan. A price sheet will be written for each project and included in the contract.

Course Description:

Individual projects are aimed at the serious student who would like to pursue a special field of art. Students must have followed a sequence of classes available before permission will be given from the art instructor for the class. Class assignments, due dates for projects, amount of credit, and class time will be spelled out in a contract drawn up by the student and art instructor. This course may be taken multiple semesters.

Course Objectives:

"The student will..."

- have a better understanding of the field of art by choosing their own assignments.
- demonstrate the importance of scheduling their time according to signed contract.
- understand how to preplan each assignment.
- pre-plan each semester of art.
- develop aesthetic value when creating art projects.

The following are requirements for Independent Study:

- previously contacted art school and have information on it.
- received 1's in all art classes.
- must have followed all class rules and received no detentions or office referrals.
- pre-plan each semester of art.
- one unit of independent study will cover a specific era of art (in depth study - ex: Egyptian Art).

Painting

Course #: 0716
Prerequisite: Drawing
Class Fee: \$15 - To be paid the first week of the semester. (This includes paper, special marker, pencil, eraser, and matte board.)

Course Description:

This course introduces students to classical and contemporary painting, techniques and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. Painting from still life, landscape, and life, by adding color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, and critical thinking skills will all be emphasized

extensively. We will study and research major painting styles and movements in historical context. Demonstrations, slide lectures, group and individual critiques will be given throughout the course.

Course Objectives:

"The Student will..."

- develop students' confidence in using painting as a primary medium for artistic expression.
- introduce students to the fundamental processes of visual perception and artistic expression.
- develop students' ability to verbalize ideas and processes in art making.
- develop understanding of history styles and contemporary issues in painting.

Pottery

Course #: 0718
Prerequisite: Drawing
Class Fee: \$20

Course Description:

This is a class designed for students wanting more time on the pottery wheel. Due to the number of pottery wheels, this will have to be a small class, a total of 3 to 5 students. Students will learn how to use the potter's wheel and basic throwing techniques to create forms, such as bowls, mugs, teapots, mosque dishes, and other ceramic art forms.

Course Objectives:

"The student will..."

- learn how to record glaze recipes, prepare and apply techniques to a variety of different projects.
- know the concepts and practices for kiln use, such as firing theory, oxidation and the process for stacking pottery in the kiln.

Three Dimensional Art

Course #: 0713
Prerequisite: Drawing
Class Fee: \$25 - To be paid the first week of the semester.
(This includes pottery clay, glazes, and pottery tools for ceramic projects.)

Course Description:

This art class is a general introduction to the 3D areas of art. Students will work with the 3d art forms--sculpture. Materials used will be clay, slip, and plaster. Art history, slides, and terms will also be given. Students need to bring a towel and an old shirt or an apron to wear over good clothes. This is due the first Friday of class. Projects are subject to change.

Course Objectives:

"The student will..."

- apply design principles and assemble 3D projects.
- use various materials for specific projects.
- develop aesthetic value when constructing art projects.
- study art history of sculpture through slides.

BUSINESS EDUCATION

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0530	Introduction to Business, Marketing & Management	Semester	1	9 – 12
0502	Information Technology I	Semester	1	9
0503	Information Technology II	Semester	1	10 - 12
0507	Marketing	Semester	2	10 – 12
0509	Accounting I	Full Year	2	10 – 12
0510	Advanced Accounting	Full Year	2	11 – 12
0516	Web Design	Semester	1	11 – 12
0517	Intro to Digital Design	Semester	1	10 – 12
0523	Digital Media	Semester	1	10 - 12
0513	Business Law I*	Semester	1	11 – 12
0524	Management & Leadership	Semester	1	10 - 12
0522	Marketing II	Semester	1	10 - 12
0525	Entrepreneurship & Leadership	Semester	1	10 – 12
0261	Personal Finance	Semester	1	9 – 12
0445	Economics*	Semester	1	11 – 12
0470	GoPlatteview	Year	2	11-12

Courses identified by * may be used to satisfy the Social Science requirement for graduation. A student may use only one of the above listed courses as a course used to satisfy one of the eight semester Social Science requirements & only one of the Math requirements for graduation. The course Personal Finance will meet the mathematics requirement for the class of 2016.

COURSES RECOMMENDED by the Business Department

	General Business	Information Technology	Finance/Accounting
Freshmen	Introduction to Business Information Technology I	Information Technology I	
Sophomores	Introduction to Business Marketing I Entrepreneurship and Leadership Management and Leadership Information Technology II & III	Information Technology II Intro to Digital Design Digital Media	*Accounting Informational Technology II
Juniors	Marketing Marketing II Business Law I & II Economics	Information Technology II Intro to Digital Design Digital Media Web Design GoPlatteview	Accounting Advanced Accounting Personal Finance Information Technology II
Seniors	Marketing I Marketing II Business Law I Personal & Business Law Economics Cooperative Education Information Technology II & III	Information Technology II Intro To Digital Design Digital Media Web Design Cooperative Education GoPlatteview	Accounting Advanced Accounting Personal Finance Information Technology II Cooperative Education

*Sophomores have prerequisites in order to register for this class.

Click here to view a full list of [Nebraska Career Programs of Study available at Platteview](#).

Accounting

Course #: 0509

Prerequisite: Sophomores are required to complete Algebra I with a minimum of a 2 grade, (open to all Juniors and Seniors)

Career Cluster: Business Management & Administration

Course Description:

Beginning accounting provides an understanding of the basic principles of the double-entry accounting system both manually and computerized. It's a comprehensive introduction to basic financial accounting including recording, summarizing and reporting, principles of income measurement and asset valuation and accounting systems and controls. Students will study the accounting cycle for a sole proprietorship operating as a service business and a corporation operating as a merchandise business. Partnership accounting will be addressed.

Course Outcomes:

The Students will be able to:

- complete the various steps of the accounting cycle and will be able to explain the purpose of each step.
- determine the value of assets, liabilities, and owner's equity according to generally accepted accounting principles, explaining when and why they are used.
- prepare, interpret, and analyze financial records using manual and computerized systems for service and merchandising businesses.
- apply appropriate accounting principles to various forms of ownership and to specialized accounting procedures including payroll taxes, checking, uncollectible accounts, plant asset and depreciation, promissory notes and accruals.
- understand basic business computations. They will demonstrate competency by performing calculations when processing financial documents and making business transactions.

Advanced Accounting

Course #: 0510

Prerequisite: Accounting I

Career Cluster: Business Management & Administration

Course Description:

Advanced Accounting is designed to help students build on their 1st year of Accounting and acquire additional knowledge of accounting procedures and techniques for use on a future job or in college business courses. Students have the opportunity to develop proficiency in recording, analyzing, interpreting, and reporting data, both computerized and manually. Students successfully completing this course may be able to receive advance placement at some colleges and universities.

Course Outcomes:

The students will be able to:

- understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records.
- understand the use of financial principles in making personal and business decisions. They will demonstrate competency by applying the appropriate accounting concepts and principles.
- understand and apply basic business computations. They will demonstrate competency by performing calculations when processing financial document and when making business transactions.
- apply appropriate accounting principles to various forms of ownership and to specialized accounting procedures.

Business Law

Course #: 0513

Career Cluster: Business Management & Administration

Course Description:

Business Law I offers students a basic understanding of the legal rights and responsibilities necessary to be informed citizens, consumers, employees and employers in the American economic system. The course teaches students about their legal rights/responsibilities and how to protect their legal rights and to recognize the legal implications of a variety of situations as they arise in day to day life.

Course Outcomes:

Students will be able to..

- understand the legal rights and responsibilities relevant to personal and business practices.
- demonstrate competency by analyzing and applying personal and business law.
- identify sources of public and private agencies that assist and protect individuals and businesses.
- describe the basic elements, requirements, and obligations for an enforceable contract.
- explore career opportunities available in the field of law.
- discuss the ethical responsibilities of individuals and society.
- become familiar with the principal areas of government regulation of personal and business activities.
- become familiar with laws that protect individual and organizational rights.

Digital Media

Course #: 0523

Offered: Spring Semester

Prerequisite: Intro to Digital Design

Career Cluster: Marketing, Information Technology, Arts-A/V Tech & Communications

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:

Students will be able to..

- explore digital technologies and web and digital communications career opportunities.
- create and edit images and graphics.
- plan, produce, edit, and publish digital audio.
- plan, produce, edit, and publish animations.
- plan, capture, gather, edit, and produce a multimedia-rich video project.
- understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior.

Entrepreneurship and Leadership

Course #: 0525

Career Cluster: Business Management & Administration

Course Description:

This course is designed to provide basic theory of business organization for an entrepreneur. The course gives a general overview of national and international business and the social and economic environments of business. It emphasizes the basic concepts of leadership within the business organization, characteristics of this, and operation of business and a major sector of the economy. Students will gain exposure to opportunities in entrepreneurship. Students will investigate products and services for the small business, including location, layouts and communication. They will create a business plan, as well as, learn how to target potential customers.

Course Outcomes:

The students will be able to:

- identify and provide examples of the basic forms of business ownership.
- research various successful entrepreneurial ventures.
- evaluate the history and development of a successful entrepreneurial venture
- identify and evaluate the methods of entering an entrepreneurial venture.
- describe the processes, strategies, and systems implemented to guide daily business operations.
- complete a business plan and presentation
- apply talents and strengths to explore new business opportunities within an existing organization.

Economics

Course # 0445

Career Cluster: Business-Management-Administration, Finance, Marketing & Sales (important for all clusters)

Course Description:

This one semester 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 students will be able to:

- identify the types of resources used to produce goods and services, and the types of businesses that operate in markets.
- understand the roles of supply and demand in a market and how they work together to achieve the market equilibrium.
- understand the role of incentives, specialization, gains from trade, and competition in a market economy.
- begin to understand the role of economic institutions, money, and interest rates in an economy.

GoPlatteview

Course #: 0470

Prerequisite: Web Design is recommended

Career Cluster: Information Technology, Arts, A/V Tech.-Communications, Marketing-Sales

Course Description:

GoPlatteview is for the student who would like to experience the day to day operation of updating and maintaining a web site. Students are expected to update schedules and results of activities, write short stories, photograph and edit pictures for web use. GoPlatteview.com is a public website that posts PHS activity schedules and results. Short news stories are also written by students to add interest and depth to the results posted on the web site.

Course Outcomes

The students will be able to:

- have an understanding of the daily tasks needed to update and edit a public web site.
- write short articles about current events.
- understand the importance of daily deadlines

Information Technology I

Course #: 0502

Career Cluster: Information Technology

Course Description:

This one semester computer software 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 application letters, resumes, and application forms. Students will demonstrate professional communication skills and practices while learning the software, as well as, cyber citizenship. The student will also continue to work and update their Personal Learning Plan.

Course Outcomes

The students will be able to:

- demonstrate knowledge in Microsoft Windows 2011 for Mac, Word processing, PowerPoint, and Excel.
- demonstrate using these applications in Google Drive and IWork pages, numbers and keynote.
- demonstrate the job application process, this includes but not limited to creating and updating resumes, application or cover letters and job application forms.
- show understanding of the Nebraska Career Connections website and complete a Personal Learning Plan, take tests on career assessment and personal inventory.
- demonstrate knowledge of job interviewing.

Information Technology II

Course #: 0503

Prerequisite: Information Technology I

Career Cluster: Finance, Business-Management-Administration, Marketing-Sales, Science-Tech.-Engineering-Math

Course Description:

This is an excellent course for all students interested in a business or accounting career. This one semester course will cover applications in Microsoft Office Suite and apply them to simulated business situations. Skills will be developed in advanced word processing and spreadsheet applications, database and electronic presentation software. Students will develop skills in desktop publishing, including page layout and formatting, and web page development by creating and editing web pages. This course will provide the opportunity for students to test out of the University of Nebraska at Lincoln's, College of Business Administration, computer software requirement.

Course Outcomes:

- Students will be able to produce documents with word processing and spreadsheet applications, database and electronic presentation software for use in accounting and finance departments.

Introduction to Business, Marketing and Management

Course #: 0530

Career Cluster: Business Management & Administration

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 students will be able to:

- demonstrate the ability to discuss basic principles of economics and how economic decisions affect individuals, businesses, countries and international competition.
- demonstrate the ability to describe various forms of business ownership and organization, the role and work of management and how to undertake career planning.
- demonstrate an understanding of specialized operations areas of business (marketing, financial management, production and risk management) and how technology affects these operations.
- demonstrate knowledge concerning personal business skills including consumer buying, money management, banking, consumer credit, saving and investing, and insurance.

Introduction to Digital Design

Course #: 0517

Career Cluster: Marketing-Sales, Information Technology

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, pictures, and movies. Proper use of copyrighted materials will also be discussed. Career opportunities will also be explored.

Course Outcomes:

- Students will understand color and page layout for a variety of business documents and brochures.
- Students will develop an understanding of business to client relationships when creating products for customers.
- Students will be able to use a variety of picture editing techniques to enhance pictures and photos.
- Students will understand the basics of creating an electronic career portfolio.
- Students will understand the use of copyrighted materials.

Management and Leadership

Course #: 0524

Career Cluster: Business Management and Administration

Course Description:

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

- Students will recognize the importance of business management and the role of managers as it relates to the success of business.
- Students will understand the tools, techniques, and systems that businesses use to plan, staff, lead, and organize resources.
- Students will analyze management functions and their implementation and integration within the business environment.
- Students will employ leadership skills to achieve workplace objectives.
- Students will develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment.

Marketing I

Course #: 0507

Career Cluster: Business Management & Administration

Course Description:

This course involves the process of identifying and meeting the needs of today's consumer through marketing. This class provides the principles of economics and fundamentals of marketing. Units of study include world economics, communication skills, advertising, displays, consumer behavior, personal selling, product development, and entrepreneurship. The course involves a combination of lecture, discussion, case studies, projects and applications. Marketing provides preparation for students in the world of work and/or at college.

Course Outcomes

The students will be able to:

- understand the employment opportunities related to marketing careers in a free enterprise economy and identify opportunities in the field of marketing.
- describe the nature and scope of marketing information management, emphasizing the importance of market research.
- apply the basic elements of the marketing mix (product/service planning, place, price, and promotion) to business situations.
- describe the importance of physical distribution, inventory control, financial controls and risk management to making money in a business environment.
- understand the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment.
- understand the primary purposes of purchasing and their relationship to the marketing mix and profitability.

Marketing II

Course #: 0522
Prerequisite: Marketing I
Career Cluster: Business Management & Administration

Course Description:

This course focuses on the in-depth study of the marketing functions in actual business and economic situations. Emphasis is placed on the application of promotions, economics, mathematics, technology, decision making/critical thinking and management techniques. The course involves a combination of lecture, discussion, case studies, projects and applications. Marketing provides preparation for students in the world and/or at college.

Course Outcomes:

"The students will..."

- describe the importance of physical distribution, inventory control, financial controls and risk management to making money in a business environment.
- understand the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment.
- understand the primary purposes of purchasing and their relationship to the marketing mix and profitability.
- understand the role of management techniques in business.

Personal Finance

Course #: 0261
Prerequisite: None
Career Cluster: Finance

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 students will be able to:

- demonstrate the ability to use personal financial planning techniques. These will include understanding the steps in the financial planning process, explaining the relationship between career planning and financial fulfillment, utilizing ways to assess their own personal financial situation and stress the importance of wise buying decisions.
- demonstrate the ability to describe types of services available to them to help them plan, manage, and save to help them reach personal financial goals. Students will become familiar with how to comparison shop among a variety of financial institutions, the role of credit in buying and also an understanding of the finances of housing.
- demonstrate an understanding of putting financial plans into action through investing. Students will demonstrate the ability to explain fundamental aspects of investing in stocks, bonds, mutual funds, real estate and other types of investments.
- demonstrate the ability to utilize strategies that will protect their financial resources through gaining knowledge of taxes, insurance, retirement and estate planning.

Web Design

Course #: 0516
Prerequisite: Intro to Digital Design or Information Technology II with instructor permission.
Career Cluster: Information Technology, Marketing-Sales, Arts-A/V Tech.-Communications

Course Description:

Students will demonstrate knowledge of web design and languages. 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 students will be able to:

- have knowledge of a variety of options used to create web pages.
- demonstrate their ability to create/design a web page with the use of web designer software.
- be able to create a web page/site to use as a personal career portfolio.

FAMILY & CONSUMER SCIENCES

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0670	Foods 1	Semester	1	9-12
0672	Foods 2	Semester	1	10-12
0674	Clothing and Textiles	Semester	1	9-12
0676	Advanced Clothing and Textiles	Semester	1	9-12
0679	Family Relationships	Semester	1	11-12
0680	Child Development	Semester	1	11-12
0682	Culinary Arts	Semester Block	2	11-12
0684	Nutrition	Semester	1	9-12
0686	Housing and Home Furnishings	Semester	1	9-12

Advanced Clothing & Textiles

Course #: 0676
Prerequisite: Clothing & Textiles
Class Fee: Varies. Students will purchase materials necessary to complete projects
Offered: 2014-2015

Course Description:

Advanced Clothing & Textiles allows students to continue understanding the knowledge and skills needed for clothing care, construction, and the clothing/fashion/textiles industry. Fashion history, fashion designers/entrepreneurs, the fashion industry, clothing redesign/recycle, fitting and alterations techniques, custom tailoring, fashion design, and apparel/accessories are topics covered in this course.

Course Objectives

The students will be able to:

- understand the role apparel plays in their lives.
- examine how to make good decisions regarding clothing, apparel and textile selection.
- demonstrate construction techniques both basic and advanced.

Child Development

Course #: 0680
Offered: 2014-2015

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 to parent, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn are topics that will also be covered.

Course Objectives

The students will be able to:

- define family, children, parenting.
- identify methods of family planning.
- analyze conception.
- 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 & Textiles

Course #: 0674
 Offered: 2014-2015
 Class Fee: Varies. Students will purchase materials necessary to complete projects.

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 Objectives

The students will be able to:

- 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 #: 0679
 Offered: 2014-2015

Course Description:

The course includes the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, work 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 towards the school, family, community, and world.

Course Objectives

The Students will be able to:

- 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).
- infer family management techniques.

Foods I

Course #: 0670
 Class Fee: \$10
 Prerequisite: Nutrition
 Offered: 2014-2015

Course Description:

Foods I 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 Objectives

The students will be able to:

- 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 II

Course #: 0672
Prerequisite: Nutrition & Foods1
Offered: 2014-2015
Class Fee: \$10

Course Description:

Foods II allows students to continue understanding the knowledge and skills for food preparation and food science. The course offers food preparation techniques, cooking methods, meal planning, and careers within the food industry. Topics covered in Foods 2 are more complex and require students to use knowledge gained in Foods 1 to prepare various food 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 Objectives

The students will be able to:

- demonstrate nutrition and wellness practices that enhance individual and family wellbeing 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.

Housing & Home Furnishings

Course #: 0686
Offered: 2014-2015

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 throughout 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 Objectives

The students will be able to:

- 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.

Nutrition

Course #: 0684

Offered: 2014-2015

Course Description:

Nutrition focuses on you and the ever changing world of food. It will prepare individuals for living on their own in terms of eating, purchasing and keeping food safe, as well as, lay a good foundation for working in the kitchen in Foods 1 and 2. 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 Objectives

The students will be able to:

- 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.

HONORS INDEPENDENT STUDY

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0015	Honors Independent Study	Semester Variable	9-12	

Honors Independent Study

Course #: 0015

Prerequisite: Identified member of the high ability program, or permission from the instructor.

This course offers students an opportunity to pursue a course of study in an area of high interest not offered as a course at Platteview High School. Students will work on an independent area of study for elective credit. Projects can be chosen in virtually any area from literature to computers to music. Students must have taken all courses in the subject area prior to Honors independent Study. Projects will be approved by the counselor and persons with expertise asked to be mentors. Projects can be chosen for one semester or one year in duration. Only one Honors Independent Study course may be taken per semester. Students will meet on a regular basis with the facilitator to discuss the project goals, procedures, and results. Up to one credit per semester may be earned.

University of Nebraska-Lincoln Advanced Scholars Program

Designed as a partnership linking University of Nebraska–Lincoln (UNL) with high schools, the Advanced Scholars program enables schools to offer qualified high school juniors, seniors and high-ability students the opportunity to enroll in online UNL courses for college credit. High school students stay academically challenged and prepare for the rigorous coursework they'll experience upon arriving on campus. A hallmark of the program is that the online courses are taught by the University's renowned faculty.

All Advanced Scholars courses are regular first-year offerings from the various colleges within UNL. The course syllabi, textbooks, assignments and grading practices are the same as those used by the faculty for on-campus classes. Students who register and successfully complete UNL Advanced Scholars online courses earn college credit, verified by an official UNL transcript. *Advanced Scholars coursework can be completed online during the regular school day.*

For information on course offerings, dates and deadlines, how to enroll, or to answer any questions you may have, visit the Advanced Scholars' website at advancedscholars.unl.edu or stop by the Counselor's Office for assistance in gaining more information.

Listed are the current course offerings:

<p>Arts & Humanities Clothing and Human Behavior (TXCD 123) Introduction to Art History (AHIS 101) Judaism, Christianity and Islam (RELG 181) Visual Literacy: Art & Design (ARCH/LARC/IDES/TXCD 143)</p> <p>Business Business Computer Applications (BSAD 150) Personal Finance (FINA 260) Statistics (ECON 215)</p> <p>Math & Science Animal Products (ASCI 210) Biotechnology: Food, Health and Environment (AGRI 115) Calculus for Managerial and Social Sciences (MATH 104) Companion Animal Behavior (ASCI 271) Earth's Natural Resources Systems (NRES 108) Elements of Physics (PHYS 151) Engineering Economy I (IMSE 206) Fundamentals of Computer Science (CSCE 101) Insect Biology (ENTO 115) Introductory Astronomy (ASTR 103) Nutrition, Exercise and Health (NUTR 100) Oceanography (GEOL 109) Plant Science (AGRO 131) The Science of Food (CHEM/FDST/NUTR 131)</p>	<p>Social Science American History to 1877 (HIST 201) American History since 1877 (HIST 202) Fundamentals of Human Communication (COMM 109) Human Development and the Family (CYAF 160) International Relations (POLS 160) Introduction to Anthropology (ANTH 110) Introduction to Library Research (LIBR 110) Introduction to Psychology (PSYC 181) Introduction to Sociology (SOCI 101) Introduction to Women's and Gender Studies (WMNS 101) Principles of Mass Media (JOUR 101) Life Skills for Success (CYAF 150) Sociology of Crime (SOCI 209) Strategies for Academic Success (EDPS 209) Survey of Criminal Justice (CRIM 101)</p>
	<p>0941 Semester 1 0942 Semester 2</p>

**NEBRASKA VIRTUAL INSTRUCTION SOURCE
NEBRASKA ESU COORDINATING COUNCIL**

Platteview High School is part of the Nebraska ESU Coordinating Council Virtual Instruction Source. We are able to enroll students in courses that are offered via a distance learning system at Platteview High School. The course list below is partial and is up to date as of the printing of this curriculum guide. A fully update course list is available at nvis.esucc.org/. Students interested in participating in this program will need to visit with the high school principal to schedule a course.

<p><u>Agriculture</u> Careers in Horticulture Introduction to Horticulture Landscape Plants I Landscape Appreciation</p> <p><u>Art</u> Appreciating Art Beginning Piano 1 Beginning Piano 2 Digital and Film Photography Discovering Music Elements of Drawing Introduction to Film Studies Music Theory</p> <p><u>Business</u> Business Communication Business Math 1 Career Planning: Learning, Earning & Living Skills Economics Entrepreneurship Personal Finance & Economics Personal Keyboarding</p> <p><u>English</u> AP English Literature & Composition 1 AP English Literature & Composition 2 American Literature Studies Basic Expository Writing Basic Grammar Effective Reader Skills Effective Speech Communication Eleventh Grade English 1: Early American Literature Eleventh Grade English 2: Modern American Literature Intermediate Grammar Multicultural Literature Ninth Grade English 1: Introduction to Language Arts Ninth Grade English 2: Beginning Grammar & Composition Short Stories Tenth Grade English 1: Intermediate Language Arts Tenth Grade English 2: Intermediate Grammar & Composition Twelfth Grade English 1: Early British Literature Twelfth Grade English 2: Modern British Literature Writing for Success</p>	<p><u>Family & Consumer Science</u> Entrepreneurship Everyday Etiquette Personal Finance & Economics</p> <p><u>Foreign Language</u> French 1 French 2 French 3 French 4 Latin 1 Latin 2 Spanish 1 Spanish 2 Spanish 3 Spanish 4</p> <p><u>Mathematics</u> AP Calculus** 1 AP Calculus** 2 Basic Mathematics 1 Basic Mathematics 2 Business Math 1 Business Math 2 Algebra 1 Algebra 2 General Mathematics 1 General Mathematics 2 Geometry 1 Geometry 2 Pre-Algebra 1 Pre-Algebra 2 Precalculus 1: Analytic Geometry & Algebra Precalculus 2: Trigonometry Statistics & Probability</p> <p><u>Other</u> Microsoft Office Excel 2007 Microsoft Office Powerpoint 2007 Personal Keyboarding</p> <p><u>Physical Education</u> Health and Wellness</p>
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Science

AP Environmental Science

Biology 1

Biology 2

Chemistry 1

Chemistry 2

Ocean Biology

Physical & Earth Sciences 1

Physical & Earth Sciences 2

Physics 1

Physics 2

The Science of Health

The Science of Nutrition

Social Sciences

AP US History 1

AP US History 2

American Government: National Level

American Government: Theories, Policies & Politics

American History 1

American History 2

International Relations

Psychology

Sociology

World Cultures 1: North & South America & Europe

World Cultures 2: Africa, Asia, Australia, & Oceania

World Geography 1

World Geography 2

World History 1

World History 2

Speech

Effective Speech Communication

**University of Nebraska High School
Virtual Scholars**

<p><u>Career & Technical Education</u> Business Communications Career Planning: Learning, Earning & Living Economics Entrepreneurship Ethics in the Workplace Everyday Etiquette Introduction to Technology Introduction to Web Design Introduction to Driving Office Practices Personal Finance & Economics Pre-Engineering Study Skills Winning in the Workplace</p> <p><u>English & Language Arts</u> AP English Literature & Composition 1 Advanced Placement English Literature & Composition 2 American Literature Studies Basic Expository Writing Basic Grammar Effective Reader Skills Effective Speech Communication Eleventh Grade English 1 Eleventh Grade English 2 Intermediate Grammar Multicultural Literature Ninth Grade English 1 Ninth Grade English 2 Short Stories Tenth Grade English 1 Tenth Grade English 2 Twelfth Grade English 1 Twelfth Grade English 2 Writing for Success</p> <p><u>Health & Physical Education</u> Health & Wellness Introduction to Health Care</p>	<p><u>Mathematics</u> Advanced Algebra 1 Advanced Algebra 2 AP Calculus AB 1 AP Calculus AB 2 Basic Mathematics 1 Basic Mathematics 2 Business Math 1 Business Math 2 Financial Algebra First Year Algebra 1 First Year Algebra 2 General Mathematics 1 General Mathematics 2 Geometry 1 Geometry 2 Pre-Algebra 1 Pre-Algebra 2 Pre-Calculus 1 Pre-Calculus 2 Statistics & Probability</p> <p><u>Natural Science</u> AP Comparative Government & Politics AP Environmental Science American Government: Theories, Policies & Politics AP US History 1 AP US History 2 American Government: National Level American History 1 American History 2 Astronomy Biology 1 Biology 2 Chemistry 1 Chemistry 2 International Relations Ocean Biology Physical & Earth Science 1 Physical & Earth Science 2 Physics 1 Physics 2 Psychology Science of Health Science of Nutrition Sociology World Cultures 1 World Cultures 2 World Geography 1 World Geography 2 World History 1 World History 2</p>	<p><u>Visual & Performing Arts</u> Appreciating Art Beginning Piano 1 Beginning Piano 2 Digital & Film Photography Discovery Musics Elements of Drawing Exploring Visual Design Introduction to Film Studies Music Theory</p> <p><u>World Languages</u> AP French Language & Culture French 1 French 2 French 3 French 4 Latin 1 Latin 2 Spanish 1 Spanish 2 Spanish 3 Spanish 4</p>
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INDUSTRIAL TECHNOLOGY

No.	Course	Semester	Credit	Open To
0603	Introduction to Industrial Communication & Design	Semester	1	9-12
0605	Manufacturing Metals	Semester	1	10-12
0606	Advanced Manufacturing Metals	Semester	1	10-12
0607	Manufacturing Woods	Semester	1	10-12
0608	Advanced Manufacturing Woods	Semester	1	10-12
0616	Design and Fabrication	Semester	1	12
0617	Advanced Engineering Concepts	Full Year	2	11-12
0618	Residential Architectural Drafting	Semester	1	10-12
0619	Technical Drafting	Semester	1	10-12
0627	Principles of Electricity & Industrial Technology	Semester	1	10-12
0637	Construction Technology	Full Year Block	4	11-12

Advanced Engineering Concepts

Course#: 0617
Length: Full Year
Prerequisite: Technical Drafting or Residential Architectural Drafting

Course Description:

An advanced course designed to develop (1) visual thinking concepts including geometric shapes, form and scale (2) design/drawing concepts including presentation work (3) rendering concepts including line, color, shade and shadows and (4) computer generated modeling. Classroom procedures and activities are designed to prepare the student for industrial/mechanical and civil engineering.

Advanced Manufacturing Metals

Course#: 0606
Length: Semester
Prerequisite: Successful completion of intro to Industrial Communication & Design, Manufacturing Metals
Class Fee: \$45

Course Description:

In this course, students will gain more experience in the metals shop. Areas of study will include: material selection, proper use of equipment, proper design and production techniques, and proper finishing techniques. Students will complete advanced metal fabrication projects and learn the importance of design and planning.

Course Objectives

"The student will..."

- become familiar with materials used in the manufacture of goods.
- demonstrate proper equipment techniques and safety considerations.
- complete sketches and drawings of a product design.
- show ability to set up, operate, and produce jigs and fixtures for a production run.

Advanced Manufacturing Woods

Course#: 0608
Length: Semester
Prerequisite: Successful completion of Industrial communication & design, and Manufacturing Woods
Class Fee: \$85

Course Description

In this course, students will gain more experience in the carpentry shop. Areas of study will include: material selection, proper use of equipment, proper design and production techniques, and proper finishing techniques. Students will complete advanced carpentry projects and learn the importance of design and planning.

Course Objectives

"The student will..."

- become familiar with materials used in the manufacture of goods.
- demonstrate proper equipment techniques and safety considerations.
- complete sketches and drawings of a product design.
- show ability to set up, operate, and produce jigs and fixtures for a production run.
- participate in production runs, showing the ability to move from job to job.

Construction Technology

Course#: 0637

Length: Full Year/2 Periods

Prerequisite: Drivers License

Successful completion of Intro to Industrial communication & design, Manufacturing Woods and Advanced Manufacturing Woods

Course Description:

This course is designed for the student pursuing a career as a construction professional. Technical skills are combined with planning and management topics to prepare the student for all stages of a project. This course explores opportunities and career pathways within the residential, commercial, and industrial sectors, and walks the student through the planning, execution, and reporting of a project. Students will master project setup (estimating, scheduling and planning), safety awareness, applying construction materials and techniques, and developing their own professional career goals.

Design and Fabrication

Course#: 0616

Length: Full Year

Prerequisite: Successful completion of Intro to Industrial Communication and Design, Manufacturing Woods, Advanced Manufacturing Woods, Manufacturing Metals, and Advanced Manufacturing Metals.

Class Fee: Pay for projects prior to beginning of the project

Course Description:

Design and Fabrication is a continuation of Advanced Manufacturing Woods and Metals ; in this course students are allowed to build any project that meets instructor's approval. Students will gain more experience in the area of wood, metal, and plastic material processing, and common manufacturing skills. Each student will be required to supply materials for the projects they build and a pair of safety glasses.

Course Objectives

"The student will..."

- become familiar with materials used in the manufacture of goods.
- demonstrate proper equipment techniques and safety considerations.
- complete sketches and drawings of a product design.

Introduction to Industrial Communication & Design

Course#: 0603

Length: Semester

Course Description:

This course explores the skills and techniques used for a beginning student in the area of drafting. The student will become aware of drawing practices used in the construction and manufacturing industries. This course serves as an introductory course to drafting and material processing courses.

Manufacturing Metals

Course#: 0605

Length: Semester

Class Fee: \$45

Prerequisite: Successful completion of Introduction to Industrial communication & design

Course Description:

Manufacturing Metals is an introductory course dealing with the materials, processes, and equipment used in the areas of manufacturing and construction. Students will complete activities concerning metal, and plastic products. Students will learn proper use of portable power and stationary power equipment, and fabrication techniques used in these areas.

Course Objectives

"The student will..."

- be familiar with processes used in manufacturing and construction.
- list common materials used in metal and plastic products.
- outline common production processes used on metal and plastic.
- operate common power equipment safely and efficiently.
- fabricate products using metal and plastic.

Manufacturing Woods

Course#: 0607

Length: Semester

Class Fee: \$30

Prerequisite: Successful completion of Introduction to Industrial Communication & Design

Course Description:

Manufacturing Woods is an introductory course dealing with the materials, processes, and equipment used in the areas of manufacturing and construction. Students will complete activities concerning basic materials used in the carpentry shop and learn the proper use of portable power and stationary power equipment.

Course Objectives

"The student will..."

- be familiar with processes used in manufacturing and construction.
- list common materials used in wood products.
- outline common production processes used on wood.
- operate common power equipment safely and efficiently.
- fabricate carpentry project using proper design and production techniques.

Residential Architectural Drafting

Course#: 0618

Length: Semester

Prerequisite: Successful completion of Introduction to Industrial Communication & Design

Course Description:

In this class, the students will create residential architectural working drawings, using CAD, necessary for a standard building permit. With hands-on exercises, assignments and projects, students gain the capability to use CAD to model a house project and create and distribute industry-standard drawings.

Technical Drafting

Course#: 0619

Length: Semester

Prerequisite: Successful completion of Introduction to Industrial Communication & Design

Course Description:

In this course, students will complete more complex drawings dealing with two and three view projections, section, auxiliary, pictorial, and surface developments. Isometric assembly drawings, plus the practical application of the procedures are studied. Additional study of detail drawings is included. Students gain the capability to use CAD to model projects and create and distribute industry-standard drawings.

Language Arts

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0002	English 9	Full Year	2	9
0003	Honors English 9	Full Year	2	9
0011	English 10	Full Year	2	10
0012	Honors English 10	Full Year	2	10
0017	English 11	Full Year	2	11
0018	Honors English 11	Full Year	2	11
0000	English 12	Full Year	2	12
0026	Advanced Placement English	Full Year	2	12
0030	Speech	Semester	1	10-12
0032	Journalism I	Semester	1	9-12
0033	Photography	Semester	1	9-12
0034	Yearbook	Full Year	2	10-12
0035	Journalism II	Full Year	2	10-12
0036	Drama	Semester	1	9-12

Classes that are weighted in their final mark point average are in **bold**.

Advanced Placement English

Course #: 0026
 Length: Full Year
 Prerequisite: Completion of the Summer Reading assignments
 Class Fee: \$82+ for taking the AP Exam in the spring

Course Description:

This college level course requires a strong background in reading and writing. The students will study poetry, prose, and drama from various countries and time periods. Students will experience a strong emphasis on writing. Timed in-class writings and out-of-class essay writings will afford students the opportunities to improve their skills. Student-led Socratic Seminar-style discussions will also comprise key elements of the course.

Students will also read two books during the summer and complete an essay response over these readings upon their return to school in the fall. Students will have choice among the summer offerings during a spring meeting and the teacher will communicate with them during the summer.

Students are encouraged to take the AP Literature and Composition exam in the spring which could earn them three hours college English credit if they score a four or five, depending on the colleges they plan to attend.

Course Objectives:

"The student will..."

- complete a sound, critical analysis of a designated work of literature (written and oral).
- apply textual, historical, social, and biographical criticism to designated works.
- improve the organizational and mechanical aspects of writing.
- organize and write a concise, sound, timed essay response to a given literary question.
- be prepared to take the standardized AP test in May.
- improve critical thinking and writing skills.
- know and apply the six traits of writing.
- study one author in depth, write analyses of this author's work, and present a final performance/writing.

Drama

Course #: 0036
Length: Semester

Course Description:

This course is designed to aid the student in developing communication skills through dramatic performance. During the course the student will understand, appreciate, and perform drama.

Students will be required to supply the following supplies: Black pants (yoga or stretch for girls, slacks or jeans for boys), black tank top (for girls), solid black t-shirt (for boys), black eyeliner & mascara (for boys and girls), black socks, and black shoes (soft soles, for boys and girls).

Course Objectives

"The student will..."

- interpret dramatic literature and poetry.
- prepare, rehearse, and perform dramatic scenes.
- be exposed to the various stagecraft techniques used to create drama.
- view and evaluate drama.

English 9

Course #: 0002
Length: Full Year

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 Objectives

"The student will..."

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

English 10

Course #: 0011
Length: Full Year
Prerequisite: Recommendation of the English Department.

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 Objectives

"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.
- 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.
- improve critical thinking and writing skills.
- apply the writing process in composition.
- know the six traits of writing.

English 11

Course #: 0017

Length: Full Year

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 Objectives

"The student will..."

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

English 12

Course #:

Length: Full Year

Course Description:

This course challenges students to become versatile readers, skillful writers, and independent thinkers. Students will investigate the traditional genres of literature: novels, short stories, poems, and essays. Also, students will explore a variety of ways to write, and delve into methods of argument and persuasion.

Course Objectives

"The students will..."

- construct knowledge about the texts they read, hear, and see.
- communicate what they learn with well-supported arguments.
- connect what they read and write to the world around them.

- choose the focus of what they study as well as the means of demonstrating mastery of what they learn.

Honors English 9

Course #: 0003
 Length: Full Year
 Prerequisite: Recommendation of the English Department.

Course Description:

Honors English 9 is designed to challenge students who have demonstrated high level English skills in previous grades through standardized testing, in-class assessments, and teacher observation. 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.

Course Objectives

"The student will at an accelerated and enriching level,"

- 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 #: 0012
 Length: Full Year

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. The course will read more challenging texts and move at a more accelerated pace than English 10.

Course Objectives

"The student will..."

- develop reading, writing, and speaking vocabularies.
- define and apply literary terms and genres.
- pursue independent research projects.
- respond to literature on a personal level through writing and discussion.
- discuss literary works on all levels of Bloom's taxonomy.
- improve use of conventions in writing.
- know the six traits of writing.
- write persuasive and analytical essays in literary contexts: theme, character, plot; point of view, setting, and other venues.
- read recreationally.

Honors English 11

Course #: 0018
Length: Full Year

Course Description:

In Honors English 11, we will incorporate a survey of literature of the United States from the 1600s to the present, including novels, short stories, poetry and plays, and focused instruction of advanced writing techniques, including research skills, responsive forms and an emphasis on the methods of argument and persuasion. Literature emphasizing the major authors and philosophies, which comprise our cultural heritage, will be discussed, evaluated and used as the basis for written projects. Research instruction and writing will incorporate information literacy standards and both APA and MLA citation forms.

Course Objectives

"The student will..."

- identify and relate historical and philosophical ideas to the periods of American literature.
- identify various genre in American literature.
- identify characteristics of the American people from literature.
- develop information literacy skills.
- improve skills in organizing, researching, and writing a research paper.
- complete detailed research papers with bibliography, and parenthetical notes.
- improve vocabulary and spelling skills.
- apply the six traits of writing.
- improve critical thinking and writing skills.

Journalism I

Course #: 0032
Length: Semester
Prerequisite: Recommended that students have a "2" average in English courses or permission of the instructor.

Course Objectives:

"The student will..."

- understand why journalism principles (law, ethics, freedom of the press, etc.) are important.
- develop interview techniques to compile a story.
- learn how to count and write a headline.
- learn to write a news story.
- learn editing techniques.
- distinguish fact from opinion.
- learn to design newspaper layouts.
- know the importance of advertising.
- interview subjects and write stories for the school newspaper.
- edit and design the paper.
- sell advertising for the paper.

Journalism II (Newspaper)

Course #: 0035
Length: Full Year
Prerequisite: Journalism I

Course Description:

Journalism II will utilize Journalism I skills to produce the school newspaper, THE CHARIOTEER, on Macintosh computers in a desk top publishing format. (The school paper is put out every three to four weeks.)

Course Objectives:

"The student will..."

- write and edit news stories.
- write and edit feature stories.
- write and edit sports stories.
- write and edit editorials.
- design and layout pages.
- paste-up copy, headlines, and ads.
- design and paste-up advertisements.

Photography

Course #: 0033

Length: Semester

Prerequisite: Student should have access to a 35mm single lens reflex camera and purchase their own film.

Class Fee: \$20

Course Description:

Photography will introduce the basics of taking pictures with a 35mm single lens reflex camera, and explore basic darkroom techniques. Top students will be given the opportunity to become a yearbook or newspaper photographer.

Course Objectives:

"The student will..."

- understand the parts of a 35mm camera and their function.
- understand the role of lighting and shutter speed in taking pictures.
- develop a working knowledge of film developing and printing.
- understand the principles behind mixing film speeds, shutter speeds, and aperture to produce commercial photographs.
- experiment with various darkroom techniques to produce commercial quality photographic prints.

Speech

Course #: 0030

Length: Semester

Course Description:

This course is designed to aid the student in developing communication skills through public speaking. The course provides a sound personal and public speaking foundation.

Course Objectives:

"The student will..."

- identify the elements of personal and public communication.
- understand the importance of and improve, listening skills.
- learn about and apply discussion techniques in a group situation.
- improve speech writing skills; this includes outlining and research.
- complete different types of speeches, including a final persuasive speech with a bibliography.

Yearbook

Course #: 0034

Length: Full Year

Course Description:

The yearbook staff will design, layout, write, fund, and promote the school annual.

Course Objectives:

"The student will..."

- learn to layout a yearbook page on the Macintosh computer.
- sell advertising to help fund the yearbook (book sales included).
- meet all deadlines set forth by the publishers.
- write feature articles.

MATHEMATICS

No.	Course	Semester	Credit	Open To
0215	Algebra 1	Full Year	2	9 – 12
0214	Integrated Geometry	Full Year	2	10 –12
0221	Geometry	Full Year	2	9–12
0225	Introduction to Statistics	Semester	1	11–12
0231	Algebra 2	Full Year	2	9 –12
0232	Algebra 2: Concepts and Skills	Full Year	2	11-12
0241	Advanced Math**	Full Year	2	10 – 12
0251	Advanced Placement Calculus**	Full Year	2	11 -- 12

- Classes that are weighted in their final mark point average are in **bold**.
- A student wishing to take two math courses (Geometry/Algebra II) may do so by meeting the following requirements: full year study hall, above the 75th percentile on the MAP Mathematics test, and earning grade of no less than a 2.

Advanced Math**

Course #: 0241
 Length: Full Year
 Prerequisite: Algebra 2/Recommendation of Math Department
 Class Fee: First Semester is College Algebra (MATH 1420)
 Second Semester is Trigonometry (MATH 1430)
 "TBD by Metropolitan Community College if taking for Dual Enrollment"

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 Objectives

"The student will..."

- solve and graph polynomial equations.
- know the trigonometric functions and identities.
- solve triangles and equations using trigonometry.
- identify, graph, compare, and contrast conic sections.
- work with exponential and logarithmic functions to perform mathematical operations and solve equations.
- understand arithmetic and geometric series and sequences.
- use sophisticated techniques to solve simple probability problems.
- linear algebra including cryptography.

Advanced Placement Calculus**

Course #: 0251
 Length: Full Year
 Prerequisite: Advanced Math**/Recommendation of Math Department
 Class Fee: \$72 for AP Test (if taken in May)
 Calculus I (MATH 2410)
 "TBD" by Metropolitan Community College if taking for Dual Enrollment

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 Objectives

"The student will..."

- understand the concept of limits.
- demonstrate a working knowledge of derivatives.
- possess the skills necessary to integrate polynomial and transcendental equations.
- solve applications using the techniques of integration and differentiation.

Algebra 1

Course #: 0215
Length: Full Year
Prerequisite: Pre-Algebra/Math 8

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.

Course Objectives

"The student will..."

- 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 #: 0231
Length: Full Year
Prerequisite: Geometry/Recommendation of Math Department/Successful Completion of Algebra 2: Concepts and Skills

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 Objectives

"The student will..."

- recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables.
- simplify, factor, and solve equations with polynomials.
- solve equations involving radicals or rational exponents.
- understand and use the complex number system.
- solve equations in the quadratic form.
- factor higher degree polynomials.
- solve problems using logarithms.
- introduced to probability.

Algebra 2: Concepts & Skills

Course #: 0232
Length: Full Year
Prerequisite: Integrated Geometry/Recommendation of Math Department

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 Objectives

"The student will..."

- recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables.
- simplify, factor, and solve equations with polynomials.
- solve equations involving radicals or rational exponents.
- understand and use the complex number system.
- solve equations in the quadratic form.
- factor higher degree polynomials.
- solve problems using logarithms.
- introduced to probability.

Geometry

Course #: 0221

Length: Full Year

Prerequisite: Recommended that student have a grade of 3 or above in Algebra 1/Recommendation of Math Department

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 Objectives

"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 #: 0214

Length: Full Year

Prerequisite: Algebra 1 - Recommended for students who have passed Algebra 1 with a 4.

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 Objectives:

"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 #: 0225

Length: Semester

Prerequisite: Algebra 2 or 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

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 Objectives –

“The student will ...”

- solidify understanding of central tendency measures
- understand the basics of probability; including normalizing the data
- choose the right size for a sample
- understand the ‘p value’ for hypothesis testing

MUSIC EDUCATION

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0742	Concert Choir	Full Year	2	9-12
0763	Varsity Band	Full Year	2	9 – 12
0745	Music Theory	Semester	1	9 – 12

Concert Choir

Course #: 0742
Class Fee: \$15

Course Description:

Concert Choir is an elective course for high school singers who have successfully completed the choir audition requirements. In addition to a variety of school and community concerts, the choir will compete at the district music contest and other appropriate events throughout the school year. The choir will initiate and sponsor a major musical production each year. Members of the concert choir are also eligible to audition for swing choir.

Course Objectives

"The student will..."

- develop an understanding of music history.
- interpret and experience various styles of music.
- develop proper vocal production with regard to tone, blend, enunciation, and breath control.
- improve sight reading and ear training skills.
- develop proficiency in part singing.
- develop self-confidence and poise through individual and group performance.
- develop responsibility and teamwork within a large group setting.

Music Theory

Course #: 0745
Class Fee: \$30

Course Description:

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.

Varsity Band

Course #: 0763
Textbook: Individual Band Sheet Music
Prerequisite: Private Audition
Class Fee: Uniform Rental - \$25.00
Instrumental Rental - \$75.00 (for school instruments only)

Course Description:

Varsity band is available to those high school students who have successfully completed the band audition requirements. Members of the high school band perform at all home football and basketball games and march in field competition. During 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.

Course Objectives

"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.

PHYSICAL EDUCATION

No.	Course	Semester	Credit	Open To
0810	Physical Education 9	Semester	1	9
0811	Health	Semester	1	10-12
0812	Advanced Health	Semester	1	10-12
0830	Lifetime Sports	Semester	1	10-12
	Lifetime Fitness	Semester	1	10-12
0840	Weight Conditioning	Semester	1	9-12
0841	Advanced Weight Conditioning	Semester	1	10-12

Advanced Health

Course #: 0811
Prerequisite: Health
Length: Semester

Course Description:

Advanced Health is a semester class for any student in grades 11-12 who has successfully completed Health. The course content will include various topics as follows: Managing Stress, Mental and Emotional Problems, Peer Relationships, Violence Prevention, Prenatal Development and Birth, Adolescence and the Life Cycle.

Course Objectives

"The student will..."

- describe internal and external physical changes that occur with aging.
- define nutrition and discuss the importance of a healthful diet.
- understand communicable and non-communicable diseases.
- understand heart diseases and cancer.
- identify and describe the components of consumer health.

Advanced Weight Conditioning

Course #: 0841
Prerequisite: PE 840 with grade of 2 or better and instructor approval.
Length: Semester

Course Description

Use of weight lifting, stretching, and running to improve body structure. We use various lifting methods to explore the different muscle groups. Continued mastery of various basic lifts as well as an introduction into advanced lifting methods and techniques. Increased awareness of total body fitness and benefits of physical activity. Workout scheduling and program design are also included.

Course Objectives

"The student will..."

- understand and follow weight room safety.
- develop speed, quickness, agility, flexibility and coordination through stretching and conditioning.
- increase muscular strength, power and endurance through a variety of weight training.
- develop increased cardiovascular endurance.
- demonstrate an improvement of upper and lower body strength through periodic testing.
- understand and demonstrate the proper and safe spotting techniques.
- understand the different muscle groups and the affect each lift has on them.

Health 10

Course #: 0811

Length: Semester

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 and Emergencies.

Course Objectives

"The student will..."

- understand basic health concepts.
- understand the social drugs and how they affect the body.
- study major body systems and how they function.
- demonstrate basic C.P.R. tasks.

Lifetime Fitness

Course #:

Prerequisite: PE 9

Length: Semester

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 in for 35-40 minutes. Heart rate will be at a working level the entire class. Yoga, Pilates, cardio kickboxing, running workouts, aerobics, core workouts, and cardio strength training will make up the workouts. Stability balls, elastic bands, medicine balls, free weights, and cardiovascular machines are equipment used for this class. Student focus will be on physical activity that provides opportunities for enjoyment, challenge, self-expressions and social interactions.

Course Objectives:

"The Student will..."

- be required to track their cardiovascular improvement based on heart rate monitoring and strength gains through journaling.
- Practice proper goal setting and nutrition logging.
- learn all 5 elements of fitness and why they are important to overall fitness and health.
- learn basics of yoga, aerobic fitness, cardio kickboxing, pilates, and circuit training.
- be able to understand life time 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.

Lifetime Sports

Course #: 0830

Length: Semester

Course Description:

A class designed to cover sports and activities that each student will have the opportunity to participate in for a lifetime. Students will be assessed in areas of participation, performance on skill tests, and lifetime sports presentation.

Course Objectives

"The student will..."

- demonstrate both individual and team concepts.
- choose a sport and create a presentation of a minimum 15 minutes that will be made to the class.

- learn and demonstrate rules in all individual and team competition.
- understand the importance of lifetime fitness.
- demonstrate positive relationships with peers in an activity setting.
- perform a series of physical fitness tests: Flexibility, Endurance, Cardiovascular Fitness, Strength, & Body Composition.
- participate appropriately in individual and group activities.

Physical Education 9

Course #: 0810
 Length: Semester
 Class Fee: Proper Gym Clothes and Tennis Shoes

Course Description:

Physical Education 9 is designed to develop leadership, sportsmanship, strength, coordination, speed, endurance, and skills through a variety of activities and sports.

Course Objectives

"The student will..."

- perform advanced skills in team and individual sports.
- demonstrate and apply the knowledge of rules pertaining to team, individual, and dual sports.
- develop skills in "lifetime" sports.
- participate in a competitive sport's situation.
- perform a series of physical fitness tests.
- demonstrate running ability through a variety of cardiovascular activities.
- develop a wholesome attitude toward continued participation in physical activities.

Weight Conditioning

Course #: 0840
 Length: Semester

Course Description

Weight lifting, stretching, and running are used to improve body structure. Various lifting methods are used to explore the different muscle groups. An introductory class into basic lifting techniques and body structure improvement methods.

Course Objectives

The students will be able to:

- understand and follow weight room safety.
- develop speed, quickness, agility, flexibility and coordination through stretching and conditioning.
- increase muscular strength, power and endurance through a variety of weight training.
- develop increased cardiovascular endurance.
- demonstrate an improvement of upper and lower body strength through periodic testing.
- understand and demonstrate the proper and safe spotting techniques.
- understand the different muscle groups and the affect each lift has on them.

SCIENCE

No.	Course	Semester	Credit	Open to:
0321	Biology	Full Year	2	9-12
0322	Advanced Biology	Semester	1	11-12
	Applied Chemistry	Full Year	2	10-12
	Applied Physics	Full Year	2	10-12
0343	Physics	Full Year	2	11-12
0344	Chemistry	Full year	2	10-12
0349	Anatomy & Physiology	Semester	1	11=12
0354	Advanced Chemistry	Full Year	2	11-12

- Classes that are weighted in their final mark point average are in **bold**.

Advanced Biology

Courses #:	0322
Length	1 semester
Textbook:	Biology by Miller and Levine
Prerequisite:	Students must have completed Biology and Chemistry (not Applied Chemistry) or Physics (or taking one concurrently).

Course Description:

This course is designed for students interested in pursuing advanced work in biology. Topics covered include bacteria, protists, sponges, cnidarians, worms, arthropods, amphibians, and reptiles. Emphasis will be placed on the characteristics of each group including general anatomy and physiology. Daily activities include classroom lecture, discussions, note taking and laboratory investigation involving dissections.

Course Objectives

"The student will..."

- study the cellular organization of life based on atoms, molecules, chemical reactions, and cell substances.
- study the processes of photosynthesis and cellular respiration in plant / animal cells.
- study the control of animal systems by the nervous and endocrine systems.
- study circulation, respiration, digestion, regulation of body temperature and body fluids, and reproduction in animals.
- understand current trends in animal behavior studies, emphasizing the role behavior plays on heredity and ecological adaptations of behavior.
- study the structural shape and functions of bacteria cells, emphasizing the pathogenic causes of diseases.
- identify different types of bacteria based on structure and diseases caused.
- study the development of plants, plant structures and systems.
- identify different plant types based on structures, proper classification and names of plants.

Advanced Placement Chemistry

Course #:	0354
Textbook:	Chemistry: The Central Science 12 edition Brown-LeMay
Length:	Full Year
Prerequisite:	Successfully completed Biology and a year of Chemistry (not Applied Chemistry)

Course Description

This course is intended for students who have completed their first year of Chemistry and want to continue their preparation for college chemistry. Students who are strongly interested in Chemistry, or know that their future college major will require Chemistry, are highly encouraged to take this class.

Course Objectives

"The student will..."

- investigate the flow of energy, how heat changes states, and how to calculate heat changes. (Thermochemistry)
- understand water properties and aqueous systems. (Water and Aqueous Solutions)
- study the properties of solutions, concentration of solutions, and colligative properties and their calculations. (Solutions)
- identify what effects the rate of reactions, explore reversible reactions and whether or not a reaction will occur, and calculate entropy and free energy. (Reaction Rates)
- be able to describe an acid and base, learn the acid/base theories, and determine the strength of an acid (Acids/Bases)
- investigate neutralization reactions and the formation of salts. (Neutralization)
- learn the meaning of oxidation and reduction, keep track of oxidation numbers, and how to balance a redox equation. (Oxidation/Reduction Reactions)
- discover how half-cells are used to calculate cell potential and electrical energy is produced by redox reactions. (Electrochemistry)
- study the different properties and uses of metals and nonmetals. (Metals and Nonmetals)
- learn how to name hydrocarbons and their isomers. (Hydrocarbon Compounds)
- study the mechanisms behind chemical reactions. (Kinetics)
- learn about how the atomic theory has changed through time, and the most current quantum properties of the atom. (Atomic Theory)

Anatomy & Physiology

Course #: 0349

Textbook: Essentials of Human Anatomy and Physiology, 7th Edition

Length: 1 Semester

Prerequisite: Students must have completed Biology and Chemistry (not Applied Chemistry) or Physics (or taking one concurrently).

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 Objectives:

"The student will"

- 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.

Applied Chemistry

Course #:

Textbook: Pearson Physical Science by Wysession, Frank and Yancopoulos

Length: Full Year

Prerequisite: Must have completed Biology.

Course Description:

Science is a system of knowledge and the methods you use to find that knowledge. This course is designed to introduce students to the most modern concepts and processes of Chemistry. The course covers matter, measurements, problem solving, atomic structure, chemical names and formulas. Daily activities include classroom lecture, note taking, discussion, and laboratory investigations.

Course Objectives

"The student will..."

- investigate matter.
- investigate atomic structure.
- contrast the different types of atomic bonding.
- learn about lab safety, lab techniques, lab equipment, and lab instruments used in a typical chemistry setting.
- investigate the structures of both atoms and ions, as well as, how they form.
- study the characteristics of elements and the periodic table.
- learn how the periodic table is a vital resource for a chemist.

Applied Physics

Course #:

Textbook: Pearson Physical Science by Wysession, Frank and Yancopoulos

Length: Full Year

Prerequisite: Must have completed Biology.

Course Description:

This course is designed to introduce the concepts of physics to students. It emphasizes the physical world and the laws governing it. The course covers one and two dimensional motion, force, work and energy, momentum, magnetism, vibration and waves, electrical forces and fields, electrical energy, and electrical current/resistance.

Course Objectives

"The student will..."

- study the relationships between displacement, time, velocity, acceleration, and forces in straight line and circular motion.
- study the concepts and relationships between work, energy, and power.
- study the behavior and properties of wave motion.
- study and understand the laws of physics.
- study the laws that govern the transfer of electrical charge and the electric fields that surround them..
- study the laws of magnetism.

Biology

Course #: 0321

Length Full year

Textbook: Modern Biology, 5th Edition

Prerequisite: Successfully completed of Science 9
Permission from the Science Department

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 Objectives

"The student will..."

- 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

Course #: 0344

Textbook: Pearson Chemistry

Course Description:

This course is designed for students who plan on entering college. It emphasizes chemical theories and an understanding of the periodic table. The course covers matter, measurements, problem solving, atomic structure, chemical names and formulas, chemical quantities, chemical reactions, stoichiometry, states of matter, behavior of gases, electrons, periodicity, and ionic and covalent bonding.

Course Objectives

"The student will..."

- investigate what matter is and how to recognize a chemical reaction.
- learn about lab safety, lab techniques, lab equipment, and lab instruments used in a typical chemistry setting.
- know how to take scientific measurements and apply problem solving techniques to get answers.
- learn the process on how to name and write chemical formulas.
- recognize the difference between molecular and ionic compounds.
- apply the use of dimensional analysis to investigate mole-mass, mole-volume, and mole-particle relationships.
- identify types of chemical reactions and write their balanced formulas.
- 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.

Physics

Course #: 0343

Textbook: Holt Physics

Course Description:

This course is designed for students who plan on entering college. It emphasizes the physical world and the laws governing it. The course covers one and two dimensional motion, force, work and energy, momentum, rotational motion, vibration and waves, electrical forces and fields, electrical energy, and electrical current/resistance.

Course Objectives

"The student will..."

- study the relationships between displacement, time, velocity, acceleration, and forces in straight line and circular motion.
- study the concepts and relationships between work, energy, and power.
- study the behavior and properties of wave motion.
- study and understand the laws of physics.
- study the laws that govern the transfer of electrical charge and the electric fields that surround them..

- study the laws of electrical circuits.

SOCIAL SCIENCE

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0410	World Geography	Semester	1	9
0411	Civics	Semester	1	9
0420	World History	Full Year	2	10
0430	American History	Full Year	2	11
0435	Advanced Placement Government and Politics	Semester	1	12
0440	U.S. Government	Semester	1	12
0448	Psychology I	Semester	1	11-12
0449	Social Problems	Semester	1	11-12
0450	Psychology II/AP	Semester	1	11-12
0451	Criminal Justice	Semester	1	11-12

Economics and Business Law offered in the Business department will count as a graduation requirement for Social Science

Advanced Placement Government and Politics

Course #: 0435
Textbook: Wilson's American Government AP Edition
Length: Semester
Prerequisite: Permission from the instructor.
Class Fee: Dual Credit option available for 3 credit hours through the University of Nebraska-Omaha. Rate is reduced and based upon the Board of Regents

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 Objectives

"The student will "

- 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.

American History

Course #: 0430
Textbook: The Americans
Length: Full Year

Course Description:

American History is required of all junior students. The course is designed to cover American 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 Objectives

"The student will..."

- 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.

Criminal Justice

Course #: 0451
 Textbook: Criminal Justice Today
 Length: Semester

Course Description:

This course is designed to enlighten the student in the ways, means, and methods of the American Justice System, including ethics and law, the judicial system, civil and criminal procedure, with an emphasis on the evolution, and outcome of the unique justice system of our country.

Course Objectives

"The student will..."

- develop an understanding of the ethics involved in a career in the criminal justice system.
- gain a clear understanding of the American Judicial System, and its inner workings.
- gain a clear understanding of the procedures necessary in the civil court system.
- gain a clear history and an understanding of the procedures, inner workings, and flaws of our Criminal Justice System.
- develop an understanding and a respect for the overall criminal Justice System of the United States, as well as, insight into possible careers within the confines of the Justice system.

Psychology I

Course #: 0448
 Textbook: Psychology – Principles and Practice, Holt
 Length: Semester
 Prerequisite: Students must have successfully completed the Introduction to the Social Science course and be at Junior standing.

Course Description:

Psychology is the social science that studies the behavior of living organisms through the use of psychological experiments, readings, and experiences. The intent is to provide the student with a better understanding of the self. Psychology I is for students in grades 11-12 who have an interest in gaining an understanding of human behavior. This course studies what people do, how they think, and why they act as they do. Psychology I is for the more advanced student who is able to understand technical terminology and theories. This course is for the college-bound student. Psychology I is designed to prepare students for a wide variety of careers including: medicine, industry, education, counseling, research, as well as a general education base through the introduction and study of such careers.

Course Objectives

"The student will..."

- describe the behavior sciences and tell the difference between social science and natural sciences.
- understand the major concepts of the various schools of thought and how they are related to human growth and development.
- understand the importance of heredity and environment in the development of the personality.
- be able to describe the differences between psychologists, psychiatrists, psychotherapists, and psychoanalysts.
- understand the physiological processes of the human body as they relate to behavior.
- be aware of various careers related to Psychology.
- understand and be able to describe the many ways in which Psychological data is collected.

Psychology II/Advanced Placement

Course #: 0450
 Textbook: Psychology Concepts and Applications
 Length: Semester

Course Description:

As a continuation of Psychology I, this course studies the behavior of living organisms based on concepts introduced in Psychology I. Psychology II is for the student looking to challenge themselves at an Advanced Placement level. Psychology II specifically focuses on the bases of behavior, learning, emotions, personality and various theories, mental illness, testing, and treatment methods. This course is for the student who is interested in preparing themselves further in the use of the social sciences. Psychology II is designed to introduce the student to various specialized careers in the Social Science areas.

Course Objectives

"The student will..."

- understand how people learn and what intelligence consists of, areas of mental retardation, and the process of thinking.
- understand the relation of sensation, emotion, and motivation to behavior.
- describe and demonstrate a knowledge of personality theories.
- understand the causes of mental and behavioral disorders, relate various therapies to the disorders, and identify testing related to the disorders.
- gain preparation for the A.P. Psychology Exam through which students can gain college credit.

Social Problems

Course #: 0449
Textbook: N/A
Length: Semester

Course Description:

This course involves the process of studying current social problems in the world today covering topics such as criminal law, family law, and consumer law.

Course Objectives

"The student will..."

- recognize problems in society as they relate to social science.
- realize the meaning of culture, the causes for cultural variations and conflicts, and the facts related to culture change.
- understand how people relate to one another in the various societal relationships including racism, discrimination, prejudice, social classism and gender roles.

Personal and Business Law

Course #: 0518
Textbook: Understand Personal and Business Law
Length: Semester

Course Description:

Law for Personal and Business Use offer students a basic understanding of the legal rights and responsibilities necessary to be informed citizens, consumers, employees and employers in the American economic system. The course teaches students when their legal rights/responsibilities, and how to protect their legal rights and to recognize the legal implications of a variety of situations as they arise in day to day life.

U.S. Government

Course #: 0440
Textbook: United States Government-Principles in Practice
Length: Semester

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 Objectives

"The student will..."

- 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.

World Geography/Civics

Course #: 0410 & 0411

Textbook: World Geography – Geography: Holt McDougal
Civics – Civics in Practice: Principles of Government and Economics- Holt McDougal

Length: Full Year

Course Description:

This course is a year long requirement that is divided into 1 semester of geography and 1 semester of civics. The world geography course is designed to introduce students to world cultures, geographic science, map skills, and other geographic studies. The civics course is designed to introduce students to the principles of American federal, state, and local governments, democracy, citizenship, and economic system.

Course Objectives

"The student will..."

- demonstrate map reading skills.
- gain an understanding of world cultures and their impact historically and globally today.
- learn and use geographic science principles.
- understand the principles of American democracy, citizenship, and local, state, and federal governments.
- understand economic principles of capitalism, a free market, and free enterprise.

World History

Course #: 0420

Textbook: World History-Patterns of Interaction

Length: Full Year

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 Objectives

"The student will..."

- 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.

Work Place Readiness

<u>No.</u>	<u>Course</u>	<u>Semester</u>	<u>Credit</u>	<u>Open To</u>
0640	Cooperative Education	Semester	1	12
0641	Internship I	Semester	1	12
0647	Internship II	Semester	1	12

Cooperative Education/Work-Based Instruction

Course #: 0640

Prerequisite: Permission of Instructor/Valid Driver's License

Career Cluster:

Course Description:

This one semester course is a program in which students are employed in a part-time job related to their chosen occupational interest area. The student also must take part in a "related" class which studies subjects related to their "on-the-job experiences, problems, and needs. In order to successfully complete the requirements to earn a full credit, a student must complete 180 hours of work for each semester. Work hours must be verified by employers.

Course Outcomes:

- Students will understand the transition between school and job.
- Students will develop a career portfolio including career research report, personal resume, cover letters, and all related materials compiled during the Cooperative Education Course.
- Students will be able to apply for and properly conduct themselves during an interview process.
- Students will demonstrate the ability to understand the principles of good employee/employer relations and work environment.
- Students will develop an understanding of various types of insurance programs and purpose each is designed to serve.

Internship I

Course #: 0641

Prerequisite: Senior Class Standing
Enrolled in Cooperative Education
Valid Driver's License

Course Description:

This one semester course, taken in conjunction with Cooperative education, in which students are employed in a part-time job related to their chosen occupational interest area. In order to successfully complete the requirements to earn a full credit, a student must complete 180 hours of work for the semester. Work hours must be verified by employers.

Internship II

Course #: 0647

Prerequisite: Successful completion of Cooperative Education and Internship I.
Permission of Instructor
Valid Driver's License

Course Description:

This is a one semester course in which students are employed in a part-time job related to their chosen occupational interest area. In order to successfully complete the requirements to earn a full credit, a student must complete 180 hours of work for the semester. Work hours must be verified by employers.

World Languages

No.	Course	Semester	Credit	Open to:
0130	Spanish 1	Full Year	2	9-12
0131	Spanish 2	Full Year	2	9-12
0132	Spanish 3	Full Year	2	9-12
0133	Spanish 4	Full Year	2	9-12

Spanish 1

Course #: 0130
Length: Full Year
Prerequisite: None

Course Description:

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 Objectives

"The student will..."

- 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 #: 0131
Length: Full Year
Prerequisite: Spanish 1

Course Description:

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 Objectives

"The student will..."

- review and apply aspects of level one.
- expand upon grammatical aspects of the language.
- demonstrate the ability to compose writing samples.
- be able to converse in the present, past and basic future tenses.
- recognize and understand many of the differences/similarities between the cultures.

Spanish 3

Course #: 0132
Length: Full Year
Prerequisite: Spanish 2

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 Objectives

"The student will..."

- 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 #: 0133

Length: Full Year

Prerequisite: Spanish 3

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 Objectives "The student will..."

- review and apply concepts from first, second and third year.
- students will converse daily using a variety of grammatical structures and vocabulary.
- compare cultural values in an in-depth manner.
- develop advanced listening, reading and writing skills in Spanish.
- read cultural and authentic pieces at an advanced proficiency

List of Courses by Code

<p>Advanced Scholars</p> <p>0941 Advanced Scholars Semester 1 0942 Advanced Scholars Semester 2</p> <p>Art Department</p> <p>0712 Commercial Design 0713 Three Dimensional Art 0714 Independent Art Study 0715 Drawing 0716 Painting 0717 Advanced Art 0718 Pottery</p> <p>Business Department</p> <p>0261 Personal Finance 0445 Economics 0470 GoPlatteview 0501 Information Technology III 0502 Information Technology I 0503 Information Technology II 0507 Marketing 0509 Accounting I 0510 Advanced Accounting 0513 Business Law I 0516 Web Design 0517 Digital Media 0518 Personal & Business Law 0522 Marketing 2 0524 Leadership & Entrepreneurship 0525 Leadership & Management 0530 Introduction to Business</p> <p>Family & Consumer Science</p> <p>0670 Foods I 0672 Foods II 0674 Clothing & Textiles 0676 Advanced Clothing & Textiles 0679 Family Relationships 0680 Child Development 0686 Housing & Home Furnishings 0684 Sports & Family Nutrition</p> <p>Industrial Technology Department</p> <p>0603 Introduction to Industrial Communications & Design 0604 Introduction to CAD 0605 Manufacturing Metals 0606 Advanced Manufacturing Metals 0607 Manufacturing Woods 0608 Advanced Manufacturing Woods 0616 Design & Fabrication 0617 Advanced Engineering Concepts 0618 Residential Architectural Drafting 0619 Technical Drafting 0627 Principles of Electricity & Industrial Technology 0637 Construction Technology</p>	<p>Language Arts Department</p> <p>0002 English 9 0003 Honors English 9 0011 English 10 0012 Honors English 10 0017 English 11 0018 Honors English 11 English 12 0026 Advanced Placement English 0030 Speech 0032 Journalism I 0033 Photography 0034 Yearbook 0035 Journalism II 0036 Drama</p> <p>Mathematics Department</p> <p>0241 Advanced Math**** 0251 Advanced Placement Calculus** 0215 Algebra 1 0231 Algebra 2 0232 Algebra 2: Concepts & Skills 0221 Geometry 0214 Integrated Geometry 0225 Introduction to Statistics 0261 Personal Finance</p> <p>Music Department</p> <p>0742 Concert Choir 0745 Music Theory 0763 Varsity Band</p> <p>Physical Education</p> <p>0810 Physical Education 9 0811 Health 0812 Advanced Health 0830 Lifetime Sports 0840 Weight Conditioning 0841 Advanced Weight Conditioning</p> <p>Science Department</p> <p>0321 Biology 0322 Advanced Biology Applied Chemistry Applied Physics 0343 Physics 0344 Chemistry 0349 Anatomy & Physiology 0354 Advanced Chemistry</p>	<p>Social Science Department</p> <p>0410 World Geography 0411 Civics 0420 World History 0435 Advanced Placement Government 0430 American History 0440 U.S. Government 0448 Psychology I 0449 Social Problems 0450 Psychology II/AP 0451 Criminal Justice</p> <p>Special Education</p> <p>0950 Alive Academics - DLC 0952 English Connections - DLC 0953 Functional Life Skills - DLC 0925 Learning Strategies-Success Center 0954 Math Connections - DLC 0955 Science Connections - DLC 0956 Social Studies Connections - DLC 0957 Structured Study Hall - DLC 0958 Work Experience - DLC</p> <p>Work Place Readiness</p> <p>0640 Cooperative Education 0641 Internship I 0647 Internship II</p> <p>World Language Department</p> <p>0130 Spanish 1 0131 Spanish 2 0132 Spanish 3 0133 Spanish 4</p> <p>Miscellaneous Codes</p> <p>0875 Teacher Aide 0981 Open Period 1 Semester 1 (Seniors) 0982 Open Period 1 Semester 2 (Seniors) 0983 Open Period 8 Semester 1 (Seniors) 0984 Open Period 8 Semester 2 (Seniors) 0990 Guided Study 9 0991 Guided Study 10 0995 Study Hall Semester 1 0996 Study Hall Semester 2</p>
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Superintendents' Early Childhood Plan

Buffett Early Childhood Institute Recommendations for District Participation

	Option	Description	District Participation
1	Full Birth- Grade 3 Implementation: 10 Sites, 6 Districts	<ul style="list-style-type: none"> • Home visiting (0 - 3 years) • Preschool (3 - 4 years) • PreK - Grade 3 (3 - 8 years) • Embedded Birth-Age 8 Facilitation Team with Institute Leadership 	<ul style="list-style-type: none"> • Bellevue (1) • Douglas County West (1) • Millard (2) • Omaha (4) • Ralston (1) • Westside (1)
2	District Level Technical Assistance: 5 Districts	<ul style="list-style-type: none"> • District leadership teams working from a birth to third grade perspective • Technical Assistance expertise matched to the district request • Access to national resources • Collaborative planning 	<ul style="list-style-type: none"> • Bellevue • Bennington • Elkhorn • Gretna • Papillion-La Vista
3	Customized Professional Development: 3 Districts	<ul style="list-style-type: none"> • Broad topics based on leading edge research and evidence-based practices • Staff members participate as cross-age, vertical teams • Kick off Institute followed by on-site PD for classroom and school application • Stipends and/or substitute teachers 	<ul style="list-style-type: none"> • Ralston (Child Development and Learning) • Papillion-La Vista (Family Engagement) • Westside (Family Engagement)
4	Professional Development For All	<ul style="list-style-type: none"> • Open to all districts in the Learning Community • Broad topics based on leading edge research and evidence-based practices • Opportunity to reach out to community caregivers and other partners 	<ul style="list-style-type: none"> • Voluntary participation

Superintendents' Early Childhood Plan

Buffett Early Childhood Institute Recommendations for District Participation

Superintendent's Plan Professional Development Connections



DRAFT



SUPERINTENDENTS' EARLY CHILDHOOD PLAN RECOMMENDATIONS

Start early. Start well.

District statements of interest and Buffett Early Childhood Institute recommendations:

at the University of Nebraska

District	Statements of Interest	Buffett Early Childhood Institute Recommendations
Bellevue	<ul style="list-style-type: none"> 2 Full Implementation Schools District Level Technical Assistance 	<ul style="list-style-type: none"> 1 Full Implementation School District Level Technical Assistance
Bennington	<ul style="list-style-type: none"> District Level Technical Assistance 	<ul style="list-style-type: none"> District Level Technical Assistance
Douglas County West	<ul style="list-style-type: none"> 1 Full Implementation School 	<ul style="list-style-type: none"> 1 Full Implementation School
Elkhorn	<ul style="list-style-type: none"> District Level Technical Assistance 	<ul style="list-style-type: none"> District Level Technical Assistance
Gretna	<ul style="list-style-type: none"> District Level Technical Assistance 	<ul style="list-style-type: none"> District Level Technical Assistance
Millard	<ul style="list-style-type: none"> 2 Full Implementation Schools Customized Professional Development 	<ul style="list-style-type: none"> 2 Full Implementation Schools
Omaha	<ul style="list-style-type: none"> 5 Full Implementation Schools 	<ul style="list-style-type: none"> 4 Full Implementation Schools (including 1 cluster of 2 schools)
Papillion-La Vista	<ul style="list-style-type: none"> District Level Technical Assistance Customized Professional Development 	<ul style="list-style-type: none"> District Level Technical Assistance Customized Professional Development
Ralston	<ul style="list-style-type: none"> 2 Full Implementation School Clusters Customized Professional Development 	<ul style="list-style-type: none"> 1 Full Implementation School Cluster Customized Professional Development
Springfield Platteview	<ul style="list-style-type: none"> Participate in PD for All Site Visits to Full Implementation Schools 	<ul style="list-style-type: none"> Participate in PD for All Site Visits to Full Implementation Schools

Westside	<ul style="list-style-type: none">• 2 Full Implementation Schools• Customized Professional Development	<ul style="list-style-type: none">• 1 Full Implementation School• Customized Professional Development
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Future Planning January 12, 2015

1. 1/20/15- Foundation Board Mtg. 7:30 AM
2. 1/22/15- Community Advisory Meeting 6:30 PM
3. 1/26/15- Board Work Session 7 PM
4. 2/3-4/15- Education Forum- Kearney
5. 2/9/15- Board Meeting 6 PM- Site Cmte.; 6:30 PM Finance Cmte.; 7 PM Regular Meeting
6. 2/22-23/15- President's Retreat- Lincoln
7. 2/23/15- Board Work Session 7 PM
8. 3/1-3-15 AdvancEd Accreditation visit