

Regular Meeting  
Monday, January 17, 2022 5:30 PM  
ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

- I. Board Meeting
  - I.A. Call to Order
  - I.B. Roll Call of Board
  - I.C. Pledge of Allegiance
  - I.D. Notice of Open Meeting Posted
    - I.D.1. President insures all can hear proceedings
  - I.E. Mission Statement
  - I.F. Opportunity for Public to be Heard
  - I.G. Board Special Functions
    - I.G.1. CHS Course Handbook Approval
    - I.G.2. Appointments by the Board President
    - I.G.3. Approval of Financial Institutions
    - I.G.4. Approval of School Attorneys
    - I.G.5. Approval of Media Outlets
    - I.G.6. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator
    - I.G.7. Appointment of Chip Kay and Tim Kwapnioski as the Title IX Coordinators
    - I.G.8. Second and Final Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1

I.H. Recognitions

I.I. Items to be removed from the Consent Agenda

I.J. Consent Agenda

I.J.1. Approval of Minutes

I.J.2. Financial Reports M2, M3, M4a

I.J.3. Financial Report M5

I.J.4. Certified Personnel

I.J.5. Classified Personnel

I.J.6. Professional Travel

I.K. Acceptance of Gifts/Donations

I.L. Business Operations and Human Relations

I.L.1. Policies

I.L.1.1. Second and Final Reading of Policy 802.06 Unpaid Meals

I.L.2. Administrative Functions

I.L.2.1. Surplus

I.L.3. Updates

I.M. Buildings & Sites/Technology

I.M.1. Policies

I.M.2. Administrative Functions

I.M.3. Updates

I.N. Curriculum and Instruction

I.N.1. Policies

I.N.2. Administrative Functions

I.N.3. Updates

I.O. Student Services

I.O.1. Policies

I.O.1.1. Second and Final Reading of Policy 508.15 Concussion Awareness

I.O.2. Administrative Functions

I.O.3. Updates

I.P. Superintendent's Report

I.Q. Board Sharing

II. Executive Session

III. Adjourn

# **Columbus High School**

**A Special Welcome to the  
Class of 2026**



**2022-2023 Course Description Handbook  
Your College and Career Readiness Guide**

## **NOTICE OF NONDISCRIMINATION**

*Employees, students, and parents of secondary school students, are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, treatment or employment in its programs and activities. Any person having inquiries concerning Columbus City School District #1 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Dr. Troy Loeffelholz, Superintendent, Columbus City School District #1, 2508 27th Street, Columbus, Nebraska 68601, telephone number 402-563-7000. Dr. Troy Loeffelholz has been designated by Columbus City School District #1 to coordinate the institution's efforts to comply with the regulations implementing title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.*

## **NOTIFICATION OF AMERICAN DISABILITIES ACT**

*If you have any special needs requests that will assist you in participating in programs, services or activities of the Columbus Public Schools, please contact Dr. Troy Loeffelholz, Superintendent.*

### **Disclaimer Notice**

Columbus High School (CHS) Administration reserves the right to modify the CHS Course Description Book, as necessary, in order to meet the needs of our students and adhere to Nebraska Department of Education requirements.

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## **Columbus High School**

3434 Discoverer Drive

Columbus, NE 68601

Phone: 402-563-7050

Auto-Attendant Options:

- Operator, press 0
- Attendance, press 1
- School Counseling and Career Office, press 2
- Activities, press 3
- Nurse, press 4
- Food Service, press 5
- If you know the extension, press 9

Fax: 402-563-7058

### **Connect with Us Through Social Media**

#### **CHS Website:**

[www.columbuspublicschools.org](http://www.columbuspublicschools.org)

#### **CHS Twitter:**

@DiscovererWay

#### **CHS Facebook:**

Columbus High School@ColumbusHighSchoolNE

# Columbus High School

Home of the Discoverers



Welcome Students!

This handbook is your college and career readiness guide. It contains a wealth of information to guide you as you plan your high school experience. The ultimate goal of high school is to prepare you to be on track toward college and career readiness. The ACT organization identifies a student who can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental course work in college level English Composition, Social Science, College Algebra and Biology as college ready. The life skills needed for college readiness are self-management, communication, collaboration, personal goal setting, problem solving and critical thinking.

Career readiness is the attainment and demonstration of required competencies that broadly prepare a person for a successful transition into the workplace. A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior.

The Nebraska Department of Education has defined a career ready individual as one who...

1. Applies appropriate academic and technical skills
2. Communicates effectively and appropriately
3. Contributes to employer and community success
4. Makes sense of problems and perseveres until solving them
5. Uses critical thinking
6. Demonstrates innovation and creativity
7. Models ethical leadership and effective management
8. Works productively in teams and demonstrates cultural competency
9. Utilizes technology
10. Manages personal career development
11. Attends to personal and financial well-being

This guide will help you realize that you do have choices that will prepare you to be college and career ready upon graduation. Beginning with your Freshman year, you will develop a personal learning plan. The plan will help guide you as to which courses to take at Columbus High School in support of your intended career pathway. The School Counseling and Career Center staff will encourage you to evaluate your options and to define your goals as you prepare for the career you want to pursue.

If you have any questions regarding your college and career planning, please visit with your school counselor, career coordinator or homeroom teacher.

revised 02/5/21

## Graduation Requirements

Columbus High School runs a 7-period day bell schedule, which allows for more consistency throughout the student’s day and a better balance of class sizes from one period to the next. With the spring state ACT test now being the state proficiency assessment for juniors, students have the benefit of being in core courses for the entire year. Columbus High School adopted the 10-point grade scale to align with Central Community College grade scale for dual credit courses and to encourage students to enroll in more rigorous courses in support of the district goal to graduate students who are college and career ready. Students can earn 70-credits per year.

<b>Class of 2023</b>		<b>Class of 2024 &amp; Beyond</b>	
<b>Subject</b>	<b>Credits Required</b>	<b>Subject</b>	<b>Credits Required</b>
English	35	English	35
Speech	5	Speech	5
Mathematics	30	Mathematics	30
Science	30	Science	30
Geography	5	Geography	5
World History	10	World History	10
US History	10	US History	10
American Government	5	American Government	5
Economics	5	Economics	5
Physical Education	10	Physical Education	10
Health	5	Health	5
*Fine & Applied Arts	5	*Fine & Applied Arts	5
Personal Finance	5	Personal Finance	5
Electives	65	Career Seminar	5
		Electives	60
<b>Total Credits</b>	<b>225</b>	<b>Total Credits</b>	<b>225</b>

\*All art, music and theatre classes meet the Fine / Applied Arts graduation requirement. In addition the Fine / Arts graduation requirement can be met by successfully completing the following career and technical education classes:

Architectural Drafting & Design; Computer-aided Drafting; Digital Design; Engineering Concepts; Intro to Manufacturing Woods; Linkages; Manufacturing Processes and Web Design.

## **Mid-term Graduation**

Seniors considering midterm graduation must fill out an application to be reviewed by Senior Counselors and Building Principal. Applications for Midterm Graduation are to be submitted **no later than 2 weeks after the start of the seventh (7) semester or date put forth by the district**. All applications for Midterm graduation will be submitted to the Columbus Public Schools Board of Education for approval at their December Board meeting. Approved seniors who have earned 225 credits by the end of the first semester may take their diploma at the end of January or participate in the May graduation ceremony.

If a student is not on track to graduate but has a full schedule, he/she may order up to four correspondence courses to fulfill elective requirements. These courses will be paid for by the parents/students. In order to prepare for graduation, these courses must be completed by the end of Semester 1 of their senior year. Students and parents should refer to the CHS Student Handbook section regarding guidelines for Midterm Graduation.

## **Registration**

### **Current 9th, 10th, and 11th graders:**

Course registration for incoming 9th graders and for current 9th, 10th and 11th graders happens each spring. School counselors will meet with students to verify course requests.

### **Schedule Changes**

Choices made by students during registration are considered to be final. Courses offered and school staffing are based on the decisions students make during the registration process. However, schedule changes may be made on a limited basis for the following reasons:

- A graduation requirement must be added
- Incomplete schedule
- Duplicate classes/obvious errors
- IEP/ELL placement issues
- A student does not have the skills to continue in a year-long class
- Prerequisites have not been met

Any schedule change that does not meet these criteria is subject to denial. Remember, full year courses are just that: full year. The following guidelines have been developed for making schedule changes:

- New students will be scheduled first
- Class size will be considered
- 9th and 10th grade changes only considered after 11th and 12th grades

# Grading Procedures

## **Class Rank and Grade Point Average**

A cumulative grade point average and class rank will be determined at the end of each semester. All weighted grade courses will be included. Advanced Placement and Honors courses will be the only courses to receive weighted grade status.

<b>Regular Courses (Unweighted)</b>				<b>Weighted Courses</b>		
A+	4.0	98-100%		A+	5.0	98-100%
A	4.0	90-97%		A	5.0	90-97%
B+	3.0	87-89%		B+	4.0	87-89%
B	3.0	80-86%		B	4.0	80-86%
C+	2.0	77-79%		C+	3.0	77-79%
C	2.0	70-76%		C	3.0	70-76%
D+	1.0	67-69%		D+	1.0	67-69%
D	1.0	60-66%		D	1.0	60-66%
F	0	Below 60%		F	0	Below 60%

# Early Entry College Opportunities

*Students who want to get an early start on college credits may participate in the Early Entry program at Central Community College.*

Students participating in this program are responsible for all of their own expenses for college classes including but not limited to tuition and books. They will receive college credit upon successful completion of the classes. Students will not be allowed to drop the college class once the class has begun.

Criteria for enrollment:

1. Check with college to verify students meet age and/or grade level requirements.
2. Students must have attained a 2.5 cumulative grade point average.
3. Students must meet eligibility requirements while in high school. ACT test scores, MAPS test scores will be used to determine eligibility.

## CCC Classes Taken at CHS Campus

Students enrolled in a CCC class being taught by a CCC instructor at the CHS campus, whether for college credit or dual credit, will be required to follow CHS attendance expectations. These expectations will be communicated to students on the first day of class each semester. Students taking college classes at CHS campus will be expected to attend an assigned area on the days when there is no college class.

## Dual Credit-CCC and Nebraska Wesleyan

These courses are college level courses taught at CHS by a CHS instructor through CCC and Nebraska Wesleyan. They apply towards a high school diploma and a college degree. Students must pay tuition to receive the college credit. Updates on new course titles for Dual Credit will be shared as they become available. Nebraska Wesleyan only gives credit to juniors and seniors. CCC students must be at least 16 years of age to receive credit.

<b>Early Entry Comparison Table</b>			
	<b>Dual Credit (DC) (CHS Instructors)</b>	<b>Dual Credit (CCC Instructors)</b>	<b>College Credit Only (CCC Instructors)</b>
<b>Description</b>	Earn CHS credit and college credit at the same time through CCC or Nebraska Wesleyan University (NWU) by taking a CHS class.	Take a CCC class in the DL Classroom at CHS. The teacher will be in the classroom or on a monitor.	Enroll for class through CCC for college credit only.
<b>Cost</b>	Tuition	Tuition & Books	Tuition & Books
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Fill out the paperwork in class to enroll</li> </ul>	<ul style="list-style-type: none"> <li>• Must have a 2.5 GPA</li> <li>• ACT or MAPS test scores must be on file at CCC</li> <li>• Students may not drop the class once it has begun</li> </ul>	<ul style="list-style-type: none"> <li>• Must have 180 credits</li> <li>• Must have a 2.5 GPA</li> <li>• ACT or MAPS test scores must be on file at CCC</li> <li>• Students may not drop the class once it has begun</li> <li>• Students provide their own transportation</li> </ul>

# Dual Credit Courses

\*Courses offered vary by year.

Columbus High School Courses	Central Community College Courses		
	CCC Course #	Semester Credit	CCC COURSE TITLE
Introduction to Automotive Technology	AUTO 1000	2	Basic Shop Practices
Basic Automotive Technology Service	AUTO 1100	3	Automotive Electrical Systems 1
Intermediate Automotive Technology Service	AUTO 1020	2	Basic Shop Practices - Fasteners & Job Management
	AUTO 1800	3	Brakes, Steering, Suspension, Tire Balance 1
Advanced Automotive Technology Service	AUTO 1200	2	Manual Transmissions and Clutches
Advanced Manufacturing Design	AMDT 1030	3	Manual Machining (CHS S1 Class)
	AMDT 1080	3	Introduction to CNC (CHS S2 Class)
Principles of Construction Technology	CNST 1400	2	Residential Components
Advanced Construction Technology	CNST 1200	1	Construction Safety
Environmental Science	BIOS 1060	3	Environmental Science
Environmental Science Lab	BIOS 1070	1	Environmental Science Lab
Honors Biology	BIOS 1010	4	General Biology
Basic Electronics	INDT 1100	3	Concepts of Electronics I
Advanced Electronics	INDT 1120	3	Concepts of Electronics II
Mechatronics I	INDT 1190	2	Fluid Power Systems
Mechatronics II	INDT 2140	3	Applications of Fluid Power
Computer-Aided Drafting-Solidworks II	DSGN 1020	3	CAD Fundamentals
US History - Dual Credit	HIST 2020	3	American History II
Technical Math	MATH 1020	3	Technical Mathematics
College Algebra	MATH 1150	3	College Algebra
Pre-Calc with Trigonometry	MATH 1410	5	Pre-Calculus
Calculus	MATH 1600	5	Analytic Geometry & Calculus I
AP Calculus	MATH 2070	5	Analytic Geometry & Calculus II
Probability and Statistics	MATH 2170	3	Applied Statistics
Honors Physics	PHYS 1410	5	General Physics I
* English 12 Advanced Composition	ENGL 1010	3	English Comp
* Speech	SPCH 1110	3	Public Speaking
<b>Total CCC College Credits Offered at CHS</b>		86	<i>* CCC course taught by CCC Instructors with secondary certification endorsements. Class is taught at CHS and can be counted as credit for this CHS Course.</i>
Columbus High School Courses	Nebraska Wesleyan University Courses		
	NWU Course #	Semester Credit	NWU COURSE TITLE
Calculus	Math 1600	5	Calculus I
AP Calculus	Math 1610	5	Calculus II
Spanish III	Spanish 1020	4	Spanish Stage II
Spanish IV	Spanish 2010	4	Spanish Stage III
Spanish V	Spanish 2020	4	Spanish Stage IV
<b>Total NWU Credits Offered at CHS</b>		22	
Columbus High School Courses	Wayne State College Courses		
	WSC Course #	Semester Credit	WSC COURSE TITLE
Introduction to Professional Education	EDU 150	3	Introduction to Professional Education
Human Development and Cognition	EDU 250	3	Human Development and Cognition
PK-12 Instructional Design	EDU 275	3	PK-12 Instructional Design
<b>Total WSC Credits Offered at CHS</b>		9	

# **UNL, UNO & UNK Admission Requirements**

<b>CATEGORY</b>	<b>UNITS *</b>	<b>UNIVERSITY-WIDE REQUIREMENTS (Information from UNK, UNL, &amp; UNO Websites)</b>
English	4 units	All units must include intensive reading and writing experiences.
Mathematics	3 units	Algebra I, Algebra II, Geometry. (Algebra I from CMS counts as one unit.) <i>UNL requires 4 units of mathematics. See “Additional Academic Requirements” below.</i>
Social Studies	3 units	Units that include one unit of American or World History and one additional unit of history, American Government, or Geography.
Natural Sciences	3 units	At least two units selected from biology, chemistry, physics, and earth sciences. One of the above units must include laboratory instruction.
Foreign Language	2 units	Both units must be in the same language. Additional units are recommended. <i>Students unable to take two years of foreign language in high school may still qualify for admission through a special process. These students will be required to take two semesters of foreign language at the University of Nebraska.</i>
Additional Academic Requirements	1 unit	UNK – One unit chosen from any of the above academic disciplines. Preferably Mathematics. UNO – One unit chosen from any of the above academic disciplines. UNL – Mathematics: one additional unit that builds on a knowledge of algebra.
<b>TOTAL UNITS</b>	<b>16 units</b>	

## **Class Rank or ACT/SAT**

For assured admission, you must also graduate in the upper half of your class, have a 3.0 cumulative high school grade point average, have an ACT composite score of 20 or higher, or an SAT combined score of 1030.

\* **NOTE:** 1 unit = one year of high school instruction

\*\*Guardians and students are responsible for knowing which classes are required for admission.

# NCAA Approved Courses

Please see the NCAA website at <http://www.ncaa.org> for the requirements for core courses, test scores and grade point averages. Any student with aspirations of participating in athletics at NCAA level needs to pay close attention to the following list of CHS courses approved by the NCAA when working on course schedules with their school counselor.

## English

English Skills I  
English Skills II  
English Skills III  
English Skills IV  
English 9  
English 10  
English 10 Honors  
English 11  
English 11 Honors  
English 12  
English 12 Advanced Composition  
English 12 Advanced Placement Literature I  
English 12 Advanced Placement Literature II  
Speech

## Mathematics

Algebra I  
Algebra II  
Algebra II Accelerated  
Geometry  
Geometry Accelerated  
Probability and Statistics  
Precalculus with Trigonometry  
Precalculus with Trigonometry Accelerated  
Calculus I-Honors  
Calculus I & II-Advanced Placement  
College Algebra

## Science

Biology  
Biology Honors  
Chemistry  
Chemistry Honors  
Physics  
Physics Honors  
Physical Science  
Integrated Science  
Anatomy and Physiology  
Astronomy  
Environmental Science

## Social Science

ELL American Government  
ELL US History  
American Government  
Economics  
Geography  
US History  
US History Dual Credit  
World History  
Law Education  
Psychology  
Psychology Advanced Placement  
Sociology

## Additional Core Classes

German I  
German II  
German III  
German IV  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish V

# Career Specialties Chart - Four-Year Plans

Choose electives from any of the six specialties to complete your four-year plan. STS, Human Services and Business are Nebraska Department of Education approved programs of study.

\*Refer to the Course Description Handbook for prerequisites

General Studies	Business	Communications	Health Sciences	Human Services	Skilled & Technical Sciences
*Animal Behavior 12 *Astronomy 11-12 *Athletic Strength & Conditioning 9 *Athletic Strength & Conditioning 10 *Athletic Strength & Conditioning 11/12 *Band-Cadet Marching 9-10 *Band-Fall/Spring Concert 9-12 *Band-Jazz 10-12 *Band-Symphonic 10-12 *Band-Varsity 9-12 *Calculus I Honors 12 *Calculus I/II AP 12 Classmen Fall/Spring 9-10 *College Algebra 11-12 *Concert Choir 10-12 *German I,II,III or IV 9-12 Guitar 10-12 *JAG 11-12 *Lifetime Activities 11-12 *Mixed Choir Fall/Spring 10-12 *New World Singers 11-12 *Percussion 9-12 *Physics Honors 11 *PreCalculus w/Trigonometry 11-12 *PreCalculus w/Trigonometry Accelerated 11 *Probability & Statistics 11-12 *Spanish I,II,III,IV,V 9-12 *Stage Performance 10-12 *Stagecraft 11-12 *Technical Math 12 Theatre 9-11 Treble Choir Fall/Spring 9-10 *Weights 11-12 *Work-Place Experience 12	*Accounting I, II, 10-12 *Accounting III, IV, 11-12 *Entrepreneurship, 11-12 Information Technology Applications I, 9-10 *Information Technology Applications II, 10-12 Introduction to Business, 9-10 Keyboarding Applications, 9-10 *Marketing Management, 10-12 Personal Finance, 11-12 Personal Financial Planning, 11-12 *Principles of Marketing, 10-12 *Probability & Statistics, 11-12 *Foundations of Web Design, 11-12	*English 12 - Advanced Composition, 12 *English 12 – AP Literature I, 12 *English 12 – AP Literature II, 12 *Graphic Design, 11-12 *Newspaper & Media, 10-12 *Photography, 10-12 *Yearbook, 10-12 *2D Media, 10-12 *3D Media, 10-12 *Advanced 2D, 11-12 *Advanced 3D, 11-12 *Advanced Art, 12 *Art Outreach, 11-12 Art Techniques, 9-11 Art Exploration, 9-12 Digital Media, 11-12 Video Production, 10-12	*Animal Behavior, 12 *Anatomy & Physiology, 11-12 *Biology, Honors, 11-12 *Chemistry, Honors, 10-12 *Environmental Science, 11-12 *Food Science, 10-12 Fundamentals of Food & Nutrition, 9-12 Health Sciences I, 10-12 *Health Sciences II, 10-12 *Health Sciences III, 12 Human Growth & Development, 10-12 *Weights, 11-12 *Wellness, 11-12	Child Development, 9-11 *Early Childhood Education & Services, 10-12 *Early Childhood Practicum, 11-12 Fundamentals of Food & Nutrition, 9-12 *Human Development and Cognition, 11-12 Human Growth & Development, 10-11 Introduction to Professional Education, 11-12 Law Education, 9-10 *PK-12 Instructional Design, 11-12 Psychology, 11-12 Psychology, AP, 11-12 Sociology, 11-12	*Basic Electronics, 10-12 *Advanced Electronics, 10-12 *Mechatronics I, 11-12 *Mechatronics II, 11-12 *Robotics, 11-12 *Advanced Robotics, 11-12 Introduction to Engineering, 9 Engineering Concepts, 11-12 Computer-Aided Drafting – Solidworks I, 10-12 Computer-Aided Drafting – Solidworks II, 11-12 Architectural Drafting & Design, 11-12 Linkages, 9-10 *Manufacturing Processes, 10-12 *Manufacturing Welding, 10-12 *Advanced Manufacturing Design, 11-12 Introduction to Manufacturing Woods, 9-10 *Manufacturing Woods, 10-12 *Principles of Construction Technology, 11-12 *Advanced Construction Technology, 12 *Introduction to Automotive Technology, 11-12 *Basic Automotive Technology Service, 11-12 *Intermediate Autos Technology Service, 12 *Advanced Automotive Technology Service, 12 *Technical Math, 12

# Business

	Introduction	Intermediate	Capstone
Accounting	Introduction to Business Personal Finance Personal Financial Planning	Accounting I	Accounting II
Advanced Accounting	Accounting III	Accounting IV	Work-Place Experiences
Finance	Introduction to Business Personal Finance Personal Financial Planning	Accounting I	Probability & Statistics Economics
Entrepreneurship	Introduction to Business	Accounting I Principles of Marketing Economics	Entrepreneurship
Marketing Entrepreneurship	Principles of Marketing	Marketing Management	Entrepreneurship
Business Technology	Information Technology I	Information Technology II	Foundations of Web Design
Data Science	Information Technology II	Foundations of Web Design	Probability & Statistics
Video Production	Digital Media	Video Production	Foundation of Web Design

**Notes:** Introduction to Business is a required prerequisite to take Principles of Marketing, Marketing Management, and Entrepreneurship. Principles of Marketing must be taken prior to Marketing Management. Information Technology I must be taken before Information Technology II. Both Information Technology I and II must be taken before Foundations of Web Design. Accounting must proceed in order. All Class of 2023 and beyond will take Personal Finance and Economics courses as a requirement. All Class of 2024 and beyond will also be required to take Career Seminar.

**Technology Recommendation:** Any student considering a 2 year or 4 year degree in business should consider taking Information Technology I and II to become proficient and certified in Microsoft Office Suite - Word, PowerPoint, and Excel.

# Business

## **Career Seminar**

**Type:** Required for Freshmen

**Prerequisites:** None

**Grade:** 9

**Credits:** 5

**Lab Fee:** None

This course prompts freshmen to think about life during and after high school. Interest, skill and personality assessments are used to help students narrow down potential academic and career paths. Students are taught skills required for academic and career success. They will develop future plans and goals for their life in the next 1, 5 and 10 years. Students will explore the Nebraska Career Education Model and relevant careers from interest surveys.

## **Personal Finance**

**Type:** Required

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course will help students become financially responsible, conscientious members of society. Units of study include financial planning, budgeting, saving and investing, managing credit and debt, using financial services, evaluating insurance, careers and taxes, and consumer awareness.

## **Personal Financial Planning**

**[DC Option CCC-BSAD 1360 (3 credits)]**

**Type:** Graduation Requirement Elective (for Personal Finance)

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

A study and application of the steps required in the personal financial planning process including budgeting, tax planning, insurance, investments, retirement planning and estate planning. A personal or financial plan will be developed. The learner will be exposed to all of the areas of personal finance that have a major impact on the learner's financial life.

## **Keyboarding Applications**

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This course emphasizes BASIC keyboarding skills. Students will develop touch typing techniques and proper key stroking while developing compositions and proofreading skills as well as speed and accuracy. This course is recommended for students with limited computer experience and/or keyboarding skill.

## **Introduction to Business**

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This introductory course develops student understanding and appreciation of the business world. Units of study included in the class include economics, management, marketing, and business ethics. Students should complete this course prior to registering for intermediate and capstone courses in the business management and administration career field.

## **Principles of Marketing**

**Type:** Elective

**Prerequisite:** Completion of Introduction to Business with at least a passing grade

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course introduces basic marketing concepts and business skills. Units of study include market planning, economics, selling, and career opportunities.

## **Marketing Management**

**Type:** Elective

**Prerequisite:** Completion of Principles of Marketing

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course builds upon the basic marketing concepts. Units of study include promotion, pricing, channel management, marketing research, and product/service management.

## **Entrepreneurship**

**Type:** Elective

**Prerequisite:** Completion of Principles of Marketing and Marketing Management

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course emphasizes skills needed to plan, organize, finance, and operate a business enterprise. Units of study include marketing, economics, finance, accounting, management, ethics, and global markets. As a final project, students will create a business plan and food truck model.

# Business

## **Accounting I & II**

**Type:** Elective

**Prerequisite:** Introduction to Business, Principles of Marketing and Marketing Management recommended

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Accounting is an essential course for students who plan to major in business after high school. This course emphasizes basic accounting concepts and accounting principles including recording, summarizing and reporting principles of income and expenses and asset valuation, accounting systems and controls. Students will explore career opportunities in the accounting field.

## **Accounting III & IV**

**Type:** Elective

**Prerequisite:** Accounting I & II

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Students will reinforce basic accounting principles, procedures, and terminology. The course also introduces advanced accounting concepts with emphasis on inventories, depreciation, stocks, bonds, taxes and further enhancement of accounting skills.

## **Information Technology Applications I**

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course focuses on Microsoft Office applications. Students will modify and create business documents using intermediate/advanced Word and PowerPoint plus introductory Excel spreadsheets. Students will read technical instructions, problem solve and work independently to complete documents. NOTE: All projects are completed on PC laptops in class, not on Chromebooks.

## **Information Technology Applications II**

**Type:** Elective

**Prerequisite:** Information Technology Applications I

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course focuses on Microsoft Office applications. Students will review Word and PowerPoint plus modify and create business documents using intermediate/advanced Excel spreadsheets and introductory Access databases. Students will read technical instructions, problem solve and work independently to complete documents. NOTE: All projects are completed on PC laptops in class and not on Chromebooks.

## **Microsoft Office Certification (MOS)**

Students in Information Technology courses have the opportunity to earn NOS industry certification.

## **Digital Media**

**Type:** Elective

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Students will create, design, and produce digital media including sound, video, and graphics. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, podcasts, and project management. Programs we explore include: iMovie, Photoshop, Adobe Suite, and other various multimedia platforms.

## **Video Production**

**Type:** Elective

**Prerequisite:** Digital Media

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Students will expand their digital media skills of interviewing, reporting, writing, editing, videography and design, using advanced programs such as Final Cut Pro. Students will explore careers while working together to create projects in a variety of media such as web, podcast, and/or broadcast. The emphasis of Video Production is on collaboration and career exploration, and creating a school newscast.

## **Foundations of Web Design**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Completion of Information Technology I and II

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Students will write HTML coding, design effective websites using appropriate software and templates. Students will also learn about e-commerce, intellectual property, and copyright laws. This class requires creative thinking, ability to learn new, complex software, and incorporate multiple aspects of design.

# Educational Support Services

## **Academic Support**

**Type:** Elective

**Prerequisite:** IEP Team decision

**Grades:** 9, 10, 11, 12

**Credits:** None

**Lab Fee:** None

Academic Support offers academic assistance based on the individual needs of students. Remedial and tutorial support is provided for students receiving instruction through regular curriculum. Students will also have the opportunity to meet with Voc Rehab their Junior/Senior year during this class to help plan for post secondary options.

## **Behavioral Skills**

**Type:** Elective

**Prerequisite:** IEP Team decision

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Behavior Skills focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans are individualized to meet the needs of each student. Students are integrated into general education classrooms whenever possible.

## **Job Site**

**Type:** Elective

**Prerequisite:** IEP Team decision

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Job Site experiences foster adult employment success for all youth, particularly for those with disabilities. Exposing youth with disabilities to work-based experiences helps them in identifying their career interests in building self-confidence. In addition, it provides an opportunity for them to learn about workplace culture and expectations and to make what they are learning in school more meaningful through real-world applications.

## **Curriculum and Communication Life Skills**

**Type:** Elective

**Prerequisite:** IEP Team decision

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Curriculum and Communication Life Skills serves students who require a functional life skill curriculum. Comprehensive instruction is provided in the least restrictive environment, the community and the job sites in order to maximize each student's potential for becoming productive and contributing member of the community. Opportunities are also provided for students to participate in appropriate activities with non-disabled peers. The following domains are emphasized:

- Functional Math skills
- Functional Reading skills
- Communication skills
- Personal Health and Safety
- Community, Recreation and Leisure skills
- Vocational skills
- Domestic skills
- Social skills

All students are on individualized programs according to their own personal needs as determined by the Individual Education Plan (IEP) team.

# Educational Support Services

## English Language Development-A (ELDA-A)

**Type:** Elective

**Prerequisite:** Teacher Recommendation/EL Recently Arrived status

**Grades:** 9, 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

ELD-A is the study of the English language. Students will focus on language to survive in the community and school. Students will learn basic English skills such as phonics, pronunciation, and vocabulary. Students who are new to this country and the English language are required to take this course. Students will be placed in the class based upon ELPA testing and placement tests.

## English Language Development-B (ELDA-B)

**Type:** Elective

**Prerequisite:** Teacher Recommendation/EL Level 1 and/or 2

**Grades:** 9, 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

ELD-B is the study of the English language. Students will focus on the expansion of language in the community and school. Students will work on intermediate English skills such as phonics, pronunciation, and vocabulary. Students will be placed in the class based upon ELPA testing and placement tests.

## English Language Development-C (ELD-C)

**Type:** Elective

**Prerequisite:** Teacher Recommendation/EL Level 1 and/or 2

**Grades:** 9, 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

ELD-C is the study of the English language. Students will focus on the expansion of language in the community and school. Students will work on advanced English skills such as phonics, pronunciation, vocabulary and grammar skills. Students will be placed in the class based upon ELPA testing and placement tests.

## ELD Leveled Reading A or B (ELD-A/ELD-B)

**Type:** Elective

**Prerequisite:** Taking ELD-A or ELD-B; Teacher Recommendation/EL Level 1 and/or 2

**Grades:** 9, 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

Students placed in ELD-A or ELD-B will also be assigned a corresponding leveled reading course to practice reading and comprehension skills. This class will help expand basic Language Arts concepts.

### Scores needed for Level Promotion

	Initial Placement	For Mid-year Promotion
<b>ELD-A</b>	<ul style="list-style-type: none"> <li>If the student scores <b>less than 60% on subtest 1</b>. (less than 16 questions correct)</li> </ul>	<ul style="list-style-type: none"> <li>Score of 40/50 on INSIDE the USA End-of-level Test.</li> </ul>
<b>ELD-B</b>	<ul style="list-style-type: none"> <li>If the student scores <b>above 60% on subtest 1</b> (16 - 26 correct) <b>give sub-test #2</b>.</li> <li>If the student scores <b>more than 60% on subtest 1</b>(16 - 26 correct) and <b>less than 60% on subtest 2</b> (less than 11 correct)</li> </ul>	<ul style="list-style-type: none"> <li>Score of 48/60 on INSIDE Fundamentals 1.</li> </ul>
<b>ELD-C</b>	If the student scores <b>more than 80% on subtest 1</b> (21 - 26 correct) and <b>between 60-80% on subtest 2</b> (11-15 correct)	<ul style="list-style-type: none"> <li>Score of 48/60 on INSIDE Fundamentals 2 End-of-level Test.</li> </ul>

-- Students may be promoted to the next level at semester if they achieve the scores above, show a high level of work ethic, and demonstrate language proficiency on formative work. **Teachers will make a final decision based on the previously mentioned information and a semester's worth of work.**

# English

English Courses	
<b>9th Grade</b>	<ul style="list-style-type: none"> <li>● English 9</li> </ul>
<b>10th Grade</b>	<ul style="list-style-type: none"> <li>● English 10 or Honors</li> <li>● Speech (see below)</li> <li>● Newspaper and/or Yearbook (elective credit ONLY)</li> </ul>
<b>11th Grade</b>	<ul style="list-style-type: none"> <li>● English 11 or Honors</li> <li>● Speech (see below)</li> <li>● Newspaper and/or Yearbook (elective credit ONLY)</li> </ul>
<b>12th Grade</b>	<ul style="list-style-type: none"> <li>● English 12</li> <li>● Advanced Composition</li> <li>● AP Literature I and/or II</li> <li>● Speech (see below)</li> <li>● Newspaper and/or Yearbook (elective credit ONLY)</li> </ul>

- One semester of **Speech** is **required** for graduation.
- **Newspaper** and **Yearbook** - Both classes require an application. See the course descriptions or advisors for details.

## Placement Scores Required for CCC English Composition

ACT	NWEA MAP	CCC Course Recommendation
English	Language	
18	223	ENGL 1010 English Comp

# English

## **English 9**

**Type:** Graduation Requirement Elective

**Prerequisite:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

English 9 emphasizes both reading and writing to help students better understand the strong connection between both types of learning activities. Students will engage with a variety of informational and literary texts and write for multiple purposes. A focus will be placed on what students read should help to inform what students write. Core strategies that will be utilized throughout the class:

- Students will apply reading strategies to build background knowledge and understand multiple types of text.
- Students will gather evidence to gain a deeper understanding of text and support their thinking, claims, and ideas.
- Students will combine and express ideas through various writing experiences.

## **English 10**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 9

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

English 10 emphasizes both reading and writing to help students better understand the strong connection between both types of learning activities. Students will build upon the skills learned in English 9 and will engage with more complex, informational and literary texts and write for varying purposes. A continued focus will be placed on what students read should help to inform what students write. Core strategies that will be utilized throughout the class:

- Students will apply reading strategies to build background knowledge and understand multiple types of text.
- Students will gather evidence to gain a deeper understanding of text and support their thinking, claims, and ideas.
- Students will combine and express ideas through various writing experiences.

## **English 10 Honors (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 9

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

English 10 Honors emphasizes both reading and writing to help students better understand the strong connection between both types of learning activities. Students will build upon the skills learned in English 9 and will engage with more complex, informational and literary texts and write for varying purposes. A continued focus will be placed on what students read should help to inform what students write. Core strategies that will be utilized throughout the class:

- Students will apply reading strategies to build background knowledge and understand multiple types of text.
- Students will gather evidence to gain a deeper understanding of text and support their thinking, claims, and ideas.
- Students will combine and express ideas through various writing experiences.

*As this is an honors course, an emphasis will be placed on high-level thinking and skill and more complex material.*

## **English 11**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 10

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 will use current literature containing social themes relevant to contemporary man. Emphasis will be placed on writing skills, vocabulary improvement, spelling, and comprehension and interpretation of literature.

## **English 11 Honors (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 10

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 Honors is the thematic approach to the development of late 19th and 20th century America and entails a study of the literature of each thematic period. Students will be expected to do expository writing and activities designed to develop their critical and analytical thinking skills. A grammar review prior to the ACT test will be given.

# English

## **English 12**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 11

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

English 12 will read various literary selections. These selections will deal with social themes relevant to contemporary man. Students will also be expected to compose a variety of writing assignments relevant to the literary selections. These assignments will be used to improve the student's writing ability in reference to organization mechanics of grammar, syntactical patterns, and spelling.

## **English 12 Advanced Composition**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 11 or English 11 Honors

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

Advanced Composition is designed to review and further refine those writing skills which the students have obtained in previous English classes. Improvement of the students; skills with syntactical patterns, handling of mechanics of grammar, and vocabulary are prime targets. Major emphasis will also be placed on the student's ability to think clearly in organizing thought on paper.

## **Speech**

**Type:** Graduation Requirement

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Students will write and deliver speeches with an effective introduction, body, and conclusion. Types of speeches presented will include demonstration speeches, informative speeches, persuasive speeches, and impromptu speeches. Students will also learn to make effective visuals.

## **English 12 Advanced Placement**

### **Literature I (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 11 or English 11 Honors, English teacher recommendation.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

AP Literature I is primarily a survey of major English writers and their works in order to provide students with some background for the Advanced Placement test. In addition, emphasis will be placed on the philosophical ideas presented in these works to see how they represent their place in history and how they have influenced American and British thought. The students will also be exposed to various writing forms, in particular the writing of explications of literary works.

## **English 12 Advanced Placement**

### **Literature II (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** English 11 or English 11 Honors, English teacher recommendation.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

AP Literature II will place greater emphasis on achieving skills to take the Advanced Placement test through the study of various genres of literature. Colleges participating in the Advanced Placement program waive requirements and give credit for high achievement on the AP test. Students will be given the option of taking the Advanced Placement test; those taking the test will have to pay the cost of test administration.

# English

## English Skill I-IV

**Type:** Graduation Requirement Elective

**Prerequisite:** Reading ability and grade level

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Students will learn important components of Language Arts. Reading strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for different forms of writing will be taught. Students will learn strategies and skills to be better prepared for the required assessments, and possible transition into general English. Students will be placed into the program at the appropriate level using a placement test, previous classroom performance, and teacher recommendations.

## EL Language Arts II-IV

**Type:** Graduation Requirement Elective

**Prerequisite:** Teacher Recommendation/EL Student/  
Test Scores (see chart)

**Grades:** 9, 10, 11, 12

**Credits:** 10 English

**Lab Fee:** None

Students will use the Edge Program to learn important components of the English Language. Reading strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for different forms of writing will be taught. Students will be placed in the Edge program at the appropriate level (2-4) dependent upon the ELPA, EDGE placement test, previous classroom performance, MAPS tests, and teacher recommendations.

## EL Language Arts I

**Type:** Graduation Requirement Elective

**Prerequisite:** Teacher Recommendation/EL Student/  
Test Scores (see chart)

**Grades:** 9, 10, 11, 12

**Credits:** 10 English/10 Elective

Dependent on the credit status of the student.

**Lab Fee:** None

Students in this double period course will use the Edge program to learn important components of the English language. Reading strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for different forms of writing will be taught.

Students will be placed in Language Arts 1 course dependent on the ELPA, Edge placement test, previous classroom performance, MAPS tests and teacher recommendations. Reference the chart for the scores necessary for placement.

Scores needed for Level Promotion

Language Arts	Initial Placement	For Mid-year Promotion
LA 1	<ul style="list-style-type: none"> <li>● Any score on Edge placement test</li> <li>● Recommendation from ELD instructor</li> </ul>	<ul style="list-style-type: none"> <li>● 20/40 on Edge placement test*</li> <li>● Recommendation from ELD instructor *From ELDA to LA 1</li> </ul>
LA 2	<ul style="list-style-type: none"> <li>● 20/40 on Edge placement test</li> </ul>	<ul style="list-style-type: none"> <li>● 27/40 on Edge placement test* *From LA 1 to LA 2</li> </ul>
LA 3	<ul style="list-style-type: none"> <li>● 28/40 on Edge placement test</li> </ul>	<ul style="list-style-type: none"> <li>● 33/40 on Edge placement test* *From LA 2 to LA 3</li> </ul>
English Courses	37/40 on Edge placement test and/or successful completion of S2 of LA 3	

Students may be promoted to the next level at semester if they achieve the scores above, show a high level of work ethic, and demonstrate language proficiency on formative work. **Teachers will make a final decision based on the previously mentioned information and a semester's worth of work.**

# English-Electives

## **Yearbook**

**Type:** Elective

**Prerequisite:** Application and selection. Applications are available from the yearbook advisor.

**Grades:** 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

The staff's major goal is the publication of the yearbook. Students sell and design advertising, do layouts, write copy and headlines, and take and edit pictures. Students must elect to take and complete the second semester of this course in order to get credit for the first semester's work. Students dropping out before the end of the school year will receive a WF. This class does not fulfill English entrance requirements at UNL, UNK, or UNO. **This class does not satisfy English graduation requirements.**

## **Newspaper & Media**

**Type:** Elective

**Prerequisite:** Application and selection. Applications are available from the newspaper advisor.

**Grades:** 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

Working as a team, the newspaper staff's major responsibility will be to publish the school newspaper. Students will be responsible for identifying the contents, qualities and types of stories that will appear in each issue as they gather school news, and write stories. Other projects to be taken on by the newspaper staff will include working with video and other electronic media. The role of the student journalist is expanding beyond traditional print media and this course provides students a contemporary experience in journalism like none other before. **This class does not satisfy English graduation requirements.**

# Family and Consumer Sciences

## FCS Flowchart

Grade	Introductory	Intermediate	Capstone
<b>9th</b>	<ul style="list-style-type: none"> <li>● Child Development</li> <li>● Fundamentals of Food and Nutrition</li> </ul>		
<b>10th</b>	<ul style="list-style-type: none"> <li>● Child Development</li> <li>● Fundamentals of Food and Nutrition</li> <li>● Human Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>● Food Science</li> <li>● Early Childhood Education and Services</li> </ul>	
<b>11th</b>	<ul style="list-style-type: none"> <li>● Child Development</li> <li>● Fundamentals of Food and Nutrition</li> <li>● Human Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>● Food Science</li> <li>● Early Childhood Education and Services</li> </ul>	<ul style="list-style-type: none"> <li>● Entrepreneurship</li> <li>● Early Childhood Practicum</li> </ul>
<b>12th</b>	<ul style="list-style-type: none"> <li>● Fundamentals of Food and Nutrition</li> <li>● Human Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>● Food Science</li> <li>● Early Childhood Education and Services</li> </ul>	<ul style="list-style-type: none"> <li>● Entrepreneurship</li> <li>● Early Childhood Practicum</li> </ul>

### Human Sciences and Education Career Field

Early Childhood Education and Services	
<b>Introductory</b>	Child Development
<b>Intermediate</b>	Early Childhood Education and Services
<b>Capstone</b>	Early Childhood Practicum

### Child Development

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 5

**Lab Fee:** None

In this course students will explain the following: influences on parenting, decisions to make before becoming a parent, family planning, conception, prenatal development, healthy pregnancy, birth care of the newborn. Students will also study how to help grow and develop the physical, social-emotional, and intellectual development of the newborn through infant years. In addition students will study and explore parenting and childcare practices that maximize human growth and development. This class requires the RealCare Baby to be taken home by the student.

### Fundamentals of Food and Nutrition

**Type:** Elective

**Prerequisite:** None

**Grades:** 9-10, and 11-12

**Credits:** 5

**Lab Fee:** None

This course provides the beginning base foundation of nutrition, dietary recommendations, and fundamentals of foods. Students will learn to read nutrition fact labels and choose healthier, nutrient dense foods. Students will demonstrate food preparation skills, responsible financial practices when planning meals, and impacts of science and technology on foods. Students will also learn about how culture and socioeconomic status affects food choices.

# Family and Consumer Sciences

## **Food Science**

**Type:** Elective

**Prerequisite:** Fundamentals of Food and Nutrition

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

In the Food Science course, students will be provided with an understanding of the food science industry such as packaging/labeling, sensory evaluation of foods, constituents of foods, nutritive aspects of food constituents, operation of the food industry, and food processing and science applications. Students will also be given the opportunity to demonstrate safe and efficient practices in the preparation and serving of flavorful, aesthetically pleasing and nutritious foods. This course will also provide students with exposure to careers and employment skills related to the food and nutrition industry.

## **Human Growth and Development**

**Type:** Elective

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course covers the study of human development through various theories (physical, mental, emotional, moral, and social) through the entire lifespan. Includes how to develop positive interactions with others and how development can be guided at each age. Special topics covered include families, adolescence, early adulthood, and the concerns and milestones they experience. Students will also analyze strategies to manage health and wellness.

## **Early Childhood Education and Services**

**Type:** Elective

**Prerequisite:** Successful completion of Child Development

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course focuses on preschool through eight years of age in areas such as: creating a learning environment, interacting positively with children, creating learning activities, health/safety, and nutrition. This class will also examine various types of early childhood programs and the license requirements related to each, program planning and evaluation. Students will evaluate external support systems that provide services for parents and the impact of early identification of high ability learners, children with special needs, and language acquisition. In class students will create age appropriate activities to do at an Early Childhood Center. These activities will apply the knowledge and skills they've acquired from class. Child Development is a prerequisite.

## **Early Childhood Practicum**

**Type:** Elective

**Prerequisite:** Successful completion of Early Childhood Education and Services

**Grades:** 11, 12

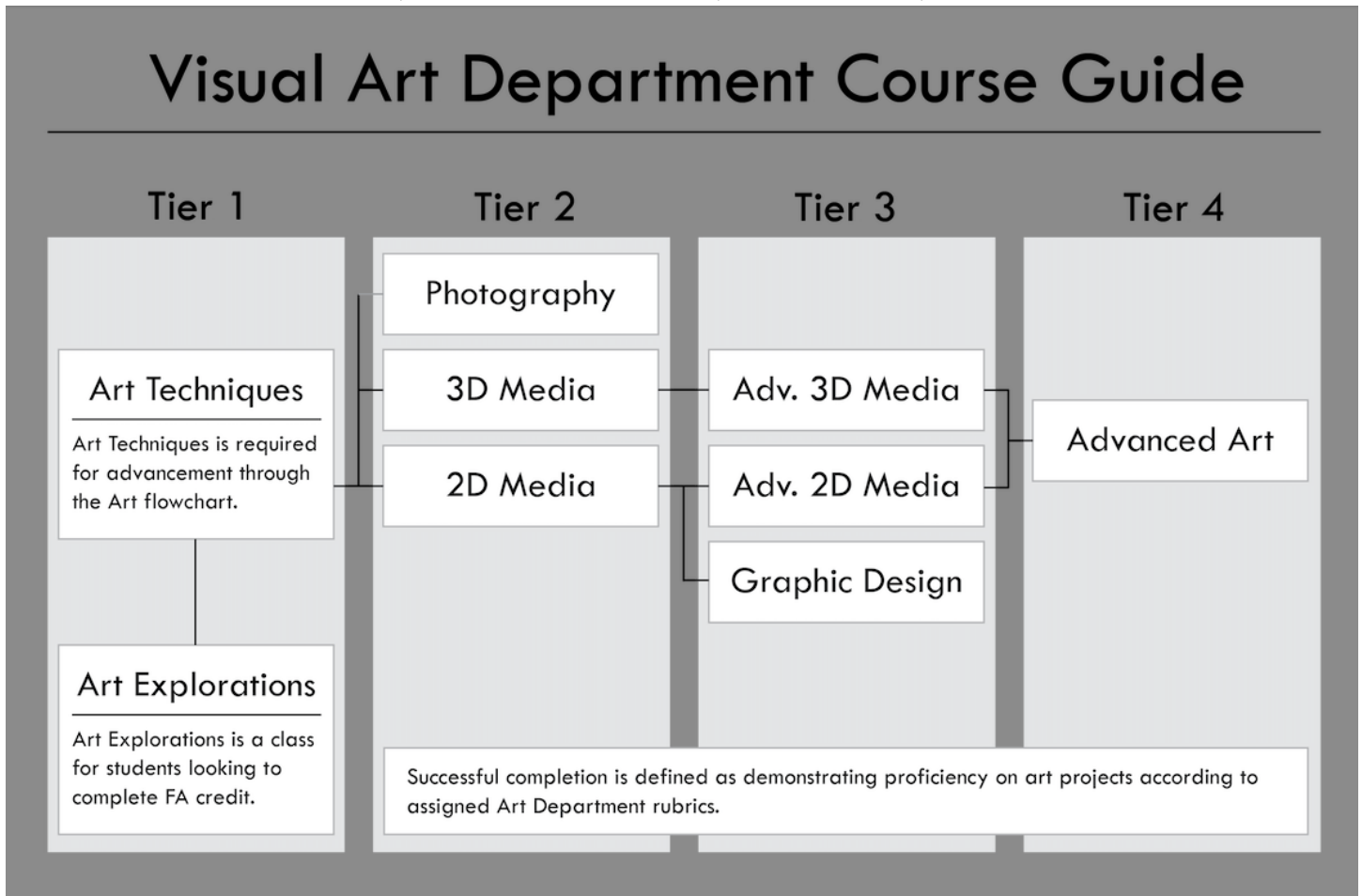
**Credits:** 5

**Lab Fee:** None

Students will apply knowledge about child development through practicum experience in the early childhood setting. This class requires students to have a vehicle to transport themselves to tier practicum experiences. While in this class students will learn to create lessons that meet children's developmental needs and interests. Students will build skills to have positive interaction with children and develop relationships with colleagues. With this class students will analyze federal, state, and local licensing and certification guidelines when designing an early childhood business. While completing their practicum students will complete a working early childhood portfolio used for applying for internships and work-based learning opportunities. Child Development and Early Childhood Education and Services are prerequisites.

# Fine Arts

Course offerings in the area of fine arts listed in this section are divided into four subheadings: **Arts-Visual, Music-Instrumental, Music-Vocal, and Theatre.**



## Arts-Visual

### Art Exploration

**Type:** Tier 1 Elective; meets Fine Arts requirement

**Prerequisite:** None

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** \$8.00

Art Exploration is designed for students who want to explore art media and art appreciation. Students will learn about the creative process and its use for problem solving in art. Individual creativity and collaboration among student groups will be used to create 2D, 3D, and multimedia projects. Students will draw inspiration from science, technology, engineering, math, literature and contemporary art. The class will focus on forming creative ideas and using the Elements of Art rather than the development of art techniques.

### Art Techniques

**Type:** Tier 1 Elective; meets Fine Arts requirement

**Prerequisite:** Two or more Middle School Art classes

**Grades:** 9, 10, 11

**Credits:** 5

**Lab Fee:** \$8.00

This class is a requirement for all art classes. Students learn the techniques used to design two and three dimensional art works as well as how artists put ideas together to make their art. Sketchbooks will be utilized for writing, sketching, and planning. The techniques you learn in this course will be further developed in 2D Media and 3D Media, therefore it is a requirement for those classes. Art Techniques provides hands-on practical experiences along with some aspects of art history, to use throughout one's life and all other art courses taken at CHS.

# Fine Arts

## Arts-Visual

### Photography

**Type:** Tier 2 Elective; meets Fine Arts requirement

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10.00

In this course, students will learn the application of photography and digital photo editing. Focus will include the basics of photographic compositions with an emphasis on the Principles of Design. This course is designed for the student who has no background in photography. Note: Students will be using their personal cell phone devices for photography. This course would also be good for students that are interested in Yearbook or Newspaper.

### 2D Media

**Type:** Tier 2 Elective

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10.00

Students will use an array of methods and materials to create two-dimensional artworks. Students will learn the steps of the creative process to prepare, create and display their work. Art forms could be made through drawing, simple paint methods, printmaking and collage. Students will keep a sketchbook to outline ideas and to take notes, as well as assess their own work through critiques. Students interested in taking several art classes should take 2D Media because it is a prerequisite for Tier 3, 2D Advanced Art.

### 3D Media

**Type:** Tier 2 Elective

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10.00

This class is a study of the methods used in three-dimensional construction. It will include the creation of functional art and sculpture through the use of a wide variety of materials. Building, firing, and glazing pottery will be emphasized. In addition, students will be expected to critique their own and their peers' work.

### Advanced 2D

**Type:** Tier 3 Elective

**Prerequisite:** Art Techniques and 2D Media

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

This class involves the advanced application of drawing and design fundamentals through drawing, painting, and printmaking techniques. Oil pastels, chalk pastels, charcoal, ink, acrylic, and watercolor will be used to create artworks. Students will have an opportunity to study the techniques used by a variety of artists as well as developing their own ideas and styles. The class is set up in a studio setting in which students will develop ideas into art work for their portfolio. The class includes the historical study of selected artists working in two-dimensional form.

### Graphic Design

**Type:** Tier 3 Elective

**Prerequisite:** Art Techniques and 2D Media

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$8.00

This class will explore the creation and uses of graphic design. It will introduce students to art-related careers as well as the techniques and terminology used by graphic artists. Students will learn to use software graphic designers use, including Adobe Illustrator, Adobe Photoshop, and free online programs to create a variety of projects. Students will determine how to communicate effectively through typography, icons, logo design, posters, packaging, illustration, and image manipulation to convey a message visually. After students have completed this course, they will be able to solve problems visually using design principles learned in previous art and computer courses.

# Fine Arts

## **Advanced 3D**

**Type:** Tier 3 Elective

**Prerequisite:** Art Techniques and 3D Media

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

This class involves the advanced application of design fundamentals to functional art and sculptural forms. Artworks will be created with clay and a variety of additional materials. In addition, students will participate in written and verbal critiques.

## **Advanced Art**

**Type:** Tier 4 Elective

**Prerequisite:** Please see the Art Department for an application.

**Grades:** 12

**Credits:** 5

**Lab Fee:** \$12.00

Advanced Art is for students who are interested in pursuing art after high school and/or show outstanding ability in the arts. The course will emphasize the building of a portfolio, which will include two and three dimensional art works. Students will be expected to develop and create their own original ideas, along with critiquing their own and their peers' work. Artwork will be showcased during the applicable semester Art Show (Fall or Spring).

# Fine Arts

## Music-Instrumental

### **Band-Cadet Marching** (fall semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Successful completion of middle school band, or permission of the director. Students must also agree to fully participate in all performances of the Cadet Band. This course includes brass and woodwind players.

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** \$35.00 (does not include shoes and gloves)

This semester-long course serves as an introduction to high school band. The first quarter will focus on the fundamentals of marching band and includes performances at three or four home football games, and one or more parade activities. Students will participate in two parade rehearsals outside of the school day, but all other rehearsal time is during class time. During the second quarter students will perform at three or four home basketball games and at the Winter Fine Arts Festival.

### **Band-Varsity Marching** (fall semester)

**Type:** Elective/Co-Curricular; meets Fine/Applied Arts requirement

**Prerequisite:** Students must agree to fully participate in the co-curricular marching band. This course is for brass and woodwind players only.

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$55.00 (does not include shoes and gloves)

This semester-long course will focus on musical performance on the move. The first quarter will focus on literature used for competitive marching shows, and will be co-curricular with the full marching band. Marching Band students will meet for marching practice before school daily during the first quarter, as well as participate in 10 days of camps in late July/early August. The marching band will perform at home football games and any playoff football games along with two parades, and 4-5 competitions. During the second quarter the Marching Band will perform in support of three or four home basketball games and will perform at the Winter Fine Arts Festival.

### **Band-Fall Concert** (fall semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** At least two years of previous band instruction

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10.00 (includes ensemble method book)

This semester-long course is for students who wish to participate in band in the fall, but not in the marching band. Students will focus on the fundamentals of instrumental performance through both small ensemble and full band rehearsals. The fall band will perform a concert and in small groups.

### **Band-Spring Concert** (spring semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** At least two years of previous band instruction

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10.00 (includes ensemble method book)

This semester-long course is for any instrumental music student. Students will focus on the fundamentals of instrumental performance through both small ensemble and full band rehearsals. The spring band will perform a concert and in small groups including a couple of home basketball games.

### **Band-Symphonic** (spring semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** By audition only

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10.00 (includes ensemble method book)

The Symphonic Band is by audition only and consists of 40 wind players and 5 percussionists. Students wishing to participate in this ensemble should audition prior to registration. The ensemble focus is on challenging wind band material, and on performing at a high level. The ensemble will perform at the NSBA Concert Band Festival, District Music Contest, a public concert in March and May, home basketball games and two concerts.

# Fine Arts

## **Band-Jazz** (year long)

**Type:** Elective

**Prerequisite:** By audition only

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

The Jazz Band will perform varied genres of jazz, develop creativity through improvisational skill, and work to hone their musicianship skill. This is an advanced performing ensemble that will require some solo work along with ensemble performance. The band participates in at least three jazz festivals and performs two public concerts.

## **Percussion** (year long)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** At least three years of either percussion performance experience or piano lessons. Students must also agree to fully participate in the co-curricular marching band

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** \$100.00 (includes instrument usage fee, consumable materials, sticks and mallets, camp fees) This does not include Marching fees

This year-long ensemble has an extensive performance calendar. Members will participate in the marching band in the fall, and at numerous performances throughout the year including, but not limited to: Junior Fire Patrol parade, Elementary School Assemblies, band concerts, and a Winter Percussion Ensemble. All members are required to participate in the Marching Band, however the Winter Ensemble is optional.

## **Guitar**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Materials Needed:** It is highly recommended that students own their own guitar for use at home. Class guitars are provided for school use.

**Lab Fee:** \$10.00

This is an introductory guitar course designed to help students learn many of the different styles and techniques of guitar playing. Primary areas of focus include reading tablature, performing open string chords, learning common progressions and strumming patterns, and interpreting rhythms. There may be performance opportunities for the public.

# Fine Arts

## Music-Vocal

### **The CHS Treble/Classman Chorus**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Treble/Classman Choir is a performance based, introductory course for all voices. This class will primarily focus on the choral performance for its main learning goal, but also includes The Fundamentals of Choral Singing, Understanding A Choral Score, and Introduction to Rhythm Reading. This choir performs a wide variety of music from many choral genres, such as pop, jazz, contemporary, traditional, a cappella, and many more. Students who participate in this course will be required to participate in two live performances as a part of the curriculum. They will also be required to provide a suitable outfit for performance. Students that successfully complete this course will be eligible to move into the CHS Anchor Chorus.

### **The CHS Anchor Chorus (Spring Semester Only)**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Lab Fee:** None

The CHS Anchor Chorus is a performance based course for men and women that builds upon the content learned in Treble/Classmen Chorus. This class will primarily focus on an intermediate-level choral performance for its main learning goal, but also includes Introduction to Note Identification and Introduction to Solfege/Ear Training. The CHS Anchor Chorus performs a wide variety of music from many choral genres, such as pop, jazz, contemporary, traditional, a cappella, and many more. Students who participate in this course will be required to participate in two live performances as a part of the curriculum. They will also be required to provide a suitable outfit for performance, but can re-use the one they used for Treble Choir/Classmen. Students that successfully complete this course will be eligible to move into the CHS Navigator Chorus.

### **The CHS Navigator's Chorus (Fall Semester)**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Successful completion of The CHS Anchor Chorus, by permission, or by summative assessment.

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

The CHS Navigator Chorus is a performance based course for men and women that builds upon the content learned in Treble Choir or Classmen Chorus. This class is also a preparatory course for students who wish to move into the auditioned Captain's Chorus. This class will primarily focus on an intermediate-advanced choral performance for its main learning goal, but also includes Intermediate Rhythm Reading, Expressive Musical Terms, and Key Signatures and Accidentals. The CHS Navigator Chorus will model the CHS Captain's Chorus in many ways, such as preparing the All-State scores in the fall semester and District Music Contest in the Spring semester. Students who participate in this course will be required to participate in two live performances as a part of the curriculum. They will also be required to provide a suitable outfit for performance, but can re-use the one they used for Treble Choir/Classmen. Students that successfully complete this course will be eligible to move into The CHS Navigator Chorus's 2nd Semester.

# Fine Arts

## Music-Vocal

### **The CHS Captain's Chorale**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Audition or permission from the director

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$10 for Choir Robe Upkeep and Repairs

The CHS Captain's Chorus is a performance based course for men and women that builds upon the content learned in The CHS Navigator's Chorus and strives to push the limit of what a high school choral ensemble is capable of. This class will primarily focus on an advanced choral performance for its main learning goal, but also includes Advanced Solfege/Ear Training, Basic Usage of the International Phonetic Alphabet, and Intervals and Chords as music theory concepts. The CHS Captain's Chorus is the ambassador for CHS Vocal Music to the rest of the state, and includes opportunities for extra-curricular performances and activities across Nebraska and America. The CHS Captain's Chorus has scheduled performances in New York City, NY, Nashville, TN, and Pasadena, CA in just the last 5 years alone. Students who participate in this course will be required to participate in two live performances as a part of the curriculum. They will also be required to provide a suitable outfit for performance on occasion, but will typically perform in CHS Choir Robes. Students who wish to audition for The CHS Captain's Chorus without completing The CHS Navigator's Chorus will be required to successfully complete a summative assessment of knowledge needed for entry.

### **The CHS New World Singers**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Audition or permission from the director

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

The CHS New World Singers is a performance based course for men and women that builds upon the content learned in The CHS Captain's Chorus, but in a smaller setting. This class will primarily focus on an advanced choral performance in a wide variety of styles for its main learning goal, but also includes Performance Management, Sound Reinforcement, and Intro to Contemporary A Cappella Style. The CHS New World Singers is the ambassador for CHS Vocal Music to the rest of the state, and includes opportunities for extra-curricular performances and activities across Nebraska and America. This group also carries a competitive element, as they compete against other schools in singing festivals and contests during the 2nd semester. Students who participate in this course will be required to participate in two live performances as a part of the curriculum. They will also be required to provide a suitable outfit for performance on occasion, which includes a formal, neutral colored outfit. Students who participate in the CHS New World Singers must have at least one year of the CHS Captain's Chorus, which can be completed in the same year.

# Fine Arts

## Theatre

### Theatre I

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 5

**Lab Fee:** None

This course is divided into three portions: Theatre History, Technical Theatre, and Acting. Theatre History will begin with a brief history of Greek theatre, theatre in the Middle Ages, the Royal Theatre, theatres of Asia, realism, and the modern musical. The technical portion of the class will dive into the roles of a scenic designer and director, thereby gaining a better understanding of what those two roles bring to the theatre. The course nears its close with a unit on acting in which students will present a monologue, a two-person scene, and a group scene (all of which require memorization).

### Stage Performance

**Type:** Elective

**Prerequisite:** Theatre I

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This class is for students who have demonstrated advanced proficiencies in phases of play production, specifically acting. In this class, acting techniques will be studied, critiqued, and applied to a variety of performances. Some in-class performances will include pantomime, a two-person scene, a group scene, and monologues from both contemporary dramatic literature and Shakespeare.

### Stagecraft

**Type:** Elective

**Prerequisite:** Theatre I

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This class is for students who have demonstrated advanced proficiencies in phases of play production, specifically scenic design. In this class, students will practice set design, scenic drafting, budgeting for a theatrical production, and will help with the building of a CHS theatrical production.

# Health Sciences Pathway

The health science pathway is an opportunity for students who are considering healthcare as a career field. The health science pathway will offer students a look at the career field.

## **Health Sciences I**

**Type:** Elective

**Prerequisites:** None

**Grades:** 10,11,12

**Credits:** 5

**Lab Fee:** TBD

In this course, students will be introduced to the basics of the healthcare industry. Students will learn the technical skills in the healthcare profession such as identifying the normal ranges for vital signs and practicing taking and recording the information. Students will learn existing and potential safety hazards in the workplace as well as safety practices, medical terminology, and legal and ethical standards including HIPAA, patient's rights and informed consent. The students will engage in learning activities associated with healthcare careers including trends in the industry, personal aptitudes and interests related to health careers, and interacting with professionals in the field. Students will also be offered training in CPR/AED, First Aid, and Stop the Bleed.

## **Health Sciences II**

**Type:** Elective

**Prerequisites:** Health Sciences I

**Grades:** 10,11,12

**Credits:** 5

**Lab Fee:** TBD

Health Sciences II is an intermediate course that continues with the information and skills needed in the healthcare industry from Health Sciences I. In the course, students will learn content about the basic human structures and functions, as well as regulatory, transportation, maintenance, and reproductive systems in the human body. Students will explore health professions, investigate local needs in the healthcare field, research post-secondary education for appropriate careers, learn about legal and ethical issues, and also cultural and ethnic differences within the healthcare environment. At the completion of the course, students will also go through the Certified Nursing Assistant training to become licensed to work in the healthcare field.

## **Health Sciences III**

**Type:** Elective

**Prerequisites:** Health Sciences I & II

**Grades:** 12

**Credits:** 5

**Lab Fee:** TBD

This is the capstone course in the Health Science pathway and is a continuation of Health Sciences I and II. This course will include work-based learning experiences and advanced career planning as a result of this experience. Students will learn the value of networking, create a personalized portfolio, and give a final presentation at the completion of the course.

# Mathematics

A student may only be enrolled in one math class per academic year unless they have failed a previous math class or they have a teacher recommendation. (See the prerequisites on the following pages to assist with determining the students' next math class.)

<b>Mathematics Flowchart</b>			
<b>9th Grade</b>	Algebra I	Geometry	Geometry Acc.
<b>10th Grade</b>	Geometry Basic or Geometry	Algebra II	Algebra II Acc. or Algebra II
<b>11th Grade</b>	Algebra II Basic or Algebra II	Pre-Calculus with Trigonometry, College Algebra, or Prob & Stats	Pre-Calculus with Trigonometry Acc., College Algebra, or Prob & Stats
<b>12th Grade</b>	Pre-Calculus with Trigonometry, Technical Math, College Algebra, or Prob & Stats	Pre-Calculus with Trigonometry, Calculus Honors, Technical Math, College Algebra, or Prob & Stats	Pre-Calculus with Trigonometry, Calculus I & II AP, Technical Math, College Algebra, or Prob & Stats

- All students should have completed a geometry course by the end of their sophomore year.

### Placement Scores Required for CCC Dual Credit

<b>ACT</b>	<b>NWEA MAP</b>	<b>CCC Course Recommendations</b>
<b>Math</b>	<b>Math</b>	
17-18	234-239	MATH 1020 Technical Math (3)
<b>Math</b>	<b>Math</b>	
22	249-251	MATH 1150 College Algebra (3) MATH 1410 Pre-Calculus (5) MATH 2170 Applied Statistics (3)
<b>Math</b>	<b>Math</b>	
25	259	MATH 1600 Analytic/Geometry & Calculus (5)

# Mathematics

## Algebra I

**Type:** Graduation Requirement Elective

**Prerequisite:** 8th grade General Math

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

*Core Connections Algebra* is the first course in a sequence of college preparatory mathematics. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

On a daily basis, students in *Core Connections Algebra* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas.

## Geometry Basic

**Type:** Graduation Requirement Elective

**Prerequisite:** 8th grade General Math

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

*Core Connections Geometry* is the second course in a sequence of college preparatory mathematics. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

On a daily basis, students in *Core Connections Geometry* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas.

## Geometry

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

*Core Connections Geometry* is the second course in a sequence of college preparatory mathematics. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

On a daily basis, students in *Core Connections Geometry* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas.

## Algebra II Basic

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I and Basic Geometry or Geometry, teacher recommendation

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

*Core Connections Algebra 2* is the third course in a sequence of college preparatory mathematics. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

On a daily basis, students in *Core Connections Algebra 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas.

# Mathematics

## Algebra II

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I and Geometry, teacher recommendation

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

*Core Connections Algebra 2* is the third course in a sequence of college preparatory mathematics. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

On a daily basis, students in *Core Connections Algebra 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas.

## Algebra II Accelerated

**Type:** Graduation Requirement Elective

**Prerequisite:** Geometry Acc., teacher recommendation

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

*Core Connections Algebra 2* is the third course in a sequence of college preparatory mathematics. This course is for students of above average mathematical ability. Students planning to take AP Calculus should take this course. This course aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

On a daily basis, students in *Core Connections Algebra 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas.

## Geometry Accelerated

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I in 8th grade or teacher recommendation

**Grades:** 9, 10

**Credits:** 10

**Lab Fee:** None

*Core Connections Geometry* is the second course in a sequence of college preparatory mathematics. This course is for students of above average mathematical ability. Students planning to take AP Calculus should take this course. This course aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

On a daily basis, students in *Core Connections Geometry* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas.

## Pre-Calculus with Trigonometry

**[DC Option CCC-Math 1410 (5 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I, Algebra II, and Geometry or teacher recommendation

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

The purpose of this course is to prepare students to take Calculus, either at the high school or college level. The course covers linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions. Functions will be analyzed using a variety of methods, including a graphing calculator.

# Mathematics

## Pre-Calculus with Trigonometry

### Accelerated

**[DC Option CCC-Math 1410 (5 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra II and Geometry or teacher recommendation

**Grades:** 11

**Credits:** 10

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

The purpose of this course is to prepare students to take AP Calculus. In addition to the preceding description for Pre-Calculus, this course will include the study of limits, continuity, and an introduction to derivatives.

## College Algebra

**[DC Option-CCC-Math 1150 (3 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Elective

**Prerequisite:** Algebra I, Algebra II, and Geometry or teacher recommendation

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is intended for students that are planning to go to a 2 or 4-year college. This is a dual credit course offered through Central Community College for 3 credit hours (Math 1150). This course is designed for students needing a College Algebra course to satisfy a liberal arts requirement at the college level. College Algebra gives students the opportunity to take a more challenging course in high school to prepare for college and students can earn college credit at a more economical cost while still in high school. In this course we will cover relations, functions and their graphs, equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities.

## Technical Math

**[DC Option-CCC-MATH 1020 (3 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 17 or higher or MAP Math score of 234 or higher)

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I, Geometry Basic or Geometry, and Algebra II

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This course is designed to prepare students for careers in industry and manufacturing. It covers concepts in algebra, geometry and measurement. Students learn how to measure using hands-on methods and a variety of tools. The class is application-based to provide students with an understanding of the situations in which measurements are necessary, and why accuracy is important. The class is intended to help students gain minimum job skill requirements for jobs that require no post-secondary education.

## Calculus I-Honors

**[DC Option-CCC-MATH 1600 (5 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 25 or higher or MAP Math score of 259 or higher)

**(5.0 Grade Scale)**

**Type:** Elective

**Prerequisite:** Pre-Calculus, teacher recommendation

**Grades:** 12

**Credits:** 10

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

This course meets the requirements for first semester Calculus at Nebraska Wesleyan University or Central Community College. By paying tuition costs to the college, students can receive college credit for successfully completing the course. The course syllabus is specified and controlled by the colleges, and includes topics such as limits, derivatives, and integrals. Students should expect 1-2 hours of study time outside of class, each day. Students need a solid foundation in previous math courses in order to be prepared to handle the rigor of this course at this level.

# Mathematics

## **Calculus I & II Advanced Placement**

**[DC Option-CCC-MATH 2070 (5 credits)]**

**[DC Option-NWU-MATH 1610 (5 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 25 or higher or MAP Math score of 259 or higher)

**(5.0 Grade Scale)**

**Type:** Elective

**Prerequisite:** Pre-Calc Accelerated or teacher recommendation

**Grades:** 12

**Credits:** 10 credits for Calculus I 10 credits for Calculus II

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

This college course meets the requirements for the first and second semester of Calculus at Nebraska Wesleyan University or Central Community College. By paying tuition costs to the college, students can receive college credit for completing the course (Calculus I and Calculus II).

AP Calculus also provides the students the opportunity to earn AP and/or college credit if they choose to take the Advanced Placement test in the spring. **They may take either the AB (Calc I) or BC (Calc II) Exam, but not both.** The student will be required to pay the AP exam fees. The course syllabus is specified and controlled by the colleges and AP Board. It includes topics such as limits, derivatives, approximation, applications, and modeling. Students should expect 1-2 hours of study time outside of class each day. This will include, but is not limited to, time for watching and taking notes, homework practice, and studying formulas outside of class each day. The teacher and student can consider during the first semester of Calculus whether the student should continue with the Advanced Placement Calculus II class second semester.

## **Probability and Statistics**

**[DC Option-CCC-MATH 2170 (3 credits)]**

(To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra II and Geometry

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This one-semester course is designed to introduce students to statistics and probability and the various ways to represent statistical data graphically. This college level course meets the requirements for Applied Statistics at Central Community College. By paying tuition costs to the college, students can receive college credit for successfully completing the course. The course syllabus is specified and controlled by the colleges, and includes topics such as Introductory concepts of descriptive statistics, sampling, probability, hypothesis testing: binomial, normal, and chi square distributions; and linear regression.

# Physical Education & Health

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The goal is for students to exhibit a physically active lifestyle and understand the relationship between physical activity and health throughout the lifespan.

PE Requirements	
Required for all CHS students not participating in sponsored athletics	Required (one semester) for CHS students participating in sponsored athletics
Fitness 9	Athletic Strength Training and Conditioning 9
Fitness 10	Athletic Strength Training and Conditioning 10

## **Fitness 9**

**Type:** Required

**Prerequisite:** None

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

This course is designed to provide the knowledge, skills, and activity opportunities to allow the student to acquire a desirable level of physical fitness. Information acquired from personal fitness assessments will be used to assist the student in the planning of personal fitness programs to meet their current and future fitness needs.

## **Athletic Strength Training and Conditioning 9 (ASTC 9)**

**Type:** Required for all Freshman participating in a CHS athletic program

**Prerequisite:** Must have completed a middle school Athletic Program and will be going out for a varsity sport at CHS

**Grades:** 9

**Credits:** 5 per semester

**Lab Fee:** None

This course is designed to provide beginning knowledge, skills, and practice strength training and athletic conditioning. During the class, students will participate in resistance training programs studying basic theory, exercise technique, and basic anatomy and physiology. Workouts will be aimed at improving flexibility, body composition, power, speed, and cardiovascular endurance specific to the athlete program(s) of which the student is a member. Students taking Athletic Strength Training and Conditioning 9 for two semesters will receive PE credit for the first semester and Elective credit for the second semester.

## **Fitness 10**

**Type:** Required for all Sophomores NOT participating in a CHS athletics program

**Prerequisite:** Completion of Fitness 9

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

This course is designed to enhance the knowledge, skills, and activity opportunities to allow the student to acquire a desirable level of physical fitness. Information acquired from personal fitness assessments will be used to assist the student in the planning of personal fitness programs to meet their current and future fitness needs. This course is required for students who did not complete Athletic Strength Training and Conditioning 9.

## **Health**

**Type:** Required

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

The intent of this course is to enable students to learn how to make responsible decisions about their health. In this class students will study the following topics: alcohol, drug and tobacco abuse, family life education, first aid, food and nutrition, how to make healthy choices, infectious and noninfectious diseases, mental disorders, suicide, refusal skills, and stress.

# Physical Education & Health

## **Weights**

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Weights is a beginning level class introducing students to basic weight training theory, exercise techniques, proper nutrition, basic anatomy and physiology, flexibility, body composition, power, speed, cardiovascular endurance, and commitment to workout performance. Students may only take this class one semester. When building student schedules, if student requests exceed available room capacity, priority will be given to ASTC students

## **Wellness**

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Wellness will include learning the importance of health and fitness. Exercise will include treadmill work, stationary bike work, aerobic and anaerobic activities. Classroom activities will include nutrition education. Students will go off school grounds to participate in some of these activities. Students must provide their own transportation to these activities. Students may only take this class one semester.

## **Lifetime Activities**

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Lifetime activities may include pickleball, indoor/outdoor tennis, badminton, and other recreational activities. Students will go off school grounds to participate in some of these activities. Students must provide their own transportation to these activities.

## **Athletic Strength Training and Conditioning 10 (ASTC 10)**

**Type:** Required for all Sophomores participating in a CHS athletic program

**Prerequisites:** Student must be involved in the CHS athletics program.

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

Athletic Strength Training and Conditioning I is a class for students in Grade 10 who participate in the Discoverer athletic program. During the class, students will participate in resistance training programs studying basic theory, exercise technique, proper nutrition, and basic anatomy and physiology. Workouts will be aimed at improving flexibility, body composition, power, speed and cardiovascular endurance specific to the athletic program(s) of which the student is a member. Athletes are recommended to enroll in this class for one semester of their sophomore year, and are encouraged to enroll both semesters of their sophomore year.

## **Athletic Strength Training and Conditioning 11/12 (ASTC 11/12)**

**Type:** Elective

**Prerequisites:** Student must be involved in the CHS athletics program and successfully completed ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Athletic Strength Training and Conditioning II is a class for students in Grades 11 and 12 who participate in the Discoverer athletic program. During the class, students will continue to build on the skills and performance achieved during the Athletic Strength Training and Conditioning I class. Workouts will be geared toward the specific athletic program(s) of which the student is a member. A student may enroll in this class multiple times contingent on their participation in the CHS athletic program. Athletes are encouraged to enroll in this class each semester of their junior and senior year.

# Science

Science Flowchart			
RECOMMENDED GRADE LEVEL	BASIC	GENERAL	HONORS
<b>FRESHMEN</b>	Fund. of Biology	Biology	
<b>SOPHOMORES</b>	Fund. of Physical Science	Physical Science	Chemistry Honors
<b>JUNIORS</b>	Fund. of Chemistry Fund. of Physics Chemistry Astronomy Animal Behavior Environmental Science	Chemistry Physics Astronomy Animal Behavior Environmental Science Biology Honors	Physics Honors Anatomy & Physiology Environmental Science Biology Honors
<b>SENIORS</b>		Physics Astronomy Animal Behavior Environmental Science Biology Honors	Anatomy & Physiology Environmental Science Biology Honors Physics Honors

Suggestions for General College Bound	Suggestions for Trade School or Entering Workforce	Suggestions for Medical College Bound/Science Majors	Suggestions for Engineering College Bound
<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Chemistry</li> <li>● Physics</li> <li>● Honors Biology</li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Select two courses from:                             <ul style="list-style-type: none"> <li>○ Astronomy</li> <li>○ Animal Behavior</li> <li>○ Environmental Science</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Chemistry/Honors</li> <li>● Chemistry</li> <li>● Physics/Honors</li> <li>● Physics</li> <li>● Anatomy and Physiology</li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Chemistry/Honors</li> <li>● Chemistry</li> <li>● Physics/Honors</li> <li>● Physics</li> </ul>

## Placement Scores Required for CCC Dual Credit

ACT	NWEA MAP	CCC Course Recommendations
Math	Math	
23	252	PHYS 1410 General Physics I (5)

# Science

## **Fundamentals of Biology**

**Type:** Graduation Requirement Elective

**Prerequisite:** Teacher recommendation

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

During this course, students study biology in the areas of biochemistry, cellular structure and processes, the environment, biogeochemical, cycles, genetics, and development of life. Practical applications and labs are incorporated to better understand biology concepts. These areas of life science will be met as stated in the Nebraska State Science Standards. **Students will be placed in this course by teacher recommendation only.** This course does NOT meet the admission requirements for the University of Nebraska system.

## **Biology**

**Type:** Graduation Requirement Elective

**Prerequisite:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

During this course, students study biology in the areas of biochemistry, cellular structure and processes, the environment, biogeochemical, cycles, genetics, and development of life. Practical applications and labs are incorporated to better understand biology concepts. These areas of life science will be met as stated in the Nebraska State Science Standards. Students will be expected to complete homework, projects, and study for quizzes and tests outside of class. This course will meet the admission requirement for sciences in the University of Nebraska system.

## **Fundamentals of Physical Science**

**(½ Earth, ½ Physical)**

**Type:** Graduation Requirement Elective

**Prerequisite:** None

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

During this course students will study Newton's laws of motion, waves, forces, 1D and 2D motion, space, sciences, atmosphere and climate, Earth's history, and changes.

## **Biology-Honors**

**[DC Option-CCC-BIOS 1010 (4 credits)] (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** Successful completion of Biology, Physical Science and Chemistry courses.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is designed for students who are college bound. During the course, students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specializations, energy, chemistry and biochemistry of life, homeostasis, photosynthesis and respiration, genetics, evolution, and ecology. Honors Biology is a fast-paced, rigorous course in which the student is expected to be highly motivated to achieve at an accelerated level. Students will be expected to complete coursework outside of class.

## **Chemistry**

**Type:** Graduation Requirement Elective

**Prerequisite:** Successful completion of a biology course.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

During this course, students study chemistry in the areas of scientific measurement, atomic structure, periodic table, mole concept, formula writing and nomenclature, classifying and balancing equations, and stoichiometry. Nebraska Science Standards in the areas of inquiry and physical science will be met. Students will be expected to complete homework, projects, and study for quizzes and tests outside of class. This course will meet the admission requirement for sciences in the University of Nebraska system.

# Science

## **Chemistry-Honors**

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** Successful completion of biology. Teacher recommendation.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This course is designed for students who are college bound and who are interested in science, engineering, health/medicine, or law. The course will cover the major areas of chemistry: scientific measurement, atomic theory and structure, the periodic table, bonding, nomenclature, formulas, equation writing and balancing, thermodynamics, behavior of gasses and the gas laws, acids and bases, solutions and stoichiometry. Emphasis will be on mathematical computations and detailed explanations of chemistry concepts. Honors Chemistry is a fast-paced, rigorous course in which students are expected to be highly motivated to achieve at an accelerated level. Students will be expected to complete homework, projects, and study for quizzes and tests outside of class. Nebraska State Science Standards in the areas of inquiry and physical science will be met. This course will meet the admission requirements for sciences in the University of Nebraska system.

## **Physics**

**Type:** Graduation Requirement Elective

**Prerequisite:** Successful completion of biology and chemistry courses.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is intended for juniors and seniors interested in pursuing a non-science career. This course will cover the interactions between matter, energy, and forces. This course requires students to apply algebra to rearrange and to apply algebra to rearrange and solve equations. Students will be required to use computers to gather data, analyze data, and form conclusions from this data. The class consists of lectures, demonstrations, problem solving, and application of problem-solving techniques in a lab environment. The amount of homework in this class averages around 45 minutes every other day. This course will meet the admission requirements of the University of Nebraska system.

## **Physics-Honors**

**[DC Option-CCC-PHYS 1410 (5 credits)]**

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** Successful completion of Accelerated Algebra II, Accelerated Geometry, and Honors Chemistry. Students need to be concurrently enrolled in Accelerated Pre-Calculus or above. (To register for Dual Credit students must have a Math ACT sub-score of 23 or higher or MAP Math score of 252 or higher)

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

This course is offered to juniors interested in pursuing a science career. Topics include vectors, motion, force, Newton's Laws, energy, fluids, and heat. This course requires students to have a solid foundation in mathematics. Students will be required to rearrange and solve complex equations. Students will be required to use computers to gather data, analyze data, and form conclusions from this data. The class consists of lectures, demonstrations, problem solving, and application of problem solving techniques in a lab environment. This is a college level physics course. Students will be required to have a Math ACT sub-score of 23 or higher or MAP Math score of 252 or higher to receive college dual credit.

## **Animal Behavior**

**Type:** Graduation Requirement Elective

**Prerequisite:** Biology and Physical Science.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

Animal Behavior is a science course that focuses on the principal areas of behavior types and why an animal behaves the way it does. Some areas covered include foraging, communication, mate selection, territoriality, predator-prey, mating, parental care, and altruistic behavior. The field study will focus on local animal populations (weather permitting). Class labs will incorporate small organisms such as insects and rodents for study. Inquiry, critical thinking skills, problem solving, and journaling are emphasized. Responsibility and care toward animal welfare and field sites are enforced.

# Science

## **Astronomy**

**Type:** Graduation Requirement Elective

**Prerequisite:** Biology and Physical Science.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Astronomy is an elective class focused on the structure and organization of the solar system, galaxy, and larger universe. Emphasis will also be placed on observational astronomy and the role of astronomy in society. Student work outside of class time includes: project research, some independent astronomical observations, and observation logs.

## **Environmental Science**

**[DC Option-CCC-BIOS 1060 (3 credits)] &**

**[DC Option-CCC-BIOS 1070 (1 credit lab)]**

**Type:** Graduation Requirement Elective

**Prerequisite:** Biology and Physical Science.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course studies how humans affect and are affected by their environments. Areas covered in Environmental Science include: conservation, populations, biodiversity, pollution, and natural resources. This class will involve hands-on activities and laboratory work. Environmental Science is a fast-paced, rigorous course in which the student is expected to be an active participant in daily discussions and coursework. Students will be expected to complete homework and study outside of class.

## **Anatomy & Physiology**

**Type:** Graduation Requirement Elective

**Prerequisite:** Biology and Physical Science.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Anatomy and Physiology is a course for those students interested in pursuing science in college, health-related careers, or in learning about the human body. The class introduces concepts in anatomy and physiology relative to all major organ systems. Aspects of wellness and disease will also be discussed. **Dissection is a required component of this class.** Anatomy and Physiology is a fast-paced, rigorous course which requires a large amount of memorization and study time outside of class.

## Skilled & Technical Sciences

The STEM Academy at CHS, made up of science, technology, engineering and mathematics concepts connected to the skilled and technical science career path. Local businesses, industry, and schools have joined together to create a workforce pipeline to advance the Columbus community economic development. STEM programs, which include advanced manufacturing design technology, automatic technology, construction technology and welding technology, provides students skills and hands-on experience. Work-based learning opportunities are offered through the Work Place Experiences Program. The STEM Academy is NDE Rule 47 accredited.

<b>Columbus High School STEM Academy-Skilled and Technical Science Programs of Study &amp; Course Sequence Completion</b>					
<b>Advanced Manufacturing</b>			<b>Engineering Technology</b>	<b>Construction Technology</b>	<b>Automotive Technician</b>
<b>Mechatronics &amp; Robotics</b>	<b>Design Technology</b>	<b>Manufacturing Technology</b>			
Basic Electronics	Introduction to Engineering	Linkages	Introduction to Engineering	Introduction to Manufacturing Woods	Introduction to Automotive Technology-1
Advanced Electronic	Engineering Concepts	Manufacturing Processes	Engineering Concepts	Manufacturing Woods	Basic Automotive Technology Service-2
Mechatronics I	Computer-Aided Drafting-Solidworks I Computer Aided Drafting-Solidworks II	Manufacturing Welding	Robotics	Principles of Construction Technology	Intermediate Automotive Technology Service-3
Mechatronics II					
Robotics	Architectural Drafting and Design	Advanced Manufacturing Design	Advanced Robotics	Advanced Construction Technology	Advanced Automotive Technology Service-4
Advanced Robotics					

Programs of Study may cross over between multiple pathways. Several of these courses have the option to be taken as dual credit (DC) through CCC. These DC courses are college level courses taught at CHS. They apply towards a high school diploma and a college degree. **Students must pay CCC tuition to receive the college credit. Scholarships are available.** Please discuss the various options with an STS instructor, your counselor, or the STEM Career Coordinator.

# Skilled & Technical Sciences

## **Introduction to Automotive Technology-1**

[DC Option-CCC-Auto 1000 (2 credits)]

**Type:** Elective

**Prerequisite:** None

**Grades:** 11, 12\*

**Credits:** 5

**Lab Fee:** None

This course is a classroom study of the basic fundamentals of different automotive systems. The course is designed for the student who plans to enroll in advanced automotive courses. Emphasis is placed on basic theory and operation of automotive systems. \*Students should register for Basic Automotive Technology Service for the spring semester.

## **Basic Automotive Technology Service-2**

[DC Option-CCC-Auto 1100 (3 credits)]

**Type:** Elective

**Prerequisite:** Introduction to Automotive Technology, available auto to run checks, valid driver's license.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Basic Automotive Technology Service is a course designed for seniors who have successfully completed Introduction to Automotive Technology. The topics will include safety in the shop, battery service, charging and starting system service, ignition system service, and fuel system service. The course will be a lecture/lab in nature. Students must wear safety glasses during the lab. Students should register for Intermediate Automotive Technology Service for the fall semester.

## **Intermediate Automotive Technology**

### **Service-3**

[DC Option-CCC-AUTO 1020 (2 credits)] -OR-

[DC Option-CCC-AUTO 1800 (3 credits)]

**Type:** Elective

**Prerequisite:** Basic Automotive Technology Service, available auto to run checks, valid driver's license.

**Grades:** 12

**Credits:** 10

**Lab Fee:** Determined by project

This course deals with an overview of the theory learned in Basic Automotive Technology Service plus technical lab experiences in the areas of brakes, safety, chassis and suspension, advanced tune up, and engine diagnosis and repair. Students will also perform wheel alignment and chassis service. Students must wear safety glasses during the lab. Students should register for Advanced Automotive Technology Service-4 for the spring semester.

## **Advanced Automotive Technology**

### **Service-4**

[DC Option-CCC-AUTO 1200 (2 credits)]

**Type:** Elective

**Prerequisite:** Intermediate Automotive Technology Service, available auto to run checks, valid driver's license.

**Grades:** 12

**Credits:** 10

**Lab Fee:** Determined by project

This course is for seniors who have completed Intermediate Automotive Technology Service. Students will have the opportunity to sharpen skills acquired in the prerequisite courses plus complete major work (except body and fender) in areas not mentioned in Introduction to Automotive Technology Service, Basic Automotive Technology Service, or Intermediate Automotive Technology Service. Students must wear safety glasses during the lab.

# Skilled & Technical Sciences

## **Introduction to Engineering**

**Type:** Elective

**Prerequisite:** Students interested in the STEM area are encouraged to enroll in this course.

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

Introduction to Engineering is a beginning STEM course that is available for all high school **freshmen** students. Students with an interest in STEM (Science, Technology, Engineering and Math) are encouraged to register for this class. Students who complete this course will learn the concepts needed to develop their ideas into solutions that will improve lives. Exciting hands-on learning activities will provide students with experiences where they apply math, science, history and English content from other courses in a STEM experience.

## **Engineering Concepts**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$5.00-\$7.00

Engineering Concepts is designed for students who are interested in the engineering career pathway. Topics covered will address several professional and technical competencies required for engineers in today's global society. The classroom environment will be expanded to include experiences from around the Columbus area so students can interact with engineers in the field. Students interested in a 2-year or 4-year engineering program or desire to include engineering as part of their Linkages Certification are strongly encouraged to enroll in this course. This class is for students who enjoy math and science courses, have a desire to refine their problem solving skills, want to experience team centered activities, and desire hands-on applications using CAD, solid modeling animation, and computer programmed equipment.

## **Computer-Aided Drafting-SolidWorks I**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This course is an introduction to the basic fundamentals needed to represent physical objects accurately using the graphic language. It will enable students to plan, sketch, and express themselves graphically. At the completion of this class, students will experience using 2D and 3D programs to complete the assignments. Students who are enrolled in skills and technical science classes, or the Linkages program, or plan to enter some area of the drafting profession, or seek employment in any form of industry will benefit from this class. Computer-Aided Drafting-Solidworks I is part of the Linkages II certification.

## **Computer-Aided Drafting-SolidWorks II**

**[DC Option-CCC-DSGN 1020 (3 credits)]**

**Type:** Elective

**Prerequisite:** Completion of SolidWorks I

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is designed for students that have completed SolidWorks I. Advanced Solid Works builds upon the essential lessons to provide instruction on advanced features and capabilities in SolidWorks. Part Modeling teaches students how to use multi-body solids, sweeping and lofting features, and the more advanced shaping capabilities of SolidWorks. Assembly Modeling teaches how to maximize your use of the assembly modeling capabilities of SolidWorks. Weldments teaches students how to create welded structures with standard structural members.

## **Architectural Drafting and Design**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Completion of Computer Aided Drafting-SolidWorks I would be beneficial but is not required to take this course. Architectural Drafting and Design is a course designed to teach architectural planning. Students will design a set of house plans. The following topics are covered in this course: 1) design, 2) individual room planning, 3) floor plans, 4) foundation plans, 5) elevation plans, 6) detail plans, and 7) the use of computer-aided-drafting in architectural drawings. This course will be beneficial to any student interested in pursuing architecture drawings. This course will be beneficial to any student interested in pursuing architecture or any area of construction.

# Skilled & Technical Sciences

## **Linkages**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** \$10.00-\$20.00-includes machinist hammer and student's personal CAD/CAM project.

Linkages is designed for students interested in the Linkages Certification program. Studies include STEM 101 drafting, STEM 101 design, STEM 101 math, team building, problem solving, workplace ethics, inventory control, and manufacturing concepts. A key component of the Linkages class is the opportunity to complete performance-based assessments while making an assigned project validated by business leaders in our community. Manual Tools: lathe, mill, band saw, surface grinders will be used. Students must complete a series of skill standards to meet certification requirements and build a project using CAD techniques and manufacturing concepts. Linkages is a necessary course for students pursuing careers in electromechanical, drafting, engineering, machine tool technology, welding, manufacturing and/or Linkages Certification.

## **Manufacturing Processes**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Linkages

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** Determined by student project-typically \$20.00-\$60.00

Manufacturing Processes is designed for students interested in Level II Linkages Certification. Learning experiences in Manufacturing Processes include activities relating to problem solving; team building; applications of computer technology to design and produce parts on CNC equipment; production of a small manufactured product using laser, CNC, Torchmate and gas and wire welding processes. A visit to local industry allows students the opportunity to observe first hand the operations of a modern manufacturing facility. This class provides students with the opportunities to complete performance-based assessments based on local and national industrial standards.

## **Manufacturing Welding**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Manufacturing Welding is designed for students interested in welding as a manufacturing process and/or for students who possess the desire to develop welding skills using modern gas, electric arc welding processes, and thermo-plastic welding. Activities in Manufacturing Welding consist of applying welding safety principles, basic measurement, math, bead welding using gas, wire, electrode welding, and thermo-plastic welding techniques as well as metal cutting using plasma arc and flame cutting processes. Collaboration with Central Community College and local industry gives students opportunities to complete tasks in class that will provide them an advantage should they desire to continue to study welding at the post secondary level and/or seek internships in the welding field with local industry.

## **Advanced Manufacturing Design**

**[DC Option-CCC-AMDT 1030 (3 credits) -Fall Semester]**

**[DC Option-CCC-AMDT 1080 (3 credits) -Spring Semester]**

**Type:** Elective

**Prerequisite:** Manufacturing Processes

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** Determined by student project.

A study of the processes used by modern industry to manufacture consumer products, safety, measurement, planning, precision machining (lathe, mills, surface grinders), metallurgy, CNC, fabrication processes, and finish processes will be included. Students will continue more advanced Lathe and mill projects in the fall and run computer numerical control (CNC) Lathe and mills in the spring. Students have the option of taking dual credit each semester.

# Skilled & Technical Sciences

## **Introduction to Manufacturing Woods**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** Determined by student project-\$35.00-\$50.00

Students should register for this course if they intend to take Manufacturing Woods and/or Principles to Construction Technology. Students will include safety of hand tools and machines, planning, lumber technology, board feet and square feet calculation, hand tool identification and use, machine identification and use, and a project constructed by the student involving wood joinery and basic finishing.

## **Manufacturing Woods**

**Type:** Elective

**Prerequisite:** Introduction to Manufacturing Woods

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** Determined by student project

Manufacturing Woods will include safety of hand tools and machines, project planning, identification and use of all power machines, both portable and stationary, wood joinery, utilization of materials, basic cabinet construction, drawer and door construction, application of cabinet hardware, and finishing. **Students are required to pay the cost of all materials used to construct a cabinet project and provide themselves with a tape measure if needed.**

## **Principles of Construction Technology**

(double period/semester class)

**[DC Option-CCC-CNST 1200 (1 credit)]**

**Type:** Elective

**Prerequisite:** Introduction to Manufacturing Woods

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Construction will include tool and equipment safety, basic carpentry terminology, material costs and estimates, blueprint reading, common carpentry practices, building construction details, brick and block laying, model home construction and/or full scale construction of a wood frame structure, use of the framing square, tool usage, and maintenance and repair.

## **Advanced Construction Technology**

(double period/semester class)

**[DC Option-CCC-CNST 1400 (3 credit) & CCC-CNST 1200 (1 credit)]**

**Type:** Elective

**Prerequisite:** Completion of Principles of Construction Technology

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This class builds on the student's experiences in Introduction to Manufacturing Woods and Principles of Construction Technology. Students will expand their knowledge of the power machinery, residential construction, masonry work, and tools with on the job training. Students will complete a structure off campus allowing them hands-on building experiences. Goal setting, problem solving skills, and safety will be emphasized. **Students are expected to provide their own tape measure and adequate clothing for outside construction work in cold weather.**

# Skilled & Technical Sciences

## **Basic Electronics** (Fall Semester)

[DC Option-CCC-INDT 1100 (3 credits)]

**Type:** Elective

**Prerequisite:** Successful completion of Algebra I is required.

Introduction to Engineering Principles is also suggested.

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Basic Electronics is the study of basic electronic components and the principles that guide their operation. Principles of voltage, resistance, and amperage will be covered. Lab work will be done on circuit boards and live components. College level material will be covered.

## **Advanced Electronics** (Spring Semester)

[DC Option-CCC-INDT 1120 (3 credits)]

**Type:** Elective

**Prerequisite:** Basic Electronics

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Advanced Electronics is the next stage in electronics where advanced concepts and applications will be explored. Theory and application will include, but not be limited to, alternating current, power grid, analog electronics, and digital. Linear electronics must be taken prior to digital. Lab will be done with both simulated and live components. College level material will be covered.

## **Mechatronics I** (Fall Semester)

[DC Option-CCC-INDT 1190 (2 credits)]

**Type:** Elective

**Prerequisite:** Advanced Electronics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This class will involve the students in the processes of modern manufacturing. Students will explore the fundamental principles of pneumatic systems. The student will become familiar with various system components and their function. The student will gain an understanding of circuit design, installation, maintenance and repair principles including troubleshooting and schematic interpretation. College level material will be covered.

## **Mechatronics II** (Spring Semester)

[DC Option-CCC-INDT 2140 (3 credits)]

**Type:** Elective

**Prerequisite:** Mechatronics I

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This class will involve the students in the processes of modern manufacturing. Students will explore the in-depth electrical control systems for manufacturing. The student will gain an understanding of design and maintenance of electro-pneumatic systems including troubleshooting and schematic interpretation. An introduction to PLCs will also be covered. College level material will be covered.

## **Robotics** (Fall Semester)

**Type:** Elective

**Prerequisite:** Completion of Advanced Electronics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Concepts of mechanical systems, structures, programming and sensors will be completed with the VEX robotics platform. Studies will include building techniques and design elements through the application of robotics. Practical applications and ethics of robotics will also be explored.

## **Advanced Robotics** (Spring Semester)

**Type:** Elective

**Prerequisite:** Completion of Robotics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Advanced concepts of mechanical systems, structures, programming and sensors will be completed with the VEX robotics platform. Studies will include building techniques and design elements through the application of robotics. Industrial style robotics will be examined by building and programming these types of arms. Drone technologies will be explored. Practical applications and ethics of robotics will also be explored.

# Social Studies

Social Studies Flowchart		
	Required	Elective
<b>9th Grade</b>	Geography	Law Education
<b>10th Grade</b>	World History	Law Education
<b>11th Grade</b>	U.S. History	Psychology, Sociology, AP Psychology
<b>12th Grade</b>	American Government, Economics	Psychology, Sociology, AP Psychology

## Geography

**Type:** Required

**Prerequisite:** None

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

This course will analyze where and why people, cultures, places, and environments are organized. Students will also analyze issues using geographic knowledge and skills.

## World History

**Type:** Required

**Prerequisite:** None

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

World History will introduce students to the diversity found in today's world. Students will study the history, geography, art, culture and current events of the different areas of the world. Units are designed around big ideas: religion, revolution, identity, imperialism, and human rights. This two-semester course must be passed to fulfill a graduation requirement.

## American Government

**Type:** Requirement

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

American Government is a study of our constitutional system with a close examination of the three main branches of our national government with a view to their development and future potential. Emphasis is given to the American political process, including political parties, nominations, elections, and voting behavior. Various activities may be included to stimulate interest and participation in the democratic process. This one-semester course must be passed to fulfill a graduation requirement.

## EL American Government

**Type:** Required

**Prerequisite:** Teacher Recommendation/EL Student

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

American Government is a study of our constitutional system with a close examination of the three main branches of government. Emphasis is given to the American political process. Various activities may be included to stimulate interest in participation in the democratic process.

## US History

**Type:** Required

**Prerequisite:** None

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

This course is a study of U.S. history from 1900 to present day. It is studied chronologically by time period and/or topical unit. Recurring issues or themes of U.S. history receive primary emphasis (prejudice, depression, war, foreign policy, etc.) throughout the course. This two-semester course must be passed to fulfill a graduation requirement.

## EL US History

**Type:** Required

**Prerequisite:** Teacher Recommendation/EL Student

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is a study of U.S. history from 1900 to present day. It is studied chronologically by time period and/or topical units. Recurring issues or themes of U.S. history receive primary focus throughout the course.

# Social Studies

## **US History-Dual Credit**

[DC Option-CCC-HIST 2020 (3 credits)]

**Type:** Required

**Prerequisite:** CCC Tuition Payment

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

This course is a survey of American history from the end of the Civil War to the present day. It is studied chronologically by time period and/or topical unit. Emphasis is put on the political, economic, and social problems accompanying America's rise as an industrialized world power. Recurring issues or themes of U. S. history receive primary emphasis (prejudice, depression, war, foreign policy, etc.) throughout the course. This two- semester course that meets both CHS and CCC requirements for credit. Space may be limited to students enrolled as a dual credit course depending on class size.

## **Economics**

**Type:** Required

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Students will master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. Students will also learn to make reasoned decisions on economics.

## **Fundamentals of Economics**

**Type:** Required

**Prerequisite:** Teacher Recommendation

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Economics is the study of how people make decisions to fill needs and wants when resources are scarce. Students will learn the tools consumers and firms use to make those decisions. Upon completion of this course students will have learned foundational economic concepts such as: intro to econ, the three economic questions, goals of economic systems, types of economic systems, principles of supply and demand, and pricing.

## **Law Education**

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This course will provide students with a basic understanding of civil and criminal law. The class will focus on the state government and the legal system of this state. Students will be exposed to how laws are made, who they affect, how they are enforced, how they are interpreted and how violators are punished. Special attention will be given in careers in the legal system. The class will also compare and contrast the federal legal systems with the state legal systems.

## **Sociology**

**Type:** Elective

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Sociology is a study of human behavior and is useful in helping students understand the complex world in which they live. Sociology provides students with skills needed to meet the various social issues and personal relationships that occur in their lives. Units of study include cultural variation, how we learn to fit into society, values and norms, the roles and statuses we assume, social deviance and crime, gender inequality, adolescent issues including teen sexuality, drug use and suicide, and racial and ethnic issues including discrimination and prejudice.

## **Psychology**

**Type:** Elective

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Psychology is a science which deals with behavior and mental processes of humans. The course deals with methods of psychological research, the nervous and endocrine systems, human development from conception to death, learning, social influences on behavior, memory, abnormal behavior and health and well-being. This is an elective course for all students interested in the behavior and mental processes of humans.

# Social Studies

## **Psychology-Advanced Placement**

**(5.0 Grade Scale)**

**Type:** Elective

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major fields within psychology. They also learn about the methods psychologists use in their science and practice. Units of study include: history and approaches, research methods, biological bases of behavior, sensation and perception, learning cognition, states of consciousness, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory courses. The student may opt, at his/her own expense, to take the AP exam in the spring and receive college credit for the course.

# Wayne State College STEP Program Education Pathway

## Program Description

This program provides CHS juniors and seniors interested in education as a career pathway the opportunity to earn up to 9-hours of college credit while in high school. Students interested in becoming teachers are provided an affordable option to earn transferable college credit in college-level pre-professional education courses at CHS. Students greater accessibility to a variety of teacher endorsement options and opportunities at the college level upon graduation from high school.

### **EDU 150 Introduction to Professional Education**

**Type:** Elective

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Wayne State Tuition

Students are introduced to teaching as a profession through the historical, cultural, and philosophical foundation of education systems. Students will explore various aspects of education, as well as their beliefs and values about teaching and learning through the exploration of professional knowledge, practice, and values. This course may include a field experience.

### **EDU 250 Human Development and Cognition**

**Type:** Elective

**Prerequisites:** EDU 150

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Wayne State Tuition

Students will construct a conceptual basis for understanding the growth and development of learners. Theories of physical, cognitive, and socioemotional development are explored in order to better understand the importance of the nurturing role of the teacher in human development and learning.

Students begin to understand the human learning process and individual differences in how learners think and behave based on their unique characteristics. Students study theoretical models and the integration of models for planning and facilitating effective and differentiated experiences of diversified learners. The course will include a field experience.

### **EDU 275 PK-12 Instructional Design**

**Type:** Elective

**Prerequisites:** EDU 150

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Wayne State Tuition

Students will practice instructional design methodologies or analysis, design, development, implementation and evaluation. To explore and learn to recognize their biases, including but not limited to sexism, racism, prejudice and discrimination, students will develop an awareness of the impact such biases have on their interpersonal relations.

Students will be challenged to reflect on how they can relate more effectively to other individuals and groups in a pluralistic society in order to promote equitable approaches to instructional design. The course fulfills the human relations component established by the Nebraska Department of Education for teacher certification. This course may include a field experience.

# Work Based Learning Experiences

## WPE (Work Place Experiences)

**Type:** Elective

**Prerequisite:** Coordinator approval required.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

WPE provides students with the opportunity to gain career readiness skills development (paid or unpaid). Students in WPE will gain an awareness of the nature of a career field in the professional setting. The course is designed to provide high school seniors the opportunity to develop a career-oriented relationship with a community professional in the student's chosen area of interest. Students will be working alongside a business/industry representative from the area and will have independent assignments to complete.

## JAG (Jobs for America's Graduates)

**Type:** Elective

**Prerequisite:** Coordinator approval required.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

JAG provides students with career and post secondary education exploration as well as self-development. Students will develop skills and awareness that will benefit them in the workplace through project based learning, speakers, field trips, job shadowing, and internships. The JAG Program is designed to help students with employability skills development, career association, job development, and job placement services, that will result in either a quality job leading to a career after graduation or enrollment in a post secondary education or training program.

### Career Certifications Available to CHS Students

		
<b>Apprenticeship Program</b> Industrial Manufacturing Technician	<b>Certified Nurses Assistant</b> Register Through CCC	<b>Microsoft Office Suite</b> Word, Excel, PowerPoint
		
<b>OSHA 10 Safety</b>	<b>Snap On Measurement</b>	<b>Computer Aided Drafting</b>
		
<b>WISE Financial Literacy</b>	<b>Linkages Manufacturing Certification</b>	

# World Languages

Please note that any student who fails the first semester of any world language class will not be able to continue in that class for the second semester. Said students will need to enroll in a class other than a world language class for the second semester. Students may enroll to retake the failed class the following school year.

## Spanish I

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

Reading selections and conversations provide the background material for the development of basic vocabulary words. Oral practice of the basic sound system of the language is provided through the use of audio recording and videos specifically designed to coordinate with the textbook. Grammar and language structures will be learned using thematic units. The cultural emphasis gives students an understanding of the way in which the people of the Hispanic world live. Students taking Spanish must be willing to spend time memorizing the extensive vocabulary, as well as use it to communicate orally.

## Spanish II

**Type:** Elective

**Prerequisite:** Spanish I

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Students will increase their understanding of the Spanish language by studying grammar, vocabulary and language structures. Students will be expected to translate and write basic sentences and to articulate them in coherent passages. Students will improve their vocabulary base by studying and applying vocabulary. Verbal repetition and basic conversion is expected of students enrolled in Spanish II. The class will also spend time learning about various cultural topics of Latino and Hispanic people. It is essential that students learn the vocabulary and grammar of the Spanish language in order to succeed in this course. Students are expected to have retained what they learned in Spanish I. They also need to be prepared to speak in Spanish during class.

## Spanish III

**[DC Option-NWU-Spanish 1020 (4 credits for 11, 12 grade students only)]**

**Type:** Elective

**Prerequisite:** Spanish III

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This is a continuation of the second year Spanish course. Students are expected to have retained what they learned in Spanish II. Students study grammar, vocabulary, and structural patterns of the language. Students continue to develop proficiency in the four basic skills: listening, speaking, reading, and writing. This class is conducted in Spanish as much as possible. This is a dual credit class and students will be expected to show proficiency in the concepts learned. It is expected that students be independent learners and require minimal direction.

## Spanish IV

**[DC Option-NWU-Spanish 2010 (4 credits)]**

**Type:** Elective

**Prerequisite:** Spanish III

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This is a continuation of the third year Spanish course. Students are expected to have retained what they learned in Spanish I. Students acquire more vocabulary and continue to study grammar. Contingent upon approval, a unit of conversational Spanish is presented to selected elementary classes by the fourth year students during 2nd semester classes. Students will participate in a language competition that will be part of their final grade. Participation in these events is mandatory. This class will be conducted entirely in Spanish. Students are expected to communicate with well-structured sentences and accurate grammar. It is expected that students be independent learners and require minimal direction.

# World Languages

## **Spanish V**

**[DC Option-NWU-Spanish 2020 (4 credits)]**

**Type:** Elective

**Prerequisite:** Spanish IV

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This is a class for seniors who have completed Spanish IV. Students are expected to have retained concepts learned in Spanish I-IV. Students will read three short novels in Spanish. This class will help them reinforce and practice all grammar concepts studied thus far. Students will gain understanding of verb tense, and structures such as indicative tenses, and subjunctive tenses. Students will practice their conversational skill by working on presentations, conversations and role play situations. The class will be conducted entirely in Spanish and students will practice listening, reading, writing and speaking. Participation in language competitions is mandatory.

## **German I**

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

German I is devoted to building a large vocabulary of frequently used words and phrases. Students taking German must be willing to spend time memorizing the vocabulary. German I develops the grammatical base needed for German II and emphasizes oral comprehension, sentence structure and speaking correctly. Students will become familiar with the language that mirrors today's contemporary everyday life of teenagers in German speaking countries. They will be exposed to numerous real-life situations and will be able to better relate to their own surroundings and make comparisons between cultures of German speaking countries and their own culture.

## **German II**

**Type:** Elective

**Prerequisite:** German I

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

German II continues the study of vocabulary and continues to develop and expand the grammatical base. The students will be expected to translate and write basic sentences, and to articulate them in coherent paragraphs. Verbal repetition and basic conversation is expected of students enrolled in German II. Students are expected to have retained what they learned in German I and need to be prepared to speak German in class. A variety of activities are implemented to guide the student through their language learning.

## **German III**

**Type:** Elective

**Prerequisite:** German II

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

German III is a continuation of the second year German course. Students are expected to have retained what they learned in German II. Students will study grammar and vocabulary, and they will continue to develop proficiency in the four basic skills: listening, speaking, reading and writing. Students are expected to use German as much as possible. Second semester will be taught primarily in the target language. It is expected that students be independent learners and require minimal direction.

## **German IV**

**Type:** Elective

**Prerequisite:** German III

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This is a continuation of third year German. Students are expected to have retained what they learned in German III. Students acquire more vocabulary and continue to study grammar. Students will participate at a language fair in Lincoln if class is taken during the 2nd semester. Participation in these events is mandatory. Students are expected to communicate with well-structured sentences and accurate grammar. It is expected that students be independent learners and require minimal direction.

NASB Delegate Assembly- Doug Willoughby  
CPS Foundation- Candy Becher and Mike Jeffryes  
NASB Legislative Relations- Mark Brown  
School Bell- Theresa Seipel

#### Committees

Negotiations- Willoughby, Seipel  
Curriculum- Becher, Brown  
Finance and Facilities- Jeffryes, Seipel  
Policy- Willoughby, Becher  
Americanism- Brown, Jeffryes  
Social Emotional- Seipel, Becher  
Safety and security- Willoughby, Jeffryes

## RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Any student who is a ward of the state or court, or who is residing in a residential setting in the district for reasons other than to receive an education shall be provided educational services in accordance with state statute 79-215 including such reimbursement to the district as may be due under the statute.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska. When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

Legal Reference:	Neb. Statute 79-215
Cross Reference:	101 District Organization and Basic Commitments
	503 Student Attendance
	801 Transportation

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_



## NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.

Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option(receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident district prior to the option district's consideration for acceptance.

The application for option enrollment does not require a release from the resident district and the receiving district has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the reasons for rejection and the process for appealing the decision to the State Board of Education.

The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline. For those applications, the option district shall notify the parent/guardian, and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

The board shall adopt a resolution setting forth its specific standards for acceptance and rejection of applications as an option school. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the



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The board shall adopt a resolution setting forth its specific standards for acceptance and rejection of applications as an option school. Standards will conform to those set forth by

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_



**COLUMBUS PUBLIC SCHOOLS**

**ENROLLMENT OPTION: MAXIMUM STUDENT ENROLLMENT LIMITATIONS**

**REGULAR EDUCATION PROGRAMMING**

According to Policy 502.02, the most recent applicable policy pertaining to option enrollment, the Board of Education by the March meeting will determine the maximum number of option students the Columbus School District No. 71-0001 may receive in any program, class, grade level, or school building.

The following resident student maximums are recommended for the 2021-2022 school year. When a building or grade level reaches the ratios indicated in the table, option enrollment and within-district transfers will be closed to those sections. However, as reasonable, the District may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

<b>GRADE LEVEL</b>	<b>MAXIMUM TOTAL PER CUT OFF NUMBER</b>	<b>STUDENT/TEACHER RATIO</b>	<b>GRADE LEVEL PROJECTED 2021-22 ENROLLMENT</b>
K	265	19:1	
1	265	19:1	289
2	265	19:1	267
3	275	23:1	291
4	275	23:1	315
5	280	23:1	259
6	280	23:1	319
7	280	23:1	270
8	280	23:1	287
9	280	23:1	285
10	280	23:1	325
11	280	23:1	288
12	280	23:1	330

**SPECIAL SERVICES PROGRAMMING**

To meet the diverse needs of resident students, the District operates a number of programs collectively called "student services." This programming includes, but is not limited to, services for students with disabilities, high-ability learners, and students learning English through the English Language Learners Program (ELL). Because all such programming is in addition to programming provided all students, all student services must be limited to the specific staff, facilities, and equipment of the District made necessary by resident students. Given this, each student that applies as an option student requiring and/or qualified for special services programming will be allowed to enroll as an option student only when the services to be provided may be delivered within the existing capacity (staff, facilities, and equipment) of the District to serve resident students. Parents and/or guardians with students requiring and/or qualifying for special services programming and seeking to use option enrollment to place a student in the Columbus Public Schools must supply appropriate District personnel with any and all relevant information, as requested, to determine the needs of the student and to determine whether those needs may be served within the existing capacity of the District. **As provided in Policy 502.02, "The District will not accept students for whom a contracted, out-of-district program required." "Contracted, out-of-district" programming includes contracted services. In addition, as provided in Policy 502.02, "Parents or legal guardians of option students are responsible for transportation to and from school."**

## COLUMBUS PUBLIC SCHOOLS

### STUDENT-WITHIN-DISTRICT TRANSFER: MAXIMUM STUDENT ENROLLMENT LIMITATIONS REGULAR EDUCATION PROGRAMMING

According to Policy 502.09, the most recent applicable policy pertaining to Student-Within-District Transfer, the Board of Education by the March meeting will determine the maximum number of students in each section the Columbus School District No. 71-0001 may receive in any program, class, grade level, or school building.

The following student maximums for the closure of each section for transfers are recommended for the 2021-2022 school year. However, as reasonable, the District may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

GRADE LEVEL	WITHIN DISTRICT TRANSFER	TARGET STDNT/TCHR	PROJECTED 21-22 ENROLLMENT
K	19	20:1	288
1	19	20:1	299
2	19	20:1	315
3	23	25:1	260
4	23	25:1	313
5	N/A	25:1	270
6	N/A	25:1	295
7	N/A	25:1	294
8	N/A	25:1	313
9	N/A	25:1	291
10	N/A	25:1	328
11	N/A	25:1	343
12	N/A	25:1	336

### SPECIAL SERVICES PROGRAMMING

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Exhibit

Revised: 2/09/15

Revised: 2/15/16

Revised : 2/20/17

Revised: 2/19/18

Revised: 2/11/19

Revised: 2/17/20

Revised: 1/18/21

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

**COLUMBUS PUBLIC SCHOOLS**

**ENROLLMENT OPTION: MAXIMUM STUDENT ENROLLMENT LIMITATIONS**

**REGULAR EDUCATION PROGRAMMING**

According to Policy 502.02, the most recent applicable policy pertaining to option enrollment, the Board of Education by the March meeting will determine the maximum number of option students the Columbus School District No. 71-0001 may receive in any program, class, grade level, or school building.

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<b>GRADE LEVEL</b>	<b>MAXIMUM TOTAL PER CUT OFF NUMBER</b>	<b>STUDENT/TEACHER RATIO</b>	<b>GRADE LEVEL PROJECTED 2022-23 ENROLLMENT</b>
K	265	19:1	
1	265	19:1	282
2	265	19:1	282
3	275	23:1	273
4	275	23:1	292
5	285	23:1	310
6	285	23:1	251
7	285	23:1	323
8	285	23:1	280
9	285	23:1	287
10	285	23:1	307
11	285	23:1	333
12	285	23:1	288

**SPECIAL SERVICES PROGRAMMING**

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## COLUMBUS PUBLIC SCHOOLS

### STUDENT-WITHIN-DISTRICT TRANSFER: MAXIMUM STUDENT ENROLLMENT LIMITATIONS REGULAR EDUCATION PROGRAMMING

According to Policy 502.09, the most recent applicable policy pertaining to Student-Within-District Transfer, the Board of Education by the March meeting will determine the maximum number of students in each section the Columbus School District No. 71-0001 may receive in any program, class, grade level, or school building.

The following student maximums for the closure of each section for transfers are recommended for the 2022-2023 school year. However, as reasonable, the District may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

GRADE LEVEL	WITHIN DISTRICT TRANSFER	TARGET STDNT/TCHR	PROJECTED 22-23 ENROLLMENT
K	19	20:1	
1	19	20:1	282
2	19	20:1	282
3	23	25:1	273
4	23	25:1	292
5	N/A	25:1	310
6	N/A	25:1	251
7	N/A	25:1	323
8	N/A	25:1	280
9	N/A	25:1	287
10	N/A	25:1	307
11	N/A	25:1	333
12	N/A	25:1	288

### SPECIAL SERVICES PROGRAMMING

To meet the diverse needs of resident students, the District operates a number of programs collectively called "student services." This programming includes, but is not limited to, services for students with disabilities, high-ability learners, and students learning English through the English Language Learners Program (ELL). Because all such programming is in addition to programming provided all students, all student services must be limited to the specific staff, facilities, and equipment of the District made necessary by resident students. Given this, each student that applies as an option student requiring and/or qualified for special services programming will be allowed to enroll as an option student only when the services to be provided may be delivered within the existing capacity (staff, facilities, and equipment) of the District to serve resident students. Parents and/or guardians with students requiring and/or qualifying for special services programming and seeking to use option enrollment to place student in the Columbus Public Schools must supply appropriate District personnel with any and all relevant information, as requested, to determine the needs of the student and to determine whether those needs may be served within the existing capacity of the District. **As provided in Policy 502.02, "The District will not transfer students to sections that have reached the Maximum Total Per Section number.**

Exhibit

Revised: 2/09/15

Revised: 2/15/16

Revised : 2/20/17

Revised: 2/19/18

Revised: 2/11/19

Revised: 2/17/20

Revised: 1/18/21

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

Committee As A Whole  
Monday, December 13, 2021 5:30 PM Central

ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 6.

## I. Committee As A Whole

### I.A. Call to Order

### I.B. Roll Call of Board

Motion to excuse Ms. Becher Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.C. Pledge of Allegiance

### I.D. Notice of Open Meeting Posted

#### I.D.1. President insures all can hear proceedings

### I.E. Presentations

#### I.E.1. West Park Presentation

Paula Lawrence, West Park Elementary Principal, shared information regarding academics, activities and events in the building. They welcomed some new faces this school year, Carrie Jaixen, a new SPED teacher, Macy Lenihan, kindergarten teacher, and Sarah Papa, social worker. Mrs. Lawrence said all wonderful additions to West Park staff.

Mrs. Lawrence shared how they are utilizing the High Reliability Schools Model, starting with the foundational levels. West Park like the other elementary schools use Expectation Stations. Staff has created the expectations for students, so everyone is hearing the same thing. In classrooms there is a review of each expectation, if a student is struggling the teacher will review. Golden Tickets can be earned by demonstrating safety, respect and responsibility. Students are then entered into a weekly drawing for prizes. Staff ensures students know the reason the ticket was awarded. Monthly assemblies are also utilized at West Park, including naming Students of the Month. The student receives a certificate with their accomplishment listed. During the assemblies, CHS and CMS student groups and/or staff are invited to share their experiences from those buildings. Recently, some cast members from Charlie and the Chocolate Factory, performed at CMS, visited and shared their experience in participating in the play.

For HRS Foundation Level 1: Safe, Supportive, Collaborative Culture, Mrs. Lawrence stated that West

Park uses BIST and shared how they are implementing class meetings to address difficulties a class may be experiencing. She also talked about how students are chosen to be part of the Student Council and the events and fundraising they provide. The West Park PTO is very supportive of teachers and students by providing activities for families and students. They also plan fundraisers, the end of the year picnic, and they hosted Family STEM Night in November. Mrs. Lawrence shared information about the sensory hallway that staff is creating to help students refocus and get back into the classroom.

For HRS Foundation Level 2: Effective teaching in every classroom. Mrs. Lawrence said they ask four questions of PLC's. What do we want students to learn? How do we know students have learned it? What do we do when students don't learn it? What do we do when students learned it/already know it? Teachers at West Park are utilizing Data Into Action. This includes the teacher's gathering and reviewing data, identifying gaps, planning for and evaluating actions. Teams meet on Wednesdays, Brandi Fleming is part of West Park's PLC's as a support coach.

For HRS Foundational Level 3: Guaranteed and Viable Teaching. Staff is becoming more comfortable with proficiency scales and tracking progress. Goals and tracking look different in each classroom.

## I.F. Board Special Functions

### I.F.1. First Reading of Policy 103.00 Title IX

The Superintendent recommends that the Board approve the First Reading of Policy 103.00 Title IX, as submitted. Passed with a motion by Mark Brown and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Loeffelholz said this policy didn't get to the Policy Committee prior to being added to the meeting agenda. He also shared information regarding the administrative team attending Title IX training with Karen Haase and Bobby Truhe. He did remind the group that this policy is not just regarding sports. Dr. Loeffelholz talked about the need for someone to be named coordinator and that the superintendent should not be the coordinator, if there is some type of appeal filed the superintendent needs to be able to make a recommendation. Any personnel issues will be handled by the CPS Human Resources Director. Student complaints will be handled by the CHS Athletic Director. Part of the training included receiving their policy including regulations and exhibits.

### I.F.2. Field Trip Approval Forms

These approval forms have been changed because of traveling in the pandemic. Dates and destination changes are notes on each form where applicable.

### I.F.3. Acceptance of Superintendent's Letter of Intent to Return

Troy Loeffelholz, Superintendent, presented a letter of intent to extend his contract. He said the board can choose to vote on keeping a 3-year contract in place. They can also choose when to vote on accepting this letter in December or January. Clarification was made regarding intent to return for next year, and that the contract is for the full 3 years out.

## I.G. Consent Agenda

### I.G.1. Approval of Minutes

## I.G.2. Financial Reports M2, M3, M4a

Chip Kay, Director of Finance and Human Resources, said all financial balances are in line with last year, which is a good thing. He has not made the transfer from general fund to the activity fund. He said he is recommending extra funds be placed into depreciation, to be saved for another project down the road. A payment was made from the Bond Fund. There will be some payments that will go out for the Kramer Building.

No unusual payments have gone out, Associated Staffing was paid for hiring of staff.

## I.G.3. Certified Personnel

## I.G.4. Classified Personnel

## I.G.5. Class of 2022 Mid-Term Graduates

Dave Hiebner, CHS Principal, said 54 students are on the list for midterm graduation, that number does not include the 5th year seniors. That number is about where we thought it would be based on the size of the class. Many of these students have opportunities, students who need to get the workforce faster. These kids will be able to complete everything needed. Class size is 349 students, this is the largest class we have had.

## I.G.6. Professional Travel

The report shows in-person events have opened up, a group traveled to Synergy to learn more about the program. NSCA-School Counselors Academy, a coach's clinic was attended, travel for fund proposal meetings, and coaches travel to state finals.

## I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz said the report shows November contributions \$27,062.97 and \$131,447.36 to date for the year.

## I.I. Business Operations and Human Relations

### I.I.1. Administrative Functions

#### I.I.1.1. School Fundraising Applications

Mr. Kay said all the fundraising applications fall within school policy. The Waffleman is next Monday.

#### I.I.1.2. Items to Surplus

Math books from CHS are on the surplus list.

### I.I.2. Updates

## I.J. Buildings & Sites/Technology

### I.J.1. Administrative Functions

#### I.J.2. Updates

## I.K. Curriculum and Instruction

### I.K.1. Administrative Functions

#### I.K.1.1. Approval of the K-4 Social Studies Curriculum and Purchase of Resources

Amy Romshek, Director of Curriculum, talked about the K-4 Social Studies approval. There was a committee meeting to discuss the new curriculum. Once approved, teachers will take the information to write the proficiency scales. Also, a 4th grade text was chosen for Nebraska history. K-3 teachers chose TCI and the 4th grade teachers chose a more specific text for teaching Nebraska history. After approval, the Nebraska history text will be purchased immediately because the texts they are using now are very outdated. Dr. Romshek shared costs for all resources. Board Member, Mike Jeffryes, said the teachers unanimously chose this book, they piloted the materials K-4. The Nebraska text is very good.

### I.K.2. Updates

Dr. Romshek said that the Health Science Course approved last month is almost finished.

## I.L. Student Services

### I.L.1. Administrative Functions

#### I.L.2. Updates

Jason Harris, Director of Student Services and Special Education, shared information on Nebraska Department of Education requesting a fiscal review for Title I, II and IDEA. The review came back and there was some clean up on time and effort reported from the After-School Program. They asked for documentation on the procedure for CPS claims. Mr. Harris said CPS claims staff and very little in supplies. Title III is used more for supplies.

## I.M. Superintendent's Report

Dr. Loeffelholz talked about the second night of community conversations on facilities. On December 15, a Facebook Live event is planned, there will be a place to ask questions. He said another event will be planned in January if there are a lot of questions or comments. Marketing will start sharing information on the FB Live event.

Dr. Loeffelholz shared information regarding the funding plan and the upcoming presentations. He also said the Healthcare Pathways Program is moving along. Mr. Hiebner, CHS Principal, said it is taking shape with the classroom and staff. He said he really appreciates all the time and effort of Jason Schapmann, CHS Assistant Principal. Mr. Schapmann said there is a lot going on behind the scenes with Dr. Romshek and Kelsey Neumann who will be co-teaching with the Registered Nurse to work on curriculum. Lakeview is taking part in the program, Scotus is not ready. He also said that the community collaboration is really coming together, it has been great working with Dr. Plas, Lakeview Superintendent. He also mentioned looking at the three high schools schedules, we may need to hire a part-time RN, once all three schools are participating. It is very exciting.

## I.N. Board Sharing

### I.O. Adjourn

Motion to adjourn. Passed with a motion by Theresa Seipel and a second by Mark Brown.  
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel:  
Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus,  
Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School  
Board meeting of Monday, December 13, 2021.

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President

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Secretary

Regular Meeting  
Monday, December 20, 2021, 5:30 PM Central

ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 6.

## I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Mission Statement

Board member, Mike Jeffryes read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.G.1. Second and Final Reading of Policy 103.00 Title IX, including Exhibits 1 - 15

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 103.00 Title IX including Exhibits 1-15, as submitted. Passed with a motion by Douglas Willoughby and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Troy Loeffelholz, Superintendent, said the exhibit that was identified incorrectly was edited. All exhibits were given a number to make it an easier search for specific documents.

I.G.2. Acceptance of Superintendent's Letter of Intent to Return

The Board moves to accept the Superintendent's Letter of Intent to Extend, as submitted. Passed with a motion by Doug Molczyk and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Motion to extend the contract for three years. Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Loeffelholz shared information with the Board regarding voting now or later to accept the letter of intent to stay and extending his contract to run through June 30, 2025. He also said the superintendent evaluation is done in June or right before contract settlement.

#### I.H. Items to be removed from the Consent Agenda

There were no items to remove from the Consent Agenda.

#### I.I. Consent Agenda

Motion to approve consent agenda. Passed with a motion by Candace Becher and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel:

Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

##### I.I.1. Approval of Minutes

##### I.I.2. Financial Reports M2, M3, M4a

##### I.I.3. Financial Report M5

Chip Kay, Director of Finance and Human Relations, reviewed a few bills that tie together. He mentioned the ESU 7 payment listed on the report for printing. Hometown Leasing is the company that Eakes uses for maintenance and repairs for all the copiers and printers in the district. He said looking at the big picture CPS costs are very reasonable. Mr. Kay also mentioned a couple legal bills listed, one was a payment for the administration Title IX training and the other was for negotiations. iXL Learning is a program used for reading and math, recently more students were added, and it is being paid through ESSERS III funds. The holiday luncheon was paid, over 500 were served.

##### I.I.4. Certified Personnel

##### I.I.5. Classified Personnel

##### I.I.6. Class of 2022 Mid-Term Graduates

##### I.I.7. Professional Travel

#### I.J. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations Passed with a motion by Theresa Seipel and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel:

Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

#### I.K. Business Operations and Human Relations

##### I.K.1. Administrative Functions

###### I.K.1.1. School Fundraising Applications

The Superintendent recommends that the Board approve the School Fundraising Applications.

Passed with a motion by Mark Brown and a second by Doug Molczyk.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa

Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

###### I.K.1.2. Items to Surplus

The Superintendent recommends that the Board declare listed items as surplus property. Passed with a motion by Candace Becher and a second by Mark Brown.  
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.K.2. Updates

### I.L. Buildings & Sites/Technology

#### I.L.1. Administrative Functions

#### I.L.2. Updates

Leonard Kwapnioski said there is more action at Kramer, they are planning for a small concrete pour this week. The latest setback may be the shortage of cement. The entire south side is outlined. Biermans will start to set steel later this week. Mechanical and electrical keeps moving forward. Mr. Kwapnioski said the original building is completely unsquare, which is normal, but it does complicate the construction.

Mr. Kwapnioski updated the board on the Ice House, he said the exterior is complete except the garage door. All the electrical has been run and drywall is done. HVAC needs to be done yet. Mr. Kwapnioski did share the plan on the procedure for securing the building and keys will not be given out. One sidewalk was poured, and now they will wait on the others. There is some concern about the freezing of the pond, Doug Moore from the City of Columbus said there needs to be two feet of frost before they will fill the pond.

Mr. Kwapnioski said they are continuing to work through the CASSETTE House plans. He invited the board to come and see the Kramer building.

### I.M. Curriculum and Instruction

#### I.M.1. Administrative Functions

##### I.M.1.1. Approval of the K-4 Social Studies Curriculum and Purchase of Resources

The Superintendent recommends that the Board approve the K-4 Social Studies Curriculum and Purchase of Resources, as submitted. Passed with a motion by Douglas Willoughby and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.M.2. Updates

### I.N. Student Services

#### I.N.1. Administrative Functions

#### I.N.2. Updates

### I.O. Superintendent's Report

Dr. Loeffelholz talked to the Board about accepting candidates for Hall of Fame, read lists of candidates and talked about the sport that the candidate participated in.

The Facebook Live Event last week was postponed because of the weather, it will take place Tuesday night at 7pm.

Dr. Loeffelholz shared information about the staff lunch on January 5th, this was one of the incentives to give to the 80/80 campaign. He invited the board to attend, if possible, it will be from 11-12:30 at CHS. He said the feedback on the Christmas Luncheon was very positive. He also thanked the board for approving his contract and said there is no other place he would rather be, thank you for the support.

#### I.O.1. Athletic Hall of Fame

The Superintendent recommends the board accept the list of candidates for the Columbus Public Schools Athletic Hall of Fame. Passed with a motion by Doug Molczyk and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.P. Board Sharing

The Board shared some of the great events they have attended at several different district buildings. The Board members that attended the Christmas Luncheon said that was a fun event to see so much staff having a nice time. They all wished everyone a Merry Christmas. Hope everyone has a good break seeing family and relaxing, enjoy the time off.

Discussion regarding the storm and sharing how those decisions are made with the community. There have been some negative comments regarding the timing of letting students out with not enough time to get home. Dr. Loeffelholz said based on all the weather services and conversation with people who had already seen the storm, he felt the right decision was made. He also said either decision will not be liked by everyone. He said he was putting a lot of information and explanation in the Tuesday Tidbit, and that information should be shared when people ask. Jason Harris, Director of Student Services and Special Education said he did make all the buses stop and shelter in place at the nearest district building for the safety of students and staff.

## II. Executive Session

### III. Adjourn

Motion to adjourn Passed with a motion by Michael Jeffryes and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Adjourned at 6:10pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, December 20, 2021.

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President

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Secretary



DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
Attachment M4a			\$ 273,228.40		
Attachment M5 (prior Bd Mtg)			\$ 3,731,739.47		
Tmsf of cash Polk Co taxes /cks (10823/10824) to Bond & Building		\$ (1,131.84)			
<b>GEN FUND - GREAT PLAINS STATE BANK</b>	\$ 6,614,021.65	\$ 2,841,484.45	\$ 4,004,967.87	\$ 5,450,538.23	\$ 4,847,364.85
Dividends		\$ 531.33	\$ -		
Management Fees			\$ 223.37		
Investment Gain			\$ 1,548.79		
<b>GENERAL FUND - FNB TRUST</b>	\$ 952,136.67	\$ 531.33	\$ 1,772.16	\$ 950,895.84	\$ 953,858.66
<b>PAYROLL - PINNACLE BANK</b>	\$ 207,128.54	\$ 3,369,672.29	\$ 3,347,595.24	\$ 229,205.59	\$ 235,100.55
			\$ -		
<b>PAYFLEX - PINNACLE BANK</b>	\$ 43,662.91	\$ 11,426.22	\$ 9,824.21	\$ 45,264.92	\$ 42,855.51
Dividends		\$ 1,455.77			
Management Fees			\$ 538.19		
Investment Gain			\$ 3,050.89		
Deposit		\$ 6,500.00			
<b>DEPRECIATION - FNB</b>	\$ 2,293,965.75	\$ 7,955.77	\$ 3,589.08	\$ 2,298,332.44	\$ 1,417,234.65
Administration	\$ 876,531.78	\$ 15,475.18	\$ 14,891.12	\$ 877,115.84	\$ 796,276.49
Middle School	\$ 112,998.41	\$ 8,640.72	\$ 9,998.06	\$ 111,641.07	\$ 102,520.95
High School	\$ 529,083.38	\$ 48,103.82	\$ 66,829.96	\$ 510,357.24	\$ 453,813.74
<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 1,518,613.57	\$ 72,219.72	\$ 91,719.14	\$ 1,499,114.15	\$ 1,352,611.18
Credit card fees received		\$ 282.00			
Interest Income		\$ 450.66			
State Reimbursement		\$ 511,537.09			
Rct to Expenditures		\$ 1,026.83			
Student/Staff Meals		\$ 8,308.03			
<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 200,764.04	\$ 521,604.61	\$ 214,497.06	\$ 507,871.59	\$ 200,644.08
B.O.K. Financial		\$ -	\$ 3,384,197.18		
Platte County Treasurer		\$ 16,045.48			
Dividends		\$ 328.08			
Management Fees		\$ -	\$ 837.69		
Investment Gain			\$ 458.20		
<b>BOND FUND - FNB</b>	\$ 3,570,555.74	\$ 16,373.56	\$ 3,385,493.07	\$ 201,436.23	\$ 26,651.16
Dividends		\$ 165.77			
Management Fees		\$ -	\$ 95.41		
Investment Loss			\$ 687.71		
<b>SPECIAL BLDG FUND - FNB TRUST</b>	\$ 406,654.26	\$ 165.77	\$ 783.12	\$ 406,036.91	\$ 407,863.97
BCDM Architects			\$ 4,440.57		
B-D Construction Inc.			\$ 7,855.00		
Bierman Contracting, Inc.			\$ 329,877.00		
Commonwealth Electric Company			\$ 121,927.50		
Dave Waggoner Plumbing & Heating Inc.			\$ 127,000.00		
Dougherty ICF, LLC			\$ 204,776.28		
Epco LTD., Inc			\$ 6,498.00		
Midlands Mechanical Inc			\$ 79,562.80		
Midwest Floor Covering, Inc			\$ 7,644.60		
Mueller & Schoepf Drywall Inc.			\$ 56,259.00		
Platte Valley Precast			\$ 89,145.00		
Rutt's Heating & Air Conditioning, Inc.			\$ 284,198.40		
Stonebrook Exterior			\$ 227,138.88		
<b>SPECIAL BLDG FUND - BANK OF THE VALLEY</b>	\$ 3,098,524.39	\$ 6,306.06	\$ 1,546,323.03	\$ 1,558,507.42	\$ 5,701,136.26

Columbus Public Schools  
General Fund Revenue Detail  
December 31, 2021

Account Number	Description	Budget	Month To Date	Year To Date	Balance Percent	
01.1.01100.000.000	Property Taxes	(\$22,715,280.00)	(\$81,280.96)	(\$7,139,601.25)	(\$15,575,678.75)	31.43%
01.1.01115.000.000	Carline Taxes	(\$19,500.00)	\$0.00	(\$6,102.57)	(\$13,397.43)	31.30%
01.1.01120.000.000	Public Power District Sales Ta	(\$840,000.00)	\$0.00	\$0.00	(\$840,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,130,000.00)	(\$176,102.05)	(\$735,987.02)	(\$1,394,012.98)	34.55%
01.1.01323.000.000	Tuition, SpEd School Age	(\$35,000.00)	(\$7,800.00)	(\$18,200.00)	(\$16,800.00)	52.00%
01.1.01510.000.000	Interest	\$0.00	(\$2,603.39)	(\$13,236.74)	\$13,236.74	#DIV/0!
01.1.01540.000.000	Income from Real Property	(\$6,000.00)	(\$500.00)	(\$2,000.00)	(\$4,000.00)	33.33%
01.1.01801.000.000	01-2-0181	(\$29,000.00)	(\$7,940.00)	(\$31,154.00)	\$2,154.00	107.43%
01.1.01910.000.000	Rental Fees	\$0.00	(\$794.00)	(\$794.00)	\$794.00	#DIV/0!
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$4,165.00)	(\$20,835.00)	16.66%
01.1.01990.000.000	Miscellaneous Local Receipts	\$0.00	\$0.00	(\$212.05)	\$212.05	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$17,661.99)	(\$67,720.74)	(\$87,279.26)	43.69%
01.1.03110.000.000	State Aid	(\$18,184,815.00)	(\$1,818,482.00)	(\$7,273,928.00)	(\$10,910,887.00)	40.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,242,899.00)	(\$379,613.00)	(\$379,613.00)	(\$1,863,286.00)	16.93%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$135,000.00)	\$0.00	\$0.00	(\$135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	\$0.00	(\$263.98)	\$263.98	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$11,537.00)	\$0.00	\$0.00	(\$11,537.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$50,000.00)	\$0.00	(\$8,341.68)	(\$41,658.32)	16.68%
01.1.03400.000.000	State Apportionment	(\$583,000.00)	\$0.00	\$0.00	(\$583,000.00)	0.00%
01.1.03535.000.000	High Ability Learner Allocatio	(\$25,000.00)	\$0.00	(\$26,180.00)	\$1,180.00	104.72%
01.1.03540.000.000	State Early Childhood Grant	(\$145,000.00)	\$0.00	\$0.00	(\$145,000.00)	0.00%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$367,412.00)	\$0.00	\$0.00	(\$367,412.00)	0.00%
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$3,169.56)	\$3,169.56	#DIV/0!
01.1.03599.000.001	Education Quest College Access	(\$20,000.00)	\$0.00	(\$10,000.00)	(\$10,000.00)	50.00%
01.1.03995.000.000	Nebraska VR	\$0.00	\$0.00	(\$3,986.62)	\$3,986.62	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$573,373.00)	(\$223,022.00)	(\$223,022.00)	(\$350,351.00)	38.90%
01.1.04509.000.000	ESSA Title II Receipts	(\$131,980.00)	(\$86,602.00)	(\$86,602.00)	(\$45,378.00)	65.62%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$36,173.00)	\$0.00	\$0.00	(\$36,173.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$23,422.00)	\$0.00	(\$4,757.00)	(\$18,665.00)	20.31%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$855,765.00)	\$0.00	(\$887,431.00)	\$31,666.00	103.70%
01.1.04521.000.000	IDEA Proportionate Share	(\$114,093.00)	\$0.00	(\$42,579.00)	(\$71,514.00)	37.32%
01.1.04525.000.000	Carl Perkins Grants	(\$48,723.00)	\$0.00	\$0.00	(\$48,723.00)	0.00%
01.1.04526.000.000	Perkins Revision Grant	(\$100,000.00)	\$0.00	(\$98,915.00)	(\$1,085.00)	98.92%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$78,318.00)	\$0.00	(\$46,368.00)	(\$31,950.00)	59.20%
01.1.04528.000.000	Title III Immigrant	\$0.00	\$0.00	(\$22,389.00)	\$22,389.00	#DIV/0!
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,631.00)	\$0.00	\$0.00	(\$149,631.00)	0.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$25,000.00)	(\$36,505.77)	(\$36,505.77)	\$11,505.77	146.02%
01.1.04995.000.000	FEMA/Federal Disaster Funds	\$0.00	\$0.00	(\$107,353.36)	\$107,353.36	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	\$0.00	\$0.00	(\$28,978.00)	\$28,978.00	#DIV/0!
01.1.04997.000.000	Cares Act II	(\$1,838,000.00)	\$0.00	\$0.00	(\$1,838,000.00)	0.00%
01.1.04998.000.000	Cares Act III	(\$2,101,753.00)	\$0.00	\$0.00	(\$2,101,753.00)	0.00%
		(\$53,795,674.00)	(\$2,838,907.16)	(\$17,309,556.34)	(\$36,486,117.66)	32.18%
	Transfers		\$0.00			
	Reimbursements/Refunds		(\$3,192.30)			
	Interest other accounts		\$615.01			
	<b>Total Revenue</b>		<b>\$ 2,841,484.45</b>			

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
10744	BAHEL BELE, SOPHIE	\$43.68
10745	BARTLING, LINDSAY	\$222.32
10746	CHAVEZ, ANN	\$253.12
10747	COLE, CATHY	\$111.44
10748	DAU, PAYTON	\$332.08
10749	DEEPE, JUDY	\$93.52
10750	DELP, EMILY	\$521.36
10751	EDZARDS, ERIC	\$291.76
10752	EICKHOFF, JACQUELYN	\$185.92
10753	GILLESPIE, MARCUS	\$331.52
10754	HACKETT, KRISTI	\$165.20
10755	HAUSMANN, TERESA	\$56.00
10756	HILL, JESSY	\$114.80
10757	HIRSCHMAN, ZAIDYA	\$29.68
10758	KORTH, JACKIE	\$160.72
10759	KREIKEMEIER, JULIE	\$100.24
10760	LARSEN, CHANNA	\$134.40
10761	LESHER, AMBER	\$296.24
10762	LOPEZ, MARIA	\$124.88
10763	LORENZ, JILL	\$309.68
10764	LOWE, MICHELLE	\$11.20
10765	LUEBBE, HEIDI	\$20.16
10766	MILLER, SINSIERRA	\$262.08
10767	MUNTZ, JANELLE	\$47.04
10768	MUSTARD, JANELL M.	\$268.80
10769	MYERS, ROBYN	\$42.56
10770	NOVAK, MEGAN	\$390.32
10771	OLMER, SUSAN	\$85.12
10772	ROBERTSON, KATIE	\$557.76
10773	SCHIEFFER, CHRISTA	\$46.48
10774	SKIPTON, CHRISTINE	\$262.08
10775	STRONG, KAYLEE	\$435.12
10776	URUGUTIA, CLAIRE	\$54.88
10777	VASQUEZ, SANTIAGO	\$21.28
10778	WERTS, SHEENA	\$75.04
10779	WOLFE, KATHRYN	\$192.64
10780	WOLFGRAM, ARIANA	\$54.88
10781	ZOUCHA, JOANNE	\$104.72
10782	AMAZON CAPITAL SERVICES	\$2,313.21
10783	CAPITAL ONE/WALMART	\$56.11
10784	HY-VEE FOOD STORES	\$288.22
10785	SUPER SAVER	\$37.25
10786	AMAZON CAPITAL SERVICES	\$822.94
10787	CAPITAL ONE/WALMART	\$189.28
10788	SUPER SAVER	\$454.74

Check Number	Vendor	Amount
10789	CARSTENS-1099, BETH	\$40.00
10790	FIRST STUDENT	\$777.15
10792	QUADIENT FINANCE USA, INC	\$1,000.00
10793	SOKOL-1099, CALLIE	\$40.00
10794	HOBBY LOBBY	\$48.44
10795	LOUP POWER DISTRICT	\$35.09
10799	ASSOCIATED STAFFING, INC	\$3,429.99
10800	AWARDS & ENGRAVING	\$45.00
10801	CASSETTE PROGRAM	\$108.00
10802	CENTRAL NEBRASKA REHAB. SERV	\$43,929.26
10803	ESU #7 SPECIAL EDUCATION	\$27,163.50
10804	FATHER FLANAGAN'S BOYS' HOME	\$30,400.00
10805	FIRST NATIONAL BANK OMAHA	\$2,089.69
10806	FIRST NATIONAL BANK OMAHA	\$600.26
10807	FIRST NATIONAL BANK OMAHA	\$150.73
10808	FIRST NATIONAL BANK OMAHA	\$649.88
10809	FIRST NATIONAL BANK OMAHA	\$257.37
10810	GASCON-GUARCAS, MARTHA V	\$57.68
10811	JACKSON SERVICES INC.	\$165.92
10812	JOHNSON, CHRIS	\$22.40
10813	LINCOLN JOURNAL STAR	\$216.66
10814	MARRIOTT OMAHA DOWNTOWN	\$385.00
10815	MOSER, ELIJAH	\$84.00
10816	NANONATION, INC	\$300.00
10817	NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIA	\$295.00
10818	NSBA CONCERT BAND FESTIVAL	\$175.00
10819	T-BONE TRUCK STOP	\$8,125.85
10820	T-BONE TRUCK STOP	\$9,562.69
10821	U AND I SANITATION LLC	\$1,860.00
10822	VASQUEZ, SANTIAGO	\$16.80
10825	ACE HARDWARE-COLUMBUS	\$31.42
10826	ADVANCE AUTO PARTS	\$66.99
10827	ADVANCED CONSULTING ENGINEERING SERVICES	\$1,724.00
10828	ALLEN, ETHAN	\$87.78
10829	AMAZON CAPITAL SERVICES	\$1,260.79
10830	BATES, LINDSEY	\$178.76
10831	BOMGAARS	\$74.89
10832	CAPITAL SANITARY SUPPLY	\$1,308.07
10833	COLUMBUS STEEL SUPPLY INC.	\$105.06
10834	CRUISE-1099, MICHELLE	\$60.00
10835	CTL CORPORATION	\$518.00
10836	CYZA, NICOLE	\$178.75
10837	DONOGHUE, TRACY	\$268.13
10838	EAKES OFFICE SOLUTIONS	\$111.36
10839	EDUPOINT EDUCATIONAL SYSTEMS	\$4,500.00

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
10840	ENGEL, SHELBY	\$335.17
10841	ESU #7	\$47.11
10842	FOLLETT SCHOOL SOLUTIONS, INC.	\$504.81
10843	FREEMAN, TYLER	\$156.41
10844	GOENGINEER, INC	\$2,400.00
10845	HADLEY-BRAITHWAIT CO.	\$18.95
10846	HOESING, KRISTIN	\$89.38
10847	ITNETSUPPLY, INC	\$413.45
10848	KUHLMAN, CARRIE	\$15.68
10849	MENARDS-COL	\$1,687.93
10850	MUCHMORE, KELLY	\$178.76
10851	PREFERRED PLUMBING & HTG. INC	\$250.00
10852	RUTT'S HEATING & AIR CONDITIONING, INC -	\$42,916.43
10853	SEALCO	\$3,000.00
10854	STEMPEK, STACI	\$201.10
10855	TAYLOR, BROOKE	\$1,292.76
10856	THE HOME DEPOT PRO	\$73.84
10857	THYSSENKRUPP ELEVATOR CORPORATION	\$620.91
10858	TWOREK, DANIEL	\$178.76
10859	VOSS LIGHTING	\$232.70
10860	WRIGHT, ABBEY	\$204.29
10861	ASSOCIATED STAFFING, INC	\$5,303.85
10862	FEHRINGER & MIELAK, LLP	\$1,741.23
10863	LOUP POWER DISTRICT	\$50,314.72
10864	SYMMETRY ENGERGY SOLUTIONS, LLC	\$7,572.33
		<u>\$273,228.40</u>

Check Number	Vendor	Amount
10865	NEBRASKA SECRETARY OF STATE	\$100.00
10866	NEBRASKA SECRETARY OF STATE	\$100.00
10867	NEBRASKA SECRETARY OF STATE	\$100.00
10868	ALL MAKES	\$688.46
10869	AMAZON CAPITAL SERVICES	\$727.44
10870	CITY OF COLUMBUS WATER & SANITATION DEPA	\$4,589.15
10871	FIRST NATIONAL BANK OMAHA	\$1,646.85
10872	FIRST NATIONAL BANK OMAHA	\$2,664.83
10873	HOMETOWN LEASING	\$6,878.00
10874	LOEFFELHOLZ, KIM	\$10.00
10875	MID-STATE ENGINEERING & TESTING, INC.	\$756.00
10876	NASB (NE. ASSOCIATION OF SCHOOL BOARDS)	\$781.00
10877	OCCUPATIONAL HEALTH SERVICES	\$261.00
10878	ONE SOURCE	\$156.00
10879	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$219.00
10880	PLUNKETTS PEST CONTROL	\$610.00
10881	PUBLIC RISK MANAGEMENT	\$10,220.00
10882	QUADIENT FINANCE USA, INC	\$995.23
10883	ROMSHEK, AMY	\$24.98
10884	SERVICEMASTER BY SHEVLIN	\$37,408.00
10885	SHEVLIN-1099, MAGGIE	\$33.28
10886	VERIZON WIRELESS	\$336.61
10887	FIRST NATIONAL BANK OMAHA	\$22.00
10888	FIRST NATIONAL BANK OMAHA	\$644.95
10889	CITY OF COLUMBUS WATER & SANITATION DEPA	\$43.67
10890	CITY OF COLUMBUS-GARBAGE FEE	\$78.99
10891	CULLIGAN	\$13.25
10892	EL TAPATIO	\$4,125.00
10893	JACKSON SERVICES INC.	\$122.63
10894	KEARNEY HIGH SCHOOL	\$150.00
10895	LOUP POWER DISTRICT	\$237.60
10896	MAURER, KEITH	\$10,750.00
10897	MIDWEST DOOR & HARDWARE	\$2,301.00
10898	NASB (NE. ASSOCIATION OF SCHOOL BOARDS)	\$781.00
10899	NSBA -NATIONAL SCHOOL BOARDS ASSOCIATION	\$8,000.00
10900	QUALITY SOUND & COMMUNICATIONS INC	\$16.17
10901	SPARQ DATA SOLUTIONS, INC.	\$2,600.00
10902	SYMMETRY ENGERGY SOLUTIONS, LLC	\$36.41
10903	TIME MANAGEMENT SYSTEMS	\$9,848.00
10904	TYLER BUSINESS FORMS	\$797.61
10905	UNL CAREER SERVICE	\$150.00
10906	VIVIAL	\$68.50
10907	AASPA	\$325.00
10908	ADVANCE AUTO PARTS	\$39.99
10909	ADVANCED FIRE & SAFETY	\$814.89
10910	BAUER, TRAVIS	\$178.75
10911	BLASER, AMY	\$178.76

Check Number	Vendor	Amount
10912	BOMBERGER, KYLA	\$116.03
10913	BOMGAARS	\$46.85
10914	BOS, JENNY	\$248.98
10915	CAPITAL SANITARY SUPPLY	\$187.82
10916	COLE, CRYSTAL	\$145.24
10917	COLUMBUS MUSIC	\$749.37
10918	CPS FOUNDATION	\$3,169.56
10919	EAKES OFFICE SOLUTIONS	\$1,171.99
10920	FIALA, ROBYN	\$33.35
10921	FLINN SCIENTIFIC INC.	\$135.65
10922	FOLLETT SCHOOL SOLUTIONS, INC.	\$343.85
10923	GALLEY, SHANNON	\$156.41
10924	GRAFE, TARA	\$178.75
10925	GRAND CANYON EDUCATION	\$3,420.00
10926	HAYS, ALISHA	\$100.80
10927	HOLLIS, EMILY	\$165.99
10928	IMAGE TECH & PRINTING	\$329.50
10929	JACKSON SERVICES INC.	\$165.92
10930	JARECKI, KAY	\$178.76
10931	JARESKE, CHRISTINA	\$156.41
10932	KOHL, CHELSEY	\$145.24
10933	KULA'S EXHAUST & REPAIR LLC	\$621.72
10934	LOVELESS, STACY	\$178.76
10935	MACGILL SCHOOL NURSE SUPPLIES	\$659.36
10936	MENARDS-COL	\$94.14
10937	MERRILL, KIM	\$509.13
10938	MICEK, ERICA	\$207.48
10939	MUELLER, PAM	\$111.72
10940	MUHSMAN, ERICA	\$100.80
10941	MUSICIAN'S CHOICE	\$876.00
10942	NAPA AUTO PARTS	\$3.24
10943	NEWILL, TOBIE	\$96.77
10944	NIEMANN'S PORT-A-POT	\$209.07
10945	NOSWETT FENCING AND DECKS	\$1,038.00
10946	O'REILLY AUTO PARTS-COL	\$4.49
10947	PACZOSA, MEGAN	\$145.24
10948	PACZOSA, TODD	\$140.44
10949	PLATTE VALLEY EQUIPMENT LLC	\$51.84
10950	PLATTE VALLEY PRINTING	\$180.03
10951	ROBINSON, MEGAN	\$36.12
10952	RUTT'S HEATING & AIR CONDITIONING, INC -	\$112.50
10953	SCHWEITZER'S PRECISION WELDING, LLC	\$100.00
10954	SNAP-ON INDUSTRIAL	\$5,976.45
10955	STEMPEK, SHELLEY	\$186.73
10956	SUEPER-1099, MARY	\$1,280.00
10957	TEPLY, TAMMY	\$228.23
10958	THE HOME DEPOT PRO	\$195.78

Check Number	Vendor	Amount
10959	TWOREK, CELESTE	\$502.75
10960	TWOREK, KRYSTAL	\$65.86
10961	VAN KLEY, KATEY	\$29.79
10962	VIERGUTZ, NATISHIA	\$156.41
10963	VOICAHOSKE, KARI	\$94.08
10964	WEMHOFF, ASHLEY	\$178.75
10965	WOODWORKER'S HARDWARE	\$219.31
10966	ZIMMERMAN, ALYSSA	\$234.61
10967	AMAZON CAPITAL SERVICES	\$1,833.39
10968	CAPITAL ONE/WALMART	\$131.73
10969	HY-VEE FOOD STORES	\$623.32
10970	SUPER SAVER	\$442.35
10971	ASSOCIATED STAFFING, INC	\$3,253.20
10972	AWARDS & ENGRAVING	\$45.00
10973	BIG APPLE BAGELS	\$55.94
10974	CHI HEALTH	\$100.00
10975	CLARK CREATIVE GROUP	\$1,560.00
10976	COLUMBUS AREA CHAMBER COMMERCE	\$4,000.00
10977	COLUMBUS HIGH SCHOOL ACTIVITY	\$79.95
10978	COLUMBUS SCHOOL LUNCH FUND-CHS	\$858.62
10979	CUNA MUTUAL GROUP	\$621.06
10980	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$220.00
10981	ESU #7	\$8,942.43
10982	FARMERS PRIDE	\$219.45
10983	FRONTLINE TECHNOLOGIES	\$2,976.85
10984	GLOBAL THERAPY	\$21,243.68
10985	LINE, EVAN	\$119.47
10986	LOUP POWER DISTRICT	\$141.14
10987	MURPHY-1099, DAWN	\$862.00
10988	NEBRASKA LINK	\$299.46
10989	OMAHA MUSIC THERAPY LLC	\$3,628.10
10990	PINNACLE BANK OMAHA	\$165.00
10991	QUADIENT FINANCE USA, INC	\$958.13
10992	QUINN, JOSEPH	\$96.00
10993	RVW, INC.	\$14,373.10
10994	SHEVLIN-1099, MAGGIE	\$51.20
10995	T-BONE TRUCK STOP	\$3,765.10
10996	MENARDS-COL	\$49.96
10997	PAITZ, TONYA	\$43.01
10998	PRO-ED, INC.	\$73.00
Total Fund Expenditures		\$209,633.71

The Administration recommends the School Board approve the following Certified hirings (January 2022):

<b>Name</b>	<b>Position</b>	<b>Building</b>	<b>Replaces</b>
<b>Ethan Lichtenfeld</b>	<b>Social Science Teacher</b>	<b>CHS</b>	<b>Bradley Ernesti</b>
<b>Cole Wemhoff</b>	<b>Math teacher</b>	<b>CHS</b>	<b>Wendy Shotkoski</b>

The Administration recommends the School Board approve the following Certified resignations:

<b>Name</b>	<b>Position</b>	<b>Building</b>	<b>Type</b>
<b>Bradley Ernesti</b>	<b>Social Science Teacher</b>	<b>CHS</b>	<b>Resignation at midterm</b>
<b>Kimberly Hoesly</b>	<b>7th Language Arts</b>	<b>CMS</b>	<b>1 yr. LOA (Effective May)</b>
<b>Jennifer Strong</b>	<b>6th Grade Math</b>	<b>CMS</b>	<b>Resignation (Effective May)</b>



# COLUMBUS PUBLIC SCHOOLS

## Certified Employee Hiring Recommendation

To: Board of Education, Dr. Loeffelholz, and Mr. Kay

From: \_\_\_\_\_

Date: \_\_\_\_\_

I am recommending \_\_\_\_\_ as a new certified employee hire for the \_\_\_\_\_ school year.

The anticipated position is \_\_\_\_\_.

We received \_\_\_\_\_ applicants and interviewed \_\_\_\_\_ for the open position.

### Bio:

Highest Degree \_\_\_\_\_ Credits Beyond \_\_\_\_\_

College/University: \_\_\_\_\_ Degree Earned \_\_\_\_\_

\_\_\_\_\_ Degree Earned \_\_\_\_\_

\_\_\_\_\_ Degree Earned \_\_\_\_\_

### Educational Work Experience:

Total Years of Prior Educational Work Experience: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

### Related/Other Background/Hiring Information:

***“Engaging All Learners to Achieve Success”***

2508 27th Street | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

[ColumbusPublicSchools.org](http://ColumbusPublicSchools.org)



# COLUMBUS PUBLIC SCHOOLS

## Certified Employee Hiring Recommendation

To: Board of Education, Dr. Loeffelholz, and Mr. Kay

From: \_\_\_\_\_

Date: \_\_\_\_\_

I am recommending \_\_\_\_\_ as a new certified employee hire for the \_\_\_\_\_ school year.

The anticipated position is \_\_\_\_\_.

We received \_\_\_\_\_ applicants and interviewed \_\_\_\_\_ for the open position.

### Bio:

Highest Degree \_\_\_\_\_ Credits Beyond \_\_\_\_\_

College/University: \_\_\_\_\_ Degree Earned \_\_\_\_\_

\_\_\_\_\_ Degree Earned \_\_\_\_\_

\_\_\_\_\_ Degree Earned \_\_\_\_\_

### Educational Work Experience:

Total Years of Prior Educational Work Experience: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

### Related/Other Background/Hiring Information:

***“Engaging All Learners to Achieve Success”***

2508 27th Street | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

[ColumbusPublicSchools.org](http://ColumbusPublicSchools.org)



# Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

The Administration has hired the following Classified employees:

NAME	TITLE	LOCATION	HIRE DATE
Rick Johnson	Night Custodian	High School	12/28/2021
Katie Rigsby	One-to-One School Nurse	Lost Creek	1/5/2022
Gladys Corvera-Bello	Health Aide	North Park	1/10/2022
Laura Munoz	Para Sped	Middle School	1/6/2022 (from sub to perm)
Alicia Sunderland	Para Sped	Middle School	1/6/2022
Katrina Tworek	Para Sped	Middle School	1/6/2022
Matthew Bilek	Custodian	West Park	1/10/2022


The Administration has accepted the following Classified resignations/retirements:

NAME	TITLE	LOCATION	TERM DATE
Savanah Alder	Food Service Cashier	High School	12/22/2021
Ashley Johnson	Para Sped	Middle School	12/15/2021
Jeff Beerbohm	Custodian	West Park	12/27/2021
Shirley Reicks (retiree)	Health Aide	North Park	1/7/2022 (drop to sub status)

Last Update: 1/6/2022

**Travel Report**  
**January 2022**

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
12/8/2021	1.00	TROY LOEFFELHOLZ	NCSA LEGISLATIVE PREVIEW - LINCOLN	\$0.00
12/8/2021	0.50	SARA COLFORD	WAYNE STATE ADVISORY COUNCIL MEETING - WAYNE	\$0.00
12/9/2021	1.00	SARA COLFORD	ALTERNATIVE EDUCATION VISITS - KEARNEY & GRAND ISLAND	\$15.00
12/9/2021	1.00	AMY HAYNES	ALTERNATIVE EDUCATION VISITS - KEARNEY & GRAND ISLAND	\$0.00
12/9/2021	1.00	MALIA WHITE	ALTERNATIVE EDUCATION VISITS - KEARNEY & GRAND ISLAND	\$0.00
12/9/2021	1.00	DAVE HIEBNER	ALTERNATIVE EDUCATION VISITS - KEARNEY & GRAND ISLAND	\$0.00
12/9/2021	1.00	BRENDA SCHAEFER	MICROSOFT INITIATIVE TRAINING - MILFORD	\$297.00
12/17/2021	0.50	JASON HARRIS	REGION 3 MEETING (NASES) - NORFOLK	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				<b>\$312.00 Total</b>



# COLUMBUS PUBLIC SCHOOLS FOUNDATION

2508 27th Street, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

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January 4, 2022

Doug Molczyk  
Board of Education  
Columbus Public Schools

Dear President Molczyk and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of December. On behalf of the Board of Directors for the CPS Foundation and the officers of the thirteen umbrella organizations, we respectfully submit these items to the Board of Education for acceptance.

### Foundation

\$2,301.15 - Columbus After School Program  
\$1,823.99 - Columbus ICE  
\$750.00 - National School Board Support  
\$869.00 - STEM STS Dual Credit Scholarships

\$3,277.63 - CMS Holiday Spirit Coop  
\$1,512.00 - Dual Credit Scholarships  
\$106.96 - West Park Student Need

### Band Boosters

\$511.28 - Printing

### Post Prom

\$300.00 - Hypnotist  
\$116.76 - Sponsorship Postage  
\$160.00 - Stencils with Logo

### Emerson PTO

\$15.05 - Fall Festival Printing  
\$96.02 - Thanksgiving Snacks for Teachers

### North Park PTO

\$40.00 - Santa

### Sports Boosters

\$207.00 - Insurance

### CMS PAC

\$1,500.00 - Scholarships

### Centennial PAC

\$40.00 - Fall Pumpkin Contest Prizes  
\$156.00 - Concrete Work for Soccer Goals  
\$162.28 - Outdoor Activities  
\$48.24 - Gingerbread House Supplies

### Lost Creek PTO

\$67.93 - Health Screening Snacks  
\$52.32 - Fundraiser Printing  
\$6,390.00 - Cookie Dough Fundraiser  
\$105.00 - Santa

### West Park PTO

\$36.16 - Stem Night Supplies  
\$1,850.00 - T-Shirt Order  
\$577.68 - Teacher Christmas Gifts  
\$100.00 - Santa  
\$215.00 - Field Trip  
\$99.44 - Candy Cane Supplies

The total contributions for the month of December was **\$23,486.89**

The total contributions for the FY 2021 (Sept-Dec) total is **\$154,934.25**

Thank you for your consideration.

Sincerely,



Nicole Anderson  
Director of Marketing & Foundation

## **Columbus Public Schools Unpaid Meal Policy**

The purpose of this policy is to establish limitations on the number of breakfasts or lunches a student may receive when the account balance is not sufficient to cover those costs, to provide for alternate meals to be served to students when account balances reach certain limits, and to protect the District from such unpaid financial obligations.

Families are encouraged to keep account balances in the positive at all times. Deposits are accepted at each school building and at the Administration Building. Deposits may be made by cash, check, or online through your family Wordware account. Account balances and purchase details by student may be obtained through the family access portal in Wordware. If online access to Wordware is not available, the District office may be contacted at (402) 563-7000.

Each day that a student eligible for reduced price or paid meals brings the actual amount of the cost of the meal, that student will be provided a breakfast and/or lunch and the amount received will be applied to the cost of that meal rather than to reduce a prior negative balance.

In the event that a student's account balance reaches -\$15.00, the student will be offered an alternate meal meeting reimbursable requirements of the USDA school nutrition program. The District will also provide the necessary forms for the student's parent or guardian to apply for free or reduced price meals. Such benefits may be applied for at any time during the school year. At the High School and Middle School a la carte purchases will not be permitted if a student's account balance is below \$0.

To the extent possible, all actions pertaining to students with negative account balances will be handled as confidentially as possible. Communications regarding account balance concerns will be provided by text, phone, and e-mail through the family Wordware account. Communication in writing by assigned District personnel will only be done at the end of each semester. It is the parent's (or guardian's) responsibility to create a Wordware account and maintain a positive family balance in their account. Students will not be used as couriers of such information.


This policy shall be provided in writing on an annual basis to students and parents through the District website and also in the annual back to school mailing and in school handbooks. The policy shall also be provided in writing to households transferring into the District during the school year. It shall also be provided to school administrators and others charged with enforcement of this policy.

This policy shall be reviewed and adopted on an annual basis.



Policy Adopted: 1/11/2021  
Policy Reviewed: 1/11/2021  
Policy Revised: 1/18/2021



COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

DATE	12/29/21
BUILDING	CMS
PROGRAM	Basketball
PRINCIPAL/DIRECTOR SIGNATURE	
Description of materials to surplus: Unisex maroon Basketball shorts	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
<p>To insert an image here, place your cursor in this box and select insert from the menu bar, then select insert image and choose the appropriate image.</p> 	<p>12 - unisex maroon basketball shorts that the elastic has gone bad in.</p>	<p>Trash</p>


DATE	12/30/21
BUILDING	CMS
PROGRAM	CMS track
PRINCIPAL/DIRECTOR SIGNATURE	<i>Amy Haynes</i>
Description of materials to surplus Old blue logo track hoodies and sweats	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
<p>To insert an image here, place your cursor in this box and se</p>  <p>lect insert from the menu bar, then select image and choose the appropriate image.</p>	<p>17 - Blue logo track hoodies that have stains on them.</p>	<p>Trash</p>
	<p>22 - Blue logo track hoodies that are in decent condition.</p>	<p>Donate what the school nurse indicates she can use and the rest to goodwill/salvation army or simon house</p>

	<p>1 - Maroon sweat bad elastic</p> <p>45 - gray sweats with blue logo bad elastic</p> <p>4 - gray sweats with blue logo decent condition</p>	<p>Trash</p> <p>Trash</p> <p>Donate to the school nurse</p>
	<p>2 - sweats with full logo bad elastic</p> <p>2 - sweats with just C bad elastic</p>	<p>Trash all 4</p>



DATE	1/10/22
BUILDING	CMS
PROGRAM	CMS football
PRINCIPAL/DIRECTOR SIGNATURE	<i>Amy Haynes</i>
Description of materials to surplus Football jerseys	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
<p>To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image.</p> 	<p>71 white jerseys 3 blue jerseys 1 maroon jersey (torn)</p>	<p>Trash (spoke with nurse and she can't use.)</p>

## CONCUSSION AWARENESS

Training to recognize the symptoms of concussions and brain injuries and how to seek their proper medical treatment shall be made available to coaches of the district's athletic teams.

The district will provide information on concussions and brain injuries to athletes and their parents or guardians prior to the beginning of practice or competition including at least:

1. The signs and symptoms of concussions;
2. The risks poses by sustaining a concussion; and
3. The actions a student should take in response to sustaining a concussion including the notification of coaches.

A student participating on a school athletic team shall be removed from a practice or game when reasonably suspected of having sustained a concussion or brain injury in that activity after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. Any parent or guardian who suspects a student has sustained a concussion is expected to immediately notify district coaches or administrators of the injury. Students who suspect they have sustained a concussion shall immediately make such notification.

The injured student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student;

1. has been evaluated by a licensed health care professional;
2. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional;
3. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity as required above, the parent or guardian of the student shall be notified by the school of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.

It is the responsibility of the superintendent to implement this policy.

Legal Reference: LB 260 Concussion Awareness Act

Policy  
Adopted: 10-10-11  
Revised: 1/18/21

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska