

Committee As A Whole  
Monday, January 12, 2026 5:30 PM  
Kramer Education Center  
2410 16th Street, Suite A  
Columbus, NE 68601

- I. CALL TO ORDER
- II. ROLL CALL OF THE BOARD
- III. EXCUSE BOARD MEMBERS
- IV. PLEDGE OF ALLEGIANCE
- V. MEETING COMPLIANCE
  - V.A. DISTRICT MISSION STATEMENT
  - V.B. OPEN MEETINGS ACT
    - V.B.1. President ensures all can hear proceedings
  - V.C. PUBLICATION OF MEETING NOTICE
- VI. AMERICANISM COMMITTEE MEETING
- VII. REORGANIZATION OF THE BOARD OF EDUCATION
  - VII.A. APPOINTMENTS BY THE BOARD
    - VII.A.1. Appointment of Board of Education Standing Committees
    - VII.A.2. Appoint Jason Schapmann, Jason Harris and Teresa Hausmann as the Authorized Representatives for State and Federal Programs
    - VII.A.3. Appointment of the Bus Mechanic for Bus Inspections
    - VII.A.4. Appointment of Chip Kay as the Non-Discrimination Compliance Coordinator
    - VII.A.5. Appointment of Jason Schapmann and Tim Kwapnioski as the Title IX Coordinators

- VII.A.6. Appointment of Jason Schapmann as the Treasurer
- VII.B. Sign and File NADC Form C-2A with the Board Secretary
- VIII. PUBLIC COMMENT
- IX. GUEST PRESENTATIONS
- X. RECOGNITIONS BY BOARD
- XI. BUILDING OR DISTRICT PRESENTATION
  - XI.A. Columbus Middle School Presentation
- XII. CONSENT AGENDA
  - XII.A. Items to be removed from the Consent Agenda
  - XII.B. Meeting Minutes
  - XII.C. Finance Reports
  - XII.D. Staffing Reports
  - XII.E. Professional Travel
- XIII. FOUNDATION REPORT
- XIV. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES
  - XIV.A. Director of Teaching and Learning
  - XIV.B. Director of Special Education
  - XIV.C. Assistant Director for Student Services
  - XIV.D. Director of Human Resources
  - XIV.E. Director of Operations
  - XIV.F. Superintendent
- XV. MONTHLY REVIEW OF POLICIES
- XVI. DISCUSSION ITEMS

XVII. ACTION ITEMS FOR THIS MEETING

XVII.A. Approval of Financial Institutions

XVII.B. Approval of School Attorneys

XVII.C. Approval of Media Outlets

XVII.D. Discuss, Consider and Take Action on the TERIP Applications

XVII.E. Discuss, consider and take all necessary action with regard to possible approval and authorization to execute a final plat, city development agreement and site development agreement for school district property near the intersection of 38th Street and 3rd Avenue, Columbus, Nebraska.

XVII.F. Foundation Board Approval

XVII.G. Surplus Request

XVII.H. CHS Course Handbook for 2026-2027

XVII.I. Discuss and take the necessary action for adding the proposed positions & FTE for the Non-Traditional Learning and Support Center for 2026-2027

XVII.J. First Reading of Policy 303.09 School Administrator Residency

XVIII. BOARD REQUESTS FOR INFORMATION

XIX. BOARD SHARING

XIX.A. Notice of Cancellation of the scheduled January 19, 2026 School Board Meeting.

XX. EXECUTIVE SESSION

XXI. ADJOURN

# COLUMBUS PUBLIC SCHOOLS | Board of Education Committees | 2026

## STANDING COMMITTEES

Americanism	Negotiations	Policy	Finance
Mike Jeffryes Theresa Seipel Doug Molczyk	Doug Molczyk Doug Willoughby Mike Jeffryes	Doug Willoughby Marv Zoucha Mike Jeffryes	Theresa Seipel Marv Zoucha Mike Jeffryes

## STRATEGIC GOAL COMMITTEES

#1 Curriculum, Instruction and Assessment — *Candy Becher, Doug Willoughby, Mike Jeffryes*

#2 Facilities / Safety and Security — *Doug Molczyk, Marv Zoucha, Mike Jeffryes*

#3 Staff Engagement, Development, and Retention — *Candy Becher, Theresa Seipel, Mike Jeffryes*

#4 Community Engagement — *Marv Zoucha, Candy Becher, Mike Jeffryes*

## SPECIAL ASSIGNMENTS

Foundation — *Doug Molczyk, Candy Becher*

NASB Representative Assembly — *Mike Jeffryes*

*Additional committees may be established in support of board goals as needed.*

<p style="text-align: center;">NEBRASKA ACCOUNTABILITY AND DISCLOSURE COMMISSION P.O. Box 95086 Lincoln, NE 68509 (402) 471-2522 <a href="https://nadc.nebraska.gov">https://nadc.nebraska.gov</a></p>	<h2 style="margin: 0;">POTENTIAL CONFLICT OF INTEREST STATEMENT</h2> <h3 style="margin: 10px 0 0 0;">NADC FORM C-2A</h3>	POSTMARK DATE	
BEFORE COMPLETING THIS FORM READ THE FILING REQUIREMENTS ON PAGE 3		OFFICE USE ONLY	

- Any public official of any political subdivision must file this form if he or she has a potential conflict of interest. Additionally, any employee of a political subdivision whose annual salary and benefits exceed \$150,000 must file this form if he or she has a potential conflict of interest.  
**Exception:** Public officials required to file a Statement of Financial Interests (Form C-1) should file Form C-2.
- This form should be filed with the person who normally keeps records for the political subdivision. The form may be filed with the Nebraska Accountability and Disclosure Commission to request an opinion from the NADC.
- Persons who fail to disclose a potential conflict of interest or who otherwise do not comply with the law are subject to penalties.

<b>ITEM 1</b>	<b>NAME, ADDRESS AND TELEPHONE NUMBER</b>
Name _____ Telephone No. _____ <small style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> <span>Last</span> <span>First</span> <span>Middle</span> </small>	
Address _____ <small style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> <span>STREET ADDRESS OR RURAL ROUTE</span> <span>City</span> <span>STATE</span> <span>ZIP CODE</span> </small>	

<b>ITEM 2</b>	<b>TITLE, AGENCY, ADDRESS AND PHONE</b>
Your Title _____ Agency _____	
Agency Address _____	
Agency Phone _____	

<b>ITEM 3</b>	<b>DESCRIBE POTENTIAL CONFLICT OF INTEREST IN DETAIL (Use Item 6 Continuation, if necessary)</b>
Date action is to be taken or decision is to be made: _____	
Description of Potential Conflict:	

**ITEM 4 PERSONS WHO MAY RECEIVE FINANCIAL BENEFIT OR DETRIMENT**

You

Member of your Immediate Family: \_\_\_\_\_  
NAME

Business With Which You  
Are Associated (See Definitions) \_\_\_\_\_  
NAME OF BUSINESS

**ITEM 5 NATURE OF FINANCIAL BENEFIT OR DETRIMENT**

**ITEM 6 CONTINUATION**

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(DATE)

## General Information - Filing Requirements

**I. What is a Potential Conflict of Interest?** - A public official has a potential conflict of interest if he or she is faced with taking an official action or making an official decision which may result in a financial benefit or a financial detriment to the public official; a member of his or her immediate family; or a business with which he or she is associated. The financial effect of the action or decision must be distinguishable from the financial effect on the general public or a broad segment of it.

### II. Who Must File:

- A. Any public official of any political subdivision, who is not required to file a Statement of Financial Interests (Form C-1), must file this form if he or she has a potential conflict of interest. Public officials who are required to file a Form C-1 should instead use Form C-2 if they have a potential conflict of interest.
- B. Any employee of a political subdivision whose annual salary and benefits exceed \$150,000 must file this form if he or she has a conflict of interest.

### III. When and Where to File and Abstention:

- A. This form should be filed as soon as the person holding elective office is aware that he or she may have a potential conflict of interest and prior to the time that the action is to be taken or the decision is to be made.

B. This form should be filed with the person who normally keeps records for the governing body of the political subdivision. For example, the person who keeps records for a city or village may be the city clerk or village clerk. **This form is not required to be filed with the Nebraska Accountability and Disclosure Commission.** However, if the person wants an opinion from the Commission as to whether he or she has an actual conflict of interest, he or she may send a copy of the form to the Commission along with a request for an opinion.

C. The person filing the form should abstain from participating in or voting on the matter in which he or she has a potential conflict of interest or until he or she has been notified by our office that there is no conflict.

**IV. Enforcement** - If a person required to file this form fails to do so, the NADC may find a violation of the Nebraska Political Accountability and Disclosure Act and assess a civil penalty.

**Disclosure of Contractual Interests by Local Officers.** If you are a local elected official disclosing an interest in a contract or an open account in which a local governing body on which you serve is a party, use NADC Form C-3, Contractual Interest Statement.

**Disclosure of the Employment of Immediate Family Members.** If you are disclosing the employment of an immediate family member, use NADC Form C-4, Employment of Immediate Family Members Disclosure Statement.

## Definitions

Immediate family shall mean a child residing in your household, your spouse or an individual claimed by you or your spouse as a dependent for federal income tax purposes.

Business shall mean any corporation, partnership, limited liability company, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint-stock company, receivership, trust, activity, or entity. NOTE: The definition includes for profit and non-profit entities.

Business with which you are associated shall mean a business: (1) of which you are the sole proprietor; (2) or in which you are a partner, director, or officer; (3) or in which you or a member of your immediate family is a stockholder of closed corporation stock worth \$1,000 or more at fair market value or which represents more than a 5 percent equity interest, or is a stockholder of publicly traded stock worth \$10,000 or more at fair market value or which represents more than a 10 percent equity interest.

Elective office shall mean a public office filled by an election, except for federal offices. A person who is appointed to fill a vacancy in a public office which is ordinarily elective holds an elective office.

Person means a business, individual, proprietorship, firm partnership, joint venture, syndicate, business trust, labor organization, company, corporation, association, committee, or any other organization or group of persons acting jointly.

Statutory Authority: Section 49-1499.03 Revised Statutes of Nebraska.

**CONFLICTS, CONTRACTS and CAMPAIGNS**  
**School Districts**  
**Addendum**

**New Conflict of Interest Provisions Effective August 1, 2024 (New language is underlined)**

49-1499.03. Political subdivision; public official or employee; discharge of official duties; potential conflict; actions required; applicability.

(1)(a) An official of a political subdivision designated in section 49-1493 who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

(i) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and

(ii) Deliver a copy of the statement to the commission and to the person in charge of keeping records for the political subdivision who shall enter the statement onto the public records of the political subdivision.

(b) The official shall take such action as the commission shall advise or prescribe to remove himself or herself from influence over the action or decision on the matter.

(c) This subsection does not prevent such a person from making or participating in the making of a governmental decision to the extent that the individual's participation is legally required for the action or decision to be made. A person acting pursuant to this subdivision shall report the occurrence to the commission.

(2)(a) Any public official of any political subdivision not designated in section 49-1493 who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

(i) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;

(ii) Deliver a copy of the statement to the person in charge of keeping records for the political subdivision who shall enter the statement onto the public records of the political subdivision; and

(iii) Except as otherwise provided in subsection (3) of this section, abstain from participating or voting on the matter in which the public official has a conflict of interest.

(b) The public official may apply to the commission for an opinion as to whether the person has a conflict of interest.

(3)(a) This section does not prevent a public official of any political subdivision from making or participating in the making of a governmental decision:

(i) To the extent that the individual's participation is legally required for the action or decision to be made; or

(ii) If the potential conflict of interest is based on a business association and (A) such business association is an association of such political subdivisions, (B) the political subdivision is a member of such association, and (C) the business association exists only as the result of such public official holding office.

(b) A public official of any city subject to subsection (1) of this section who is acting pursuant to this subsection shall report the occurrence as provided in subdivisions (1)(a)(i) and (ii) of this section.

(c) A person subject to subsection (2) of this section who is acting pursuant to this subsection shall report the occurrence as provided in subdivisions (2)(a)(i) and (ii) of this section.

(4)(a) Any employee of a political subdivision whose annual salary and benefits exceed one hundred fifty thousand dollars and who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

(i) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;

(ii) Deliver a copy of the statement to the person in charge of keeping records for the political subdivision who shall enter the statement onto the public records of the political subdivision; and

(iii) Except as otherwise provided in subdivision (4)(c) of this section, abstain from participating in the matter in which the employee has a conflict of interest.

(b) An employee described in subdivision (4)(a) of this section may apply to the commission for an opinion as to whether he or she has a conflict of interest.

(c) This subsection does not prevent an employee described in subdivision (4)(a) of this section from making or participating in the making of a governmental decision to the extent that the employee's participation is legally required for the action or decision to be made. An employee who is acting pursuant to this subdivision shall report the occurrence as provided in subdivisions (4)(a)(i) and (ii) of this section.

(5) Matters involving an interest in a contract are governed either by sections 49-14,102 and 49-14,103 or by sections 49-14,103.01 to 49-14,103.06. Matters involving the hiring of an immediate family member are governed by section 49-1499.04. Matters involving nepotism or the supervision of a family member by an official or employee in the executive branch of state government are governed by section 49-1499.07.

(6) This section does not apply to a sanitary and improvement district.

<b>NEBRASKA ACCOUNTABILITY AND DISCLOSURE COMMISSION</b> 11 <sup>th</sup> Floor, State Capitol P.O. Box 95086 Lincoln, NE 68509 (402) 471-2522	<h2 style="margin: 0;">EMPLOYMENT OF IMMEDIATE FAMILY MEMBERS DISCLOSURE STATEMENT</h2> <p style="margin: 20px 0 0 0;"><b>NADC FORM C-4</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">POSTMARK DATE</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 2px;">MICROFILM NUMBER</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">OFFICE USE ONLY</td> </tr> </table>	POSTMARK DATE		MICROFILM NUMBER		OFFICE USE ONLY	
POSTMARK DATE								
MICROFILM NUMBER								
OFFICE USE ONLY								
BEFORE COMPLETING THIS FORM READ THE FILING REQUIREMENTS ON PAGE 3								

- Public officials and employees employing, recommending employment, or supervising the employment of an immediate family member must disclose the employment either in writing or on the record to the governing body employing the immediate family member.
- File this form or other written disclosure with the person in charge of keeping records for the governing body employing the immediate family member.
- Person who fail to disclose the employment of immediate family members or who otherwise do not comply with the law are subject to penalties.

<b>ITEM 1</b>	<b>NAME, ADDRESS AND TELEPHONE NUMBER OF PUBLIC OFFICIAL OR PUBLIC EMPLOYEE</b>
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Name	<u>Brown</u>	<u>Sam</u>	<u>J</u>	Telephone No.	<u>308-555-1212</u>
	<small>Last</small>	<small>First</small>	<small>Middle</small>		
Address	<u>1717 N 17<sup>th</sup> St</u>			<u>Erehwon</u>	<u>NE</u> <u>69000</u>
	<small>STREET ADDRESS OR RURAL ROUTE</small>			<small>City</small>	<small>STATE</small> <small>ZIP CODE</small>

<b>ITEM 2</b>	<b>OFFICE OR POSITION, ADDRESS, TELEPHONE, TERM OF OFFICE</b>
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Office or Position:	<u>School Board Member</u>	Term:	<u>2019-2023</u>
Identify City, County, District, or State Agency:	<u>Erehwon School District</u>		
Address:	<u>1111 S 11<sup>th</sup> St Erehwon, NE 69000</u>	Telephone	<u>308-555-2200</u>

<b>ITEM 3</b>	<b>MEMBER OF YOUR IMMEDIATE FAMILY WHOM YOU INTEND TO EMPLOY, RECOMMEND FOR EMPLOYMENT, OR SUPERVISE (Use ITEM 5 CONTINUATION, if necessary)</b>
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A. Name	<u>Sam Brown Jr</u>	Relationship	<u>Son</u>
Position	<u>Summer Maintenance Worker</u>	Employer	<u>Erehwon School District</u> <small>(IDENTIFY CITY, COUNTY, DISTRICT OR STATE AGENCY)</small>
B. Name	_____	Relationship	_____
Position	_____	Employer	_____
C. Name	_____	Relationship	_____
Position	_____	Employer	<u>ATTACHMENT # 1</u> <small>(IDENTIFY CITY, COUNTY, DISTRICT OR STATE AGENCY)</small>

**ITEM 4 | FOR NEWLY ELECTED OR APPOINTED PUBLIC OFFICIALS AND EMPLOYEES**

List members of your immediate family who were employed before your election or appointment, or prior to July 17, 1986 and are now employed or supervised by you.

A. Name \_\_\_\_\_ Relationship \_\_\_\_\_

Position \_\_\_\_\_ Employer \_\_\_\_\_  
(IDENTIFY CITY, COUNTY, DISTRICT OR STATE AGENCY)

Date Hired \_\_\_\_\_

B. Name \_\_\_\_\_ Relationship \_\_\_\_\_

Position \_\_\_\_\_ Employer \_\_\_\_\_  
(IDENTIFY CITY, COUNTY, DISTRICT OR STATE AGENCY)

Date Hired \_\_\_\_\_

(Use ITEM 5, CONTINUATION, if necessary)

**ITEM 5 | CONTINUATION**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## General Information - Filing Requirements

A public official or public employee may employ, recommend the employment of, or supervise the employment of an immediate family member if:

- 1) he or she does not abuse his or her official position; and
- 2) makes a written disclosure with the person in charge of keeping records for the governing body or a disclosure on the record to the governing body; and
- 3) he or she has first made a reasonable solicitation and consideration of applications for such employment:

NOTE: Examples of abuse of one's position could include, but are not limited to, (1) providing an unreasonably high salary, (2) not requiring the employee to actually perform the duties of his or her position, (3) terminating another employee to make a position available for an immediate family member, (4) hiring an immediate family member who is not qualified to hold the position.

### I. Who Must File:

- A. Public officials and employees employing, recommending employment, or supervising the employment of an immediate family member must make a disclosure to the person in charge of keeping records for the governing body of the entity. Where applicable the disclosure may be made on the record to the governing body of the entity in lieu of a written disclosure.
- B. Public officials and employees who currently employ or supervise an immediate family member(s) employed prior to the election or appointment of the public official or public employee or prior to July 17, 1986.

### II. When to File:

- A. Public officials and employees must file prior to employing, recommending employment, or supervising the employment of an immediate family member.

- B. Newly elected or appointed public officials or employees shall file prior to or as soon as reasonably possible after the official date of taking office.

### III. Where to File:

This form or other written disclosure should be filed with the person in charge of keeping records for the governing body of the entity served. (i.e., state officials and employees file with the head of their agency or department; officials and employees of public power districts file with the district office; county officials and employees file with the county clerk; city or village officials or employees file with the city or village clerk; officials and employees of natural resource districts file with the office of the district manager; school district officials and employees file with the district superintendent or secretary of the school board. **Disclosure need not be made to the Nebraska Accountability and Disclosure Commission.**

**Disclosure of Contractual Interests by Local Officers.** If you are disclosing an interest in a contract to which a local governing body on which you serve is a party, use NADC Form C-3, Contractual Interest Statement.

**Disclosure of Potential Conflict of Interest by State Executive Branch Officials, Employees, and Others Required to file Statements of Financial Interests.** If you are disclosing a potential conflict of interest under section 49-1499 of the Accountability Act, use NADC Form C-2, Potential Conflict of Interest Statement.

## Definitions

**Governing body** means the village board of a village, the city council of a city, the board of commissioners or board of supervisors of a county, the board of directors of a public power district, or any body with the ultimate power to determine the entity's policies and control its activities.

**Immediate Family Member** means a child residing in an individual's household, a spouse of an individual, or an individual claimed by the public official or employee or his or her spouse as a dependent for federal income tax purposes.

**Public employee** means an employee of the state or a political subdivision thereof.

**Public official** shall mean an official in the executive branch, an official in the legislative branch, or an elected or appointed official in the judicial branch of the state government or a political subdivision thereof; any elected or appointed members of a governing body of a state institution of high education.

**Official in the executive branch** means an official holding a state executive office as provided in Article IV, Constitution of Nebraska, including Governor, Lieutenant Governor, Secretary of State, Auditor of Public Accounts, State Treasurer, Attorney General, Tax Commissioner, the heads of such other executive departments as set forth in the Constitution or as may be established by law, a deputy thereto, or a member of any state board or commission.

**Official in the legislative branch** means a member or member-elect of the Legislature, a member of an official body established by and responsible to the Legislature, or employee thereof other than an individual employed by the state in a clerical or nonpolicymaking capacity.

Statutory Authority: Section 49-1499.01 Revised Statutes of Nebraska.

<b>NEBRASKA ACCOUNTABILITY AND DISCLOSURE COMMISSION</b> 11 <sup>th</sup> Floor, State Capitol P.O. Box 95086 Lincoln, NE 68509 (402) 471-2522	<b>CONTRACTUAL INTEREST STATEMENT</b>  <b>NADC FORM C-3</b>	POSTMARK DATE	
		MICROFILM NUMBER	
BEFORE COMPLETING THIS FORM READ THE FILING REQUIREMENTS ON PAGE 3		OFFICE USE ONLY	

- A local officer with an interest in any contract to which his or her governing body or anyone for its benefit is a party must disclose the interest on the record of the governing body responsible for approving the contract, or in writing by filing this form.
- File with the person charged with keeping records for the governing body involved in the contract **prior** to official consideration of the contract.
- Persons who fail to disclose their interests or otherwise do not comply with the law are subject to penalties.

<b>ITEM 1</b>	<b>YOUR NAME ADDRESS AND PHONE NUMBER</b>
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Name	<u>Jones</u>	<u>Jason</u>	<u>T</u>	Telephone No.	<u>402-555-2424</u>
	Last	First	Middle		
Address	<u>10 Elm St</u>	<u>Anywhere</u>	<u>NE</u>	<u>68000</u>	
	STREET ADDRESS OR RURAL ROUTE	City	STATE	ZIP CODE	

<b>ITEM 2</b>	<b>OFFICE OR POSITION, ADDRESS, PHONE, TERM OF OFFICE</b>
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Office or Position:	<u>School Board Member</u>	Term:	<u>2019-2023</u>
Name of City, County, District, Village, etc:	<u>Anywhere Public School District</u>		
Address	<u>4200 Main Street</u>	Phone	<u>402-555-5050</u>

<b>ITEM 3</b>	<b>CONTRACT IN WHICH YOU HAVE AN INTEREST</b>
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A. Names of Contracting Parties:	<u>Anywhere School District and Jones Lumber Inc</u>
B. Body Which Will Consider the Contract:	<u>Anywhere School District</u>
C. Date Set for Consideration:	<u>March 9, 2021</u>
D. Subject Matter and Basic Terms:	<u>School District will purchase lumber for the sum of \$3,500.00 from Jones Lumber, Inc.</u>
<u>Purchase is sales tax exempt. Payment by District to Jones within 30 days after submission of claim by Jones</u>	

ATTACHMENT #2

ITEM 4	NATURE AND EXTENT OF YOUR INTEREST IN THE CONTRACT AND AMOUNT OF CONTRACT (Use ITEM 5, CONTINUATION, if necessary)
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I am the president and sole stockholder of Jones Lumber, Inc.. The amount of the contract is \$3,500.00

ITEM 5	CONTINUATION
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\_\_\_\_\_  
(Signature)

February 20, 2021  
(Date)

## General Information - Filing Requirements

### I. Who Must File:

A local officer with an interest in a contract to which his or her governing body or anyone for its benefit is a party must disclose the interest on the record of the body responsible for approving the contract, or in writing by filing this form.

### II. When to File:

An officer must declare his or her interest in a contract and the nature and extent of the interest **prior** to official consideration of the contract. The information concerning the contract listed in ITEM 3 of this form must be provided to the person in charge of keeping records of the governing body within 10 days after the contract is signed by both parties.

### III. Where to File:

File with the person charged with keeping records for the governing body involved in the contract. For example, members of a County Board of Commissioners file with the County Clerk.

**Disclosure of Potential Conflict of Interest by State Executive Branch Officials, Employees, and Others required to file Statements of Financial Interest.** If you are disclosing a potential conflict of interest under section 49-1499 of the Accountability Act, use NADC Form C-2, Potential Conflict of Interest Statement.

**Disclosure of the Employment of Immediate Family Members.** If you are disclosing the employment of an immediate family member, use NADC Form C-4, Employment of Immediate Family Members Disclosure Statement.

An officer has an **interest** in a contract when the officer or his or her spouse, parent, or child: (a) has a business association as defined in sections 49-1408 and 49-14,103.01(5) with the business involved in the contract, or (b) will receive a direct pecuniary fee or commission as a result of the contract. An officer interested in a contract with his or her governing body may not: (1) vote on the matter of granting the contract, or (2) act for the governing body as to inspection or performance under the contract.

An **open account** established for the benefit of any governing body with a business in which an officer has an interest is considered a contract subject to disclosure requirements.

For purposes of contractual interest conflicts, as covered by section 49-14,103.01, ownership of less than five percent of the outstanding shares of a corporation shall not constitute an interest subject to disclosure.

Receiving deposits, cashing checks, and buying and selling warrants and bonds of indebtedness of a governing body by a financial institution is **not** considered a contract.

Any governing body as defined below may prohibit officers from having an interest in contracts over a specific dollar amount. A governing body may also exempt from disclosure requirements contracts for one hundred dollars or less in which an officer of the body has an interest.

### Definitions

**Officer** means a member of the board of directors of a natural resources district, a member of any board or commission of any county, school district, city or village which spends and administers its own funds, who is dealing with a contract made by such board or commission, and any elected county, school district, educational service unit, city, or village official, and a member of any board of directors or trustees of a district hospital as provided by the Nebraska Local Hospital District Act or a county hospital as provided by sections 23-343 to 23-343.19. Officer shall **not** mean volunteer firefighters or ambulance drivers with respect to their duties as firefighters or ambulance drivers.

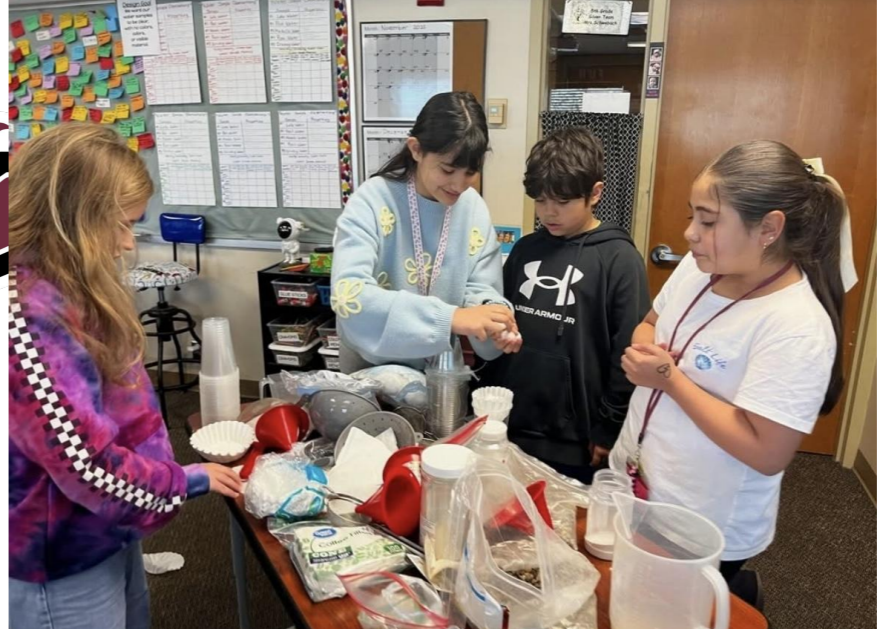
**Governing Body** means the board of directors of a natural resources district, the board of supervisors or the board of commissioners of any county, a school district board, the board of an educational service unit, the city council of a city, the village board of a village, the board of directors or trustees of a district hospital as provided by the Nebraska Local Hospital District Act, sections 23-343.20 to 23-343.47, or a county hospital as provided by sections 23-343 to 23-343.19, or any board or commission of any county, school district, city or village which spends and administers its own funds.

**Business** means any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust, activity or entity.

**Business with which you are associated** means a business: (1) in which you are a partner, director or officer; or (2) in which you or a member of your immediate family is a stockholder of closed corporation stock worth \$1,000 or more at fair market value or which represents more than a 5 percent equity interest, or is a stockholder of publicly traded stock worth \$10,000 or more at fair market value or which represents more than a 10 percent equity interest.

For purposes of contractual interest conflicts, as covered by section 49-14,103.01, ownership of less than five percent of the outstanding shares of a corporation shall not constitute an interest subject to disclosure.

Statutory Authority: Section 49-14,103.01 R.S. Supp., 1987, and sections 49-14,103.02 to 49-14,103.07 R.S. Supp., 1986.



# Columbus Middle School

Enrollment: 1162 Students

EL %: 18.2%

SP %: 19.9%

F/R:%: 58.8%

Teachers: 82 + 7 virtual

Certified Non-Teacher: 10

Classified: 71



# AQUESTT DATA

## Overall Classification- 2 Good

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

### Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	1016	1016	2032
# of Proficient Assessments	403	474	877
	% Proficient		<b>43.16%</b>

Your 2024-2025 Status Score: **43.16%**

Applicable Cut Score for this Middle School: Status Score  $\geq$  40 but  $<$  60

Your Status Rating: **2**

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

### Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	1157	1157	546	2860
# of Participating Students	1157	1156	546	2859
	% Participating			<b>99.97%</b>

Your 2024-2025 Participation Score: **99.97%**

Your Participation Rating Adjustment: **0**

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

### Educational Opportunities Tenet - Chronic Absenteeism

*Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled*

	2021-2022	Baseline	
# of Eligible Students	1204	1204	
# Chronically Absent	167	167	
Rate	13.87%	13.87%	
Target Rate for 2024-2025:	11.79%		15% reduction
Current Year # of Eligible Students	1244		
Current Year # Chronically Absent	139		
Rate	11.17%		
Difference from Target Rate	+0.62%		

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 11.79% is found by calculating the 2021-2022 baseline rate of 13.87% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 11.17% which is 0.62% better than the target rate.

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

### Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	181	
# On Track	48	
# Making Partial Progress	18	(count as a half point in the rate calculation)
Rate	<b>31.49%</b>	



COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

### Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	1026	1026	2052
# of Students Showing Growth	597	646	1243
	Growth Percentage		60.58%

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

### Student Achievement and Growth Tenet - Non-Proficiency

	2022-2023	2023-2024	2024-2025
# of Eligible ELA & Math Assessments	2238	2212	2032
# of Non-Proficient Scores	1112	1252	1155
% Non-Proficient	49.69%	56.60%	56.84%

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **3.58** *(lower is better)*

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been increasing.

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

### Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	482
# of Proficient Assessments	357
% Proficient	74.07%

## **CMS Wildly Important Goal**

We will increase the number of students proficient (70% or higher) in all classes every quarter from 59% to 65% by the end of quarter one

From 65% to 70% at the end of Q2

From 70% to 75% at the end of Q3 and Q4

Q1 Data– 64%      Q2 Data-

Each staff member is to have an individual WIG that supports the building WIG.

## **CMS Admin Goal**

Our lead measures are completing 20 observations each week by our administrative team. The lag measures are an increase in teacher feedback which leads to increase student achievement, increase our visibility in classrooms to increase staff's feeling of being supported by their administrative team, and support and improve student discipline with increased visibility in classrooms.



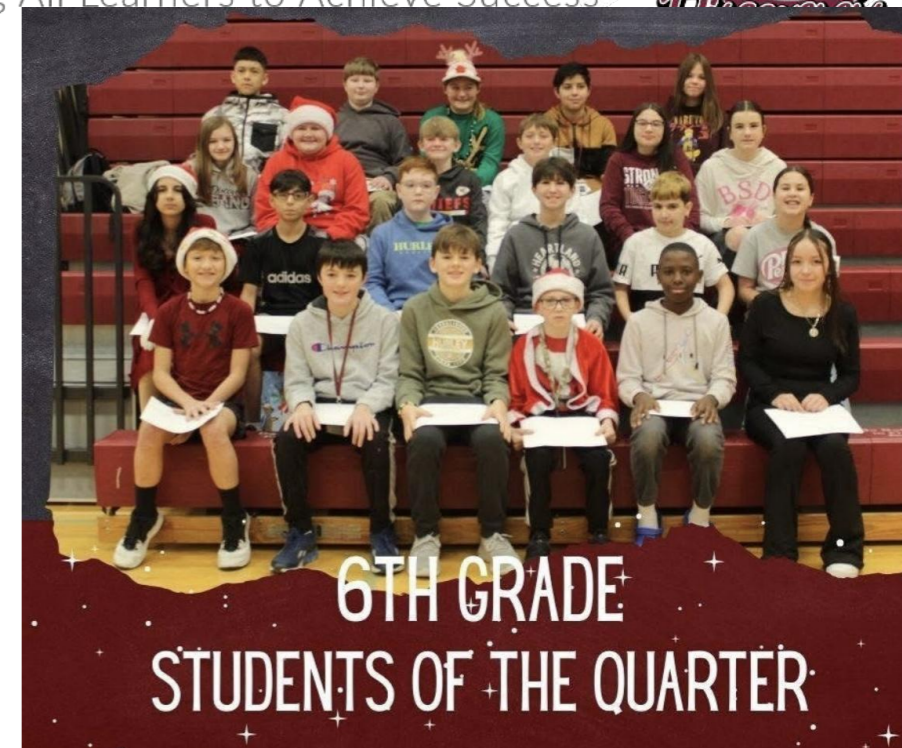
"All Learners to Achieve Success"



Activity Nights



Quarterly Rewards



6TH GRADE STUDENTS OF THE QUARTER

Quarterly Pep Rallies



Screenagers Showing for Parents and Students

Middle School Cheerleaders— Games and Pep Rallies

Drumline

Talent Show and Teacher Dance



Regular Meeting  
Monday, December 15, 2025 5:30 PM Central

Columbus High School  
3434 Discoverer Drive  
Columbus, NE 68601

Candace Becher: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Marv Zoucha: Present  
Present: 6.

#### I. CALL TO ORDER

#### II. ROLL CALL OF THE BOARD

#### III. EXCUSE BOARD MEMBERS

#### IV. PLEDGE OF ALLEGIANCE

#### V. MEETING COMPLIANCE

##### V.A. DISTRICT MISSION STATEMENT

##### V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

##### V.C. PUBLICATION OF MEETING NOTICE

#### VI. PUBLIC COMMENT

#### VII. RECOGNITIONS BY BOARD

VII.A. Unified Bowling State Qualifiers

#### VIII. CONSENT AGENDA

Motion to approve the consent agenda. Passed with a motion by Marv Zoucha and a second by Douglas Willoughby.

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

VIII.A. Items to be removed from the Consent Agenda  
There were no items removed from the Consent Agenda.

##### VIII.B. Meeting Minutes

##### VIII.C. Finance Reports

Jason Schapmann, Director of Human Resources and Fiscal Support, noted that the M3 has been edited.

#### VIII.D. Staffing Reports

#### VIII.E. Professional Travel

### IX. FOUNDATION REPORT

The Superintendent recommends that the board approve the Foundation Report, as submitted. Passed with a motion by Doug Molczyk and a second by Candace Becher.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Nicole Anderson, Foundation Director, said the CPS Foundation fiscal year will end on December 31, 2025.

### X. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

#### X.A. Superintendent

Dr. Kay gave an update on information he shared at his "State of the School" address.

### XI. DISCUSSION ITEMS

### XII. ACTION ITEMS FOR THIS MEETING

XII.A. Discuss and take action to approve and offer the Teacher Early Retirement Incentive Program (TERIP) for the 26-27 school year.

The superintendent recommends that the board approve and offer the Teacher Early Retirement Incentive Program (TERIP) for the 26-27 school year. Passed with a motion by Theresa Seipel and a second by Marv Zoucha.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

#### XII.B. CHS Course Addition-Medication Aide

Motion to approve Med Aide Course Addition Passed with a motion by Michael Jeffryes and a second by Douglas Willoughby.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

#### XII.C. Fundraising Applications

Motion to approve fundraisers. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

#### XII.D. Contract Services with Kordica

Motion to approve contract with Kordica. Passed with a motion by Marv Zoucha and a second by Candace Becher.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Dr. Kay talked about the services that Kordica provides. They would collect research-based data and use the data to consult CPS. This is someone outside the district to look at data without a biased opinion on community engagement and bond issues.

#### XII.E. Cell Tower Agreement

Motion to approve the agreement with Buell Consulting, Inc., for the placement of a cell phone tower on school property. Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Dr. Kay said the cell phone tower contract has been approved by our attorney. It will not infringe on any space.

#### XII.F. 2026-2027 K-12 School Calendar & Pre-School Calendar

Motion to approve school calendars for the 2026-2027 school year Passed with a motion by Douglas Willoughby and a second by Candace Becher.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Any changes that need to be made will be amended and brought back to the board.

#### XII.G. Policy 1006.50 Facility Rental Policy, Includes Exhibits and Regulation

Motion to approve the updated policies 1006.50 and 1006.50R1 and remove all exhibits Passed with a motion by Douglas Willoughby and a second by Marv Zoucha.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

### XIII. BOARD REQUESTS FOR INFORMATION

#### XIV. BOARD SHARING

#### XV. EXECUTIVE SESSION

#### XVI. ADJOURN

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

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Meeting was adjourned at 6:30pm

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 15, 2025.

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President

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Secretary

Committee As A Whole  
Monday, December 8, 2025 5:30 PM Central

Kramer Education Center  
2410 16th Street, Suite A  
Columbus, NE 68601

Candace Becher: Present  
Michael Jeffries: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Marv Zoucha: Present  
Present: 6.

## I. CALL TO ORDER

## II. ROLL CALL OF THE BOARD

## III. EXCUSE BOARD MEMBERS

## IV. PLEDGE OF ALLEGIANCE

## V. MEETING COMPLIANCE

### V.A. DISTRICT MISSION STATEMENT

### V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

### V.C. PUBLICATION OF MEETING NOTICE

## VI. PUBLIC COMMENT

## VII. GUEST PRESENTATIONS

## VIII. RECOGNITIONS BY BOARD

### VIII.A. NMEA All-State Band and Choir Recipients

## IX. BUILDING OR DISTRICT PRESENTATION

### IX.A. Centennial Elementary Presentation

Andy Luebbe, Centennial Elementary Principal, shared enrollment information and activities at Centennial Elementary. Mr. Luebbe talked about the data collected from testing showing increased proficiency and improvement. He said that chronic absenteeism was 14% during COVID and is now at 6%. Mr. Luebbe said that is due to making connections with students so they want to be at school. He said they encourage family and staff engagement and connection at many events. Mr. Luebbe said especially for new staff, providing opportunities to meet is so important. Showing appreciation by thanking our staff, calling out the positive is very important. He shared that having student organizations come to visit, read or perform for the elementary students is a big hit.

## X. CONSENT AGENDA

### X.A. Items to be removed from the Consent Agenda

There were no items removed from the Consent Agenda.

### X.B. Meeting Minutes

### X.C. Finance Reports

Jason Schapmann, Director of Human Resources and Fiscal Support answered questions and discussed financial reports. He shared information about the expenses and payments made.

### X.D. Staffing Reports

Mr. Schapmann said principals are getting some pre-hiring done for upcoming openings.

### X.E. Professional Travel

## XI. FOUNDATION REPORT

## XII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

### XII.A. Director of Teaching and Learning

Teresa Hausmann, Director of Teaching and Learning, shared the Financial Literacy Status report as state statute required. The Personal Finance Course at CHS has been completed by 274 out of 285 students with a 96% success rate.

Mrs. Hausmann reported on the AQuESTT Classification Report that recently went live. All CPS buildings have a Good classification and West Park has a Great classification. We saw really great gains. Mrs. Hausmann discussed NSCAS ELA scores and ELPA test scores. She said there is a lot of curriculum work done district wide. Touchpoints during November were a bit lower at 248.

### XII.B. Director of Special Education

Jason Harris, Director of Special Education, shared information on evaluations. He also talked about funds that are set aside for students at private schools in our district but live outside CPS district. Dr. Harris said we have 108 non-public school students.

### XII.C. Assistant Director for Student Services

Sara Colford, Assistant Director of Student Services, shared information on the three main grants; 21st Century Grant used for salaries. School Bells Grant used for Destination Imagination, musical, and other activities. The Opportunity Grant, which was recently used to purchase the musical playground at Emerson Elementary. The next project will be with West Park Elementary.

#### XII.D. Director of Human Resources

#### XII.E. Director of Operations

Leonard Kwapnioski, Director of Operations, updated that the non-traditional building is well ahead of schedule.

#### XII.F. Superintendent

### XIII. MONTHLY REVIEW OF POLICIES

#### XIII.A. Policy 1006.50 Facility Rental Policy, Includes Exhibits and Regulation

Dr. Kay, Superintendent discussed Policy 1006.50 Community Use of School Facilities. He said he will request the board take action to remove exhibits from policy. We use an online system now, so they are not needed.

### XIV. DISCUSSION ITEMS

#### XIV.A. CHS Course Addition-Medication Aide

Dave Hiebner, CHS Principal, is proposing a new course for Med Aides. There is a need. One requirement is that a student must be 18 at the time of testing through CCC. This course would be offered in the 2nd semester. Students are required to have their CNA to take the class. CPS students can take it for \$54.00.

#### XIV.B. Fundraising Applications

#### XIV.C. Contract Services with Kordica

Dr. Kay shared information on contract services with KORDICA. He will ask the board to take action next week. It would be a next best step to take for a bond.

#### XIV.D. Cell Tower Agreement

Dr. Kay explained the cell phone tower agreement. He said it is a 5G Tower 100 feet from the pond. CPS has no plans for that area. 60x60 space. Next Monday he will bring the agreement that is approved by the attorney. Need to be sure we are protected.

#### XIV.E. 2026-2027 K-12 School Calendar & Pre-School Calendar

Dr. Kay gave the simple version of the calendars for next school year.

### XV. ACTION ITEMS FOR THIS MEETING

#### XV.A. Approval of Window Replacements at North Park and West Park

The superintendent recommends that the board approve the Window Replacements at North Park and West Park. Passed with a motion by Doug Molczyk and a second by Theresa Seipel. Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea  
Yea: 6, Nay: 0

Window replacement North Park and West Park includes 11 windows at North Park and 14 at West Park. Replacements are commercial aluminum windows.

#### XV.B. Discuss and Take Action to Accept the FY24-25 Independent Audit

Motion to accept the 24-25 Independent Audit, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Mr. Schapmann talked about the audit for last school year. New budget code document will be reviewed; all codes we use must align with the document.

#### XVI. BOARD REQUESTS FOR INFORMATION

#### XVII. BOARD SHARING

#### XVIII. EXECUTIVE SESSION

The board did not go into Executive Session.

#### XIX. ADJOURN

Motion to adjourn. Passed with a motion by Theresa Seipel and a second by Marv Zoucha.

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

Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Meeting adjourned at 7:49pm.

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 8, 2025.

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President

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Secretary

Columbus Public Schools  
 Summary of Cash Balances  
 December 31, 2025

12	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 4,382,527.98		
	Attachment M5 (prior Bd Mtg)			\$ 449,002.42		
	Transfer to GP ICS Savings		\$ -			
	Transfer from GP ICS Savings		\$ 2,670,000.00			
	Receipts GP checking		\$ 5,093,427.59			
	<b>GENERAL FUND - GREAT PLAINS STATE BANK</b>	\$ 4,770,677.87	\$ 7,763,427.59	\$ 4,831,530.40	\$ 7,702,575.06	\$ 6,605,520.31
	Transfer to GP Checking			\$ 2,670,000.00		
	Transfer from GP Checking		\$ -			
	Interest		\$ 436.57			
	<b>GEN FUND - GP ICS SAVINGS</b>	\$ 2,670,153.68	\$ 436.57	\$ 2,670,000.00	\$ 590.25	\$ 67.80
	<b>General Fund - Cash Balance</b>				\$ 7,703,165.31	
Depr Fund	AMAZON CAPITAL SERVICES			\$ 1,767.20		
	COMMONWEALTH ELECTRIC MIDWEST			\$ 31,335.70		
	MAJOR REFRIGERATION			\$ 521.14		
	MENARDS-COL			\$ 489.98		
	Receipts					
	Interest		\$ 9,611.12			
<b>DEPRECIATION - GREAT PLAINS STATE BANK</b>	\$ 3,329,135.02	\$ 9,611.12	\$ 34,114.02	\$ 3,304,632.12	\$ 972,692.81	
Temporary Funds -GF	<b>PAYROLL - PINNACLE BANK</b>	\$ 336,566.38	\$ 4,089,370.18	\$ 4,055,256.87	\$ 370,679.69	\$ 314,037.06
	<b>HSA/FSA - PINNACLE BANK (Employee Benefit Fund)</b>	\$ 75,035.12	\$ 14,043.21	\$ 13,265.03	\$ 75,813.30	\$ 54,986.18
Activities	Administration	\$ 686,530.18	\$ 40,956.11	\$ 18,189.96	\$ 709,296.33	\$ 593,614.10
	Middle School	\$ 171,789.36	\$ 5,351.04	\$ 10,003.53	\$ 167,136.87	\$ 149,469.79
	High School	\$ 723,521.04	\$ 59,643.11	\$ 49,743.15	\$ 733,421.00	\$ 671,971.84
	<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 1,581,840.58	\$ 105,950.26	\$ 77,936.64	\$ 1,609,854.20	\$ 1,415,055.73
Nutrition Fund	Attachment M6			\$ 356,827.19		
	Interest Income		\$ 673.68			
	State Reimbursement		\$ 179,505.99			
	Rct to Expenditures		\$ 21,876.91			
	Student/ Staff meals/ alacarte sales		\$ 64,114.82			
	NSF checks		\$ -			
	<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 200,980.22	\$ 266,171.40	\$ 356,827.19	\$ 110,324.43	\$ 300,096.54
Bond Fund	BOK FINANCIAL			\$ 3,253,775.30		
	Platte County Treasurer		\$ 7,829.59			
	Butler County Treasurer		\$ -			
	Polk County Treasurer		\$ -			
	Investment Gain		\$ 14,718.67			
	<b>BOND FUND - FNB</b>	\$ 5,032,078.63	\$ 22,548.26	\$ 3,253,775.30	\$ 1,800,851.59	\$ 1,534,267.46
Building Fund	ADVANCED CONSTULTING ENGINEERING SERVICES			\$ 7,040.00		
	GREAT PLAINS BUILDING SUPPLY			\$ 7,056.25		
	Receipts		\$ 5,997.70			
	<b>BLDG FUND - BANK OF THE VALLEY</b>	\$ 554,932.15	\$ 5,997.70	\$ 14,096.25	\$ 546,833.60	\$ 233,689.53
12- Student Fees Fund	Receipts		\$ 0.23			
	<b>STUDENT FEES FUND - ONE UNITED FEDERAL CREDIT UNION</b>	\$ 13,491.23	\$ 0.23	\$ -	\$ 13,491.46	

Columbus Public Schools  
 General Fund Revenue Detail  
 December 31, 2025

Account Number	Description	Budget	Month To Date	Year To Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$26,625,735.00)	(\$42,748.84)	(\$6,295,248.73)	(\$20,330,486.27)	23.64%
01.1.01115.000.000	Carline Taxes	(\$8,000.00)	\$0.00	(\$1,951.65)	(\$6,048.35)	24.40%
01.1.01120.000.000	Public Power District Sales Tax	(\$900,000.00)	\$0.00	\$0.00	(\$900,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,345,000.00)	(\$167,437.17)	(\$806,221.54)	(\$1,538,778.46)	34.38%
01.1.01323.000.000	Tuition, SpEd School Age	(\$3,250.00)	\$0.00	\$0.00	(\$3,250.00)	0.00%
01.1.01510.000.000	Interest on Investments	(\$105,638.00)	(\$13,645.10)	(\$71,781.57)	(\$33,856.43)	67.95%
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$17,772.50)	(\$7,227.50)	71.09%
01.1.01990.000.000	Miscellaneous Local Receipts	(\$20,000.00)	\$0.00	\$0.00	(\$20,000.00)	0.00%
01.1.02110.000.000	County Fines & License Fees	(\$161,000.00)	(\$18,197.15)	(\$71,200.06)	(\$89,799.94)	44.22%
01.1.03110.000.000	State Aid	(\$18,156,653.00)	(\$3,606,206.00)	(\$7,338,031.00)	(\$10,818,622.00)	40.42%
01.1.03120.000.000	SpEd Receipts from the State	(\$6,500,000.00)	(\$918,766.00)	(\$918,766.00)	(\$5,581,234.00)	14.13%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$32,000.00)	\$0.00	(\$5,774.03)	(\$26,225.97)	18.04%
01.1.03400.000.000	State Apportionment	(\$1,000,000.00)	\$0.00	\$0.00	(\$1,000,000.00)	0.00%
01.1.03535.000.000	High Ability Learners Allocation	(\$25,599.00)	\$0.00	(\$20,309.00)	(\$5,290.00)	79.34%
01.1.03540.000.000	State Early Childhood Grant	(\$130,730.00)	\$0.00	(\$134,304.00)	\$3,574.00	102.73%
01.1.03541.000.000	Early Childhood Endowment Grant	(\$174,500.00)	\$0.00	(\$28,794.00)	(\$145,706.00)	16.50%
01.1.03551.000.000	CTE Grant	\$0.00	\$0.00	(\$17,056.00)	\$17,056.00	#DIV/0!
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$1,423.04)	\$1,423.04	#DIV/0!
01.1.03599.000.000	State Categorical Programs	\$0.00	\$0.00	(\$1,500.00)	\$1,500.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Part A: Improving	(\$700,176.00)	\$0.00	(\$126,308.00)	(\$573,868.00)	18.04%
01.1.04509.000.000	ESSA Title II Part A Supporting	(\$113,178.00)	(\$16,856.00)	(\$117,109.00)	\$3,931.00	103.47%
01.1.04510.000.000	ESSA Title IV Part A Student	(\$48,269.00)	\$0.00	\$0.00	(\$48,269.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Poverty	(\$25,599.00)	(\$25,237.00)	(\$25,237.00)	(\$362.00)	98.59%
01.1.04518.000.000	IDEA Part B (611) Base Enrollment	(\$150,000.00)	\$0.00	\$0.00	(\$150,000.00)	0.00%
01.1.04521.000.000	IDEA Part-B Proportionate Share	(\$164,500.00)	(\$144,379.00)	(\$144,379.00)	(\$20,121.00)	87.77%
01.1.04525.000.000	Carl Perkins Grants	(\$41,471.00)	\$0.00	(\$49,309.00)	\$7,838.00	118.90%
01.1.04527.000.000	ESSA Title III Part A English	(\$96,146.00)	\$0.00	(\$3,717.00)	(\$92,429.00)	3.87%
01.1.04528.000.000	ESSA Title III Immigrant	(\$28,744.00)	\$0.00	(\$26,190.00)	(\$2,554.00)	91.11%
01.1.04531.000.000	ESSA Title IV Part B 21st Century	(\$117,000.00)	(\$81,066.00)	(\$81,066.00)	(\$35,934.00)	69.29%
01.1.04708.000.000	Medicaid in Public Schools	(\$164,500.00)	(\$13,641.44)	(\$54,565.76)	(\$109,934.24)	33.17%
01.1.04709.000.000	Medicaid Administrative Activity	\$0.00	\$0.00	(\$7,797.45)	\$7,797.45	#DIV/0!
01.1.04969.000.000	ESSA Title IV-A Student Support	\$0.00	(\$890.00)	(\$23,506.00)	\$23,506.00	#DIV/0!
		(\$57,862,688.00)	(\$5,049,069.70)	(\$16,389,317.33)	(\$41,473,370.67)	28.32%
	Transfers		(\$2,670,000.00)			
	Reimbursements/Refunds		(\$45,936.27)			
	Interest other accounts		\$1,578.38			
	<b>Total Revenue</b>		<b>(\$7,763,427.59)</b>			

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
21455	SCHOOL DISTRICT #1-PAYROLL	\$3,939,280.88
21456	Bonilla Alarcon, Maria J	\$56.00
21457	Byrnes, Caitlyn M	\$197.40
21458	CHAVEZ, ANN	\$299.60
21459	DeBower, Sarah I	\$119.00
21460	DELP, EMILY	\$518.00
21461	FIGGE, MICHELLE	\$96.60
21462	GAUSMAN, KRISTEN	\$65.10
21463	Gutierrez, Ashley N	\$494.20
21464	HACKETT, KRISTI	\$123.90
21465	HILL, JESSY	\$292.60
21466	Johnson, Danielle G	\$67.20
21467	KAY, JEANNE	\$281.40
21468	KORTH, JACKIE	\$189.70
21469	LAGE, SAMANTHA	\$96.60
21470	LARSEN, CHANNA	\$165.20
21471	LORENZ, JILL	\$310.80
21472	LUEBBE, HEIDI	\$39.90
21473	Meek, Eric T	\$20.30
21474	MUNTZ, JANELLE	\$55.30
21475	MUSTARD, JANELL M.	\$198.10
21476	MYERS, ROBYN	\$171.50
21477	NOVAK, MEGAN	\$252.00
21478	Ortiz Ambriz, Patricia	\$20.30
21479	Phelps, Dawn D	\$60.20
21480	ROBERTSON, KATIE	\$224.70
21481	Rubio, Martha P	\$114.10
21482	Ruiz, Jessica M	\$134.40
21483	SETTLES, ERIN	\$45.50
21484	URUGUTIA, CLAIRE	\$78.40
21485	VARGAS, NATHALIE	\$105.00
21486	Villarreal, Lisa J	\$75.60
21487	Vollbracht, Natalie L	\$37.10
21488	WHISENANT, DREW	\$157.50
21489	AMERICAN AED, LLC	\$583.10
21490	ASSOCIATED STAFFING, INC	\$15,953.07
21491	BARO, AZEAL	\$172.90
21492	BECHER, CANDACE A	\$126.00
21493	COLE, RAELYNN	\$58.63
21494	EL MATADOR	\$5,250.00
21495	ESU #7 SPECIAL EDUCATION	\$77,626.14
21496	ESU #3	\$30.00
21497	ESU #7	\$45.90
21498	FRONTLINE TECHNOLOGIES	\$3,936.38

Check Number	Vendor	Amount
21499	HILL, JESSY	\$57.38
21500	JACKSON SERVICES INC.	\$109.74
21501	JOHNSON, ARIA	\$31.50
21502	KAY, CHESTER	\$115.16
21503	KREIKEMEIER, JULIE	\$245.00
21504	Petersen, Wendi R	\$18.00
21505	PITNEY BOWES - RESERVE ACCOUNT	\$1,000.00
21506	PLATTE COUNTY ELECTION COMMISSIONER	\$20,263.90
21507	PLATTE VALLEY PRECAST	\$15,500.00
21508	SEIPEL, THERESA	\$133.00
21509	STEALTH BROADBAND	\$6,059.51
21510	STRONG, KAYLEE	\$68.00
21511	THEGE'S WILD WEST BAR-B-QUE, LLC	\$485.00
21512	THURMAN, DILLON	\$73.00
21513	TOOLEY DRUG CO.	\$25.96
21514	U.S. POSTAL SERIVCE	\$436.00
21515	UBT - OMNIFY FSA	\$754.50
21516	WELLS FARGO EQUIPMENT FINANCE, INC	\$96,608.00
21517	WELLS, CAROL	\$54.64
21518	WILLOUGHBY, DOUG	\$141.40
21519	WOODRIVER ENERGY LLC	\$10,337.53
21520	AMAZON CAPITAL SERVICES	\$7,189.81
21521	AMAZON CAPITAL SERVICES	\$23.98
21522	AMAZON CAPITAL SERVICES	\$16.99
21523	HOBBY LOBBY	\$31.44
21524	HY-VEE FOOD STORES	\$72.43
21525	SUPER SAVER	\$802.28
21526	TREVIPAY-WALMART	\$1,821.53
21527	ASSOCIATED STAFFING, INC	\$12,688.61
21528	EAKES OFFICE SOLUTIONS	\$2,993.89
21529	JACKSON SERVICES INC.	\$222.74
21530	MATHESON TRI-GAS INC	\$305.78
21531	NEBRASKA SAFETY CENTER	\$250.00
21532	BLAZERWORKS, LLC	\$13,478.50
21533	COLLEGE BOARD	\$503.28
21534	FIRST NATIONAL BANK OMAHA	\$1,597.55
21535	FIRST NATIONAL BANK OMAHA	\$454.25
21536	FIRST NATIONAL BANK OMAHA	\$691.78
21537	FIRST NATIONAL BANK OMAHA	\$388.86
21538	FIRST NATIONAL BANK OMAHA	\$36.27
21539	FIRST NATIONAL BANK OMAHA	\$79.28
21540	FIRST NATIONAL BANK OMAHA	\$94.51
21541	FIRST NATIONAL BANK OMAHA	\$2,968.33
21542	FIRST NATIONAL BANK OMAHA	\$2,148.68

Check Number	Vendor	Amount
21543	NCSA	\$555.00
21544	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$1,432.80
21545	U AND I SANITATION LLC	\$2,235.00
21546	ARNOLD MOTOR SUPPLY-COLUMBUS	\$24.32
21547	BATES, LINDSEY	\$223.44
21548	BLASER, TASHA	\$167.58
21549	BOMGAARS	\$107.74
21550	CDW GOVERNMENT, INC.	\$16,376.00
21551	CENTRAL INSULATION & ROOFING	\$800.00
21552	CLARKSON TV & APPLIANCE, INC.	\$189.90
21553	DAVIS, AMANDA	\$147.42
21554	DONOGHUE, TRACY	\$335.16
21555	DUSH, REGINA	\$155.61
21556	EAKES OFFICE SOLUTIONS	\$59.07
21557	ELECTRICAL ENGINEERING & EQUIP	\$298.64
21558	ENABLE MY CHILD LTD	\$20,400.00
21559	ENGEL, SHELBY	\$494.76
21560	ESCOVAR LUCAS, IRENE	\$27.72
21561	GALLEY, SHANNON	\$195.51
21562	GO PHYSICAL THERAPY, LLC	\$60,418.50
21563	HAYS, ALISHA	\$95.48
21564	IMAGE TECH & PRINTING	\$286.00
21565	JARECKI, KAY	\$877.80
21566	JENSEN, VALERIE	\$251.16
21567	LNS TECHNOLOGIES	\$1,220.00
21568	MAXIM HEALTHCARE SERVICES, INC.	\$7,280.00
21569	MCPHILLIPS, BRIDGET	\$14.28
21570	MECHANICAL SALES, INC.	\$1,527.00
21571	MENARDS-COL	\$210.35
21572	MIDWEST ALARM SERVICES	\$499.00
21573	MUCHMORE, KELLY	\$223.44
21574	MUELLER, PAM	\$139.65
21575	MURPHY, DAWN	\$1,015.00
21576	NOYD, BECCA	\$21.56
21577	O'REILLY AUTO PARTS-COL	\$22.98
21578	OTC BRANDS INC	\$52.35
21579	PACZOSA, MEGAN	\$223.44
21580	PRODUCTIVITY INC	\$212.11
21581	REALITYWORKS	\$8,800.00
21582	ROBERTSON, KATIE	\$195.51
21583	RUTT'S HEATING & AIR CONDITIONING, INC -	\$900.26
21584	STEMPEK, STACI	\$223.44
21585	SWANSON, ZACH	\$462.84
21586	TRUCK CENTER COMPANIES	\$78.60

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
21587	WEMHOFF, ASHLEY	\$251.37
21588	LEGACY 23 APARTMENTS	\$1,701.00
21589	LEGACY 23 APARTMENTS	\$1,495.00
<b>Total Expenditures</b>		<b><u>\$4,382,527.98</u></b>

Columbus Public Schools  
General Fund Expenditures  
January 1-9, 2026

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<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
21590	FIRST NATIONAL BANK OMAHA	\$639.38
21591	FIRST NATIONAL BANK OMAHA	\$777.99
21592	ALLO COMMUNICATIONS	\$184.36
21593	ANDERSON AUTO BODY	\$500.00
21594	BAHEL BELE, SOPHIE	\$70.70
21595	Brazee, Wade W	\$10.55
21596	CITY OF COLUMBUS-TRANSFER STATION	\$144.21
21597	COLUMBUS AREA CHAMBER COMMERCE	\$12,500.00
21598	COLUMBUS SCHOOL LUNCH FUND-CHS	\$651.19
21599	CULLIGAN	\$56.00
21600	FIRST NATIONAL BANK OMAHA	\$300.55
21601	FIRST NATIONAL BANK OMAHA	\$158.98
21602	HILTON OMAHA	\$2,718.00
21603	HOMETOWN LEASING	\$178.67
21604	HOMETOWN LEASING	\$6,749.98
21605	LARSON, ELIJAH	\$248.32
21606	LOUP POWER DISTRICT	\$51,843.87
21607	LOUP POWER DISTRICT	\$157.23
21608	MARQUEZ, KATIE	\$244.13
21609	MATHESON TRI-GAS INC	\$41.45
21610	ONE SOURCE	\$553.50
21611	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$7,000.00
21612	PLUNKETTS PEST CONTROL	\$770.76
21613	SAPP BROS PETROLEUM	\$107.25
21614	SPARQ DATA SOLUTIONS, INC.	\$2,700.00
21615	STAPLES	\$2,845.20
21616	STRIV AV, LLC	\$4,325.96
21617	THRYV	\$27.10
21618	VERIZON WIRELESS	\$357.43
21619	WRIGHT STUFF INC, THE	\$51.90
21620	CITY OF COLUMBUS WATER & SANITATION DEPA	\$5,065.30
21621	COLUMN SOFTWARE PBC	\$252.86
21622	FRANKLIN COVEY CLIENT SALES, INC	\$3,984.17
21623	LOUP POWER DISTRICT	\$185.91
21624	AMAZON CAPITAL SERVICES	\$9,069.89
21625	HY-VEE FOOD STORES	\$1,807.09
21626	SUPER SAVER	\$89.28
21627	TREVIPAY-WALMART	\$440.46
21628	LOUP POWER DISTRICT	\$182.40
21629	ADVANCED FIRE & SAFETY	\$1,310.87
21630	AMAZON CAPITAL SERVICES	\$514.35
21631	APPLE INC.	\$4,395.00
21632	ARNOLD MOTOR SUPPLY-COLUMBUS	\$16.08
21633	ASSOCIATED STAFFING, INC	\$11,666.31
21634	BENESCH	\$10,335.84

Columbus Public Schools  
General Fund Expenditures  
January 1-9, 2026

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21635	BERTRAND, KATIE	\$25.48
21636	BETHUNE, JENEE	\$1,980.00
21637	BIG APPLE BAGELS	\$199.96
21638	BLAZERWORKS, LLC	\$13,822.00
21639	BLUEPRINT IT LLC	\$944.15
21640	BOMBERGER, KYLA	\$67.76
21641	BOMGAARS	\$153.10
21642	BOS, JENNY	\$556.61
21643	CAPITAL SANITARY SUPPLY	\$2,281.56
21644	CITY OF COLUMBUS - FINANCE DEPT	\$29,347.30
21645	COFFEY, ALANNAH	\$139.65
21646	COLUMBUS MUSIC	\$121.50
21647	COLUMBUS SCHOOL LUNCH FUND-CHS	\$100.00
21648	COMMONWEALTH ELECTRIC MIDWEST	\$15,041.06
21649	CRAWFORD, ERIN	\$30.00
21650	DITTER, JOSHUA	\$30.00
21651	EAKES OFFICE SOLUTIONS	\$494.51
21652	ESU #7	\$953.61
21653	FILTER SHOP	\$27.96
21654	FOLLETT CONTENT SOLUTIONS, LLC	\$268.72
21655	GOPHER SPORTS	\$267.65
21656	HD SUPPLY	\$268.15
21657	HELM MECHANICAL	\$11,156.00
21658	HOBY REGISTRATION	\$325.00
21659	HY-VEE FOOD STORES	\$168.93
21660	IMAGE TECH & PRINTING	\$82.00
21661	INTERSTATE ALL BATTERY CENTER	\$1,065.90
21662	JACKSON SERVICES INC.	\$222.57
21663	JARESKE, KELSEY	\$256.91
21664	JOHNSON FLOOR COVERINGS	\$248.70
21665	KOCH EXCAVATING CO.	\$1,415.92
21666	KOHL, CHELSEY	\$123.44
21667	KUSH, DENISE	\$251.37
21668	LIGHTSPEED TECHNOLOGIES INC.	\$268.00
21669	LINCOLN JOURNAL STAR	\$5,000.00
21670	LINDBERG, DAVID J	\$30.00
21671	LUCE, MAGDELINE	\$60.00
21672	LUNCHTIME SOLUTIONS, INC	\$116.00
21673	MADDEN THERAPY LLC	\$8,782.20
21674	MAKEMUSIC	\$767.47
21675	MARKING, LORI	\$43.40
21676	MECHANICAL SALES INC	\$754.26
21677	MENARDS-COL	\$1,146.68
21678	MIDLANDS MECHANICAL INC	\$13,102.00
21679	MIDWEST ALARM SERVICES	\$95.00
21680	MIDWEST DOOR & HARDWARE	\$366.90

Columbus Public Schools  
 General Fund Expenditures

M5

January 1-9, 2026

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21681	NEBRASKA SNOW EQUIPMENT	\$8,990.85
21682	NSBA - NEBRASKA STATE BAND MASTERS ASSN	\$90.00
21683	NSG LOGISTICS, LLC	\$558.00
21684	O'REILLY AUTO PARTS-COL	\$8.38
21685	Olcott, Caitlin L	\$87.78
21686	OMAHA MUSIC THERAPY LLC	\$4,421.25
21687	PEREZ, DOLORES	\$36.96
21688	REARDON LAWN & GARDEN EQUIP.	\$69.99
21689	RNJ TRENCHLESS INC DBA NUFLOW NEBRASKA	\$17,075.00
21690	ROSAS, AMANDA	\$207.48
21691	RUTT'S HEATING & AIR CONDITIONING, INC -	\$1,871.48
21692	SCHOOL HEALTH CORPORATION	\$8,485.00
21693	SEIPEL, JORDAN	\$241.92
21694	SERVICEMASTER BY SHEVLIN	\$60,228.08
21695	SETTLES, ERIN	\$223.44
21696	SHIRTS ARE US, LLC	\$1,467.00
21697	STEMPEK, SHELLEY	\$335.16
21698	STUHR MUSEUM	\$432.00
21699	SUPER SAVER	\$12.38
21700	SWANTEK, ALEXIS	\$130.00
21701	T-C CEILINGS INC	\$1,496.00
21702	TELLEZ, GAMALIEL	\$432.00
21703	THERAPIST AID LLC	\$75.00
21704	TK ELEVATOR CORPORATION	\$2,486.60
21705	TREVIPAY-WALMART	\$7.05
21706	TWOREK, DANIEL	\$223.44
21707	UBT - OMNIFY FSA	\$332.00
21708	URKOSKI, DYLAN	\$127.50
21709	VENTRIS LEARNING LLC	\$90.00
21710	VOSS LIGHTING	\$371.10
21711	Wolfe, Thomas A	\$16.36
21712	WOOD BROS. IND.	\$177.11
	<b>Total Expenditures</b>	<b><u><u>\$370,006.16</u></u></b>

Columbus Public Schools  
Nutrition Fund Expenditures  
December 2025

Check Number	Vendor	Amount
3409	HY-VEE FOOD STORES	\$ 5,720.00
3410	JACKSON SERVICES INC.	\$ 133.46
3411	ROCK BOTTOM WELDING	\$ 120.00
3412	VERIZON WIRELESS	\$ 32.91
3413	ESU #7	\$ 60.23
3414	LUNCHTIME SOLUTIONS, INC	\$ 198,424.27
3415	SCHOOL DISTRICT #1-PAYROLL	\$ 148,869.33
3416	HY-VEE FOOD STORES	\$ 3,345.00
3417	JACKSON SERVICES INC.	\$ 66.74
3418	O'KELLEY, MEGAN	\$ 19.95
3419	TWOREK, KRYSTAL	\$ 35.30
	Total Fund Expenditures	<u>\$ 356,827.19</u>

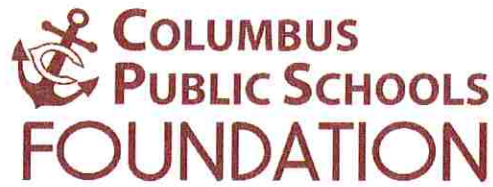
Columbus Public Schools  
 Summary of Cash Balances QCPUF  
 December 31, 2025

<b>M9_QCPF Dec 2025 Summary of Cash Balances</b>						
<b>M9</b>	<b>DESCRIPTION</b>	<b>BEGINNING BALANCE</b>	<b>DATE RECEIPTS</b>	<b>DATE EXPENDITURE</b>	<b>END OF MONTH BALANCE</b>	<b>BALANCE PRIOR YEAR</b>
	B-D CONSTRUCTION INC			\$ 148,865.22		
	CLARK & ENERSEN			\$ 2,598.40		
	COMMONWEALTH ELECTRIC MIDWEST			\$ 190,260.00		
	EPCO LTD, INC			\$ 2,027.00		
	Receipts					
	Transfers					
	Interest		\$ 5,775.76			
	<b>QCPUF OPERATING -- COLUMBUS BANK</b>	<b>\$ 1,939,381.21</b>	<b>\$ 5,775.76</b>	<b>\$ 343,750.62</b>	<b>\$ 1,601,406.35</b>	
	BOK Financial			\$779,573.50		
	Transfers					
	Receipts		\$ 1,413.89			
	Interest		\$ 543.52			
	<b>QCPUF BOND-- COLUMBUS BANK</b>	<b>\$ 822,821.42</b>	<b>\$ 1,957.41</b>	<b>\$779,573.50</b>	<b>\$45,205.33</b>	
*Totals are the Operating and ICS Savings combined for each account						

## December 2025 Professional Travel Report

*Columbus Public Schools*

Employee Name	Start Date	End Date	Event and Location
Ryan Schroeder	12/01/2025	12/02/2025	Lincoln, NE
Rebecca Sindelar	12/02/2025	12/02/2025	UNK Class - Kearney
Amy Haynes	12/03/2025	12/04/2025	State Principals Conference - Lincoln
Adia Brightman	12/03/2025	12/03/2025	Transition Virtual Conference
Rebecca Sindelar	12/09/2025	12/09/2025	UNK Class - Kearney
Chip Kay	12/10/2025	12/10/2025	NCSA Legislative Preview & STANCE - Lincoln
Michelle Figge	12/12/2025	12/12/2025	UNK School Psychology Interview Day - Kearney
Jessy Hill	12/12/2025	12/12/2025	UNK School Psychology Interview Day - Kearney
Rebecca Sindelar	12/16/2025	12/16/2025	UNK Class - Kearney
Jason Harris	12/17/2025	12/17/2025	NASES Region 3 Meeting Norfolk, NE
Ryan Schroeder	12/18/2025	12/18/2025	District Business - Lincoln



2410 16th Street, Suite A, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

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December 31, 2025

Mike Jeffryes  
Board of Education  
Columbus Public Schools

Dear President Jeffryes 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**

\$4,243.26 - Columbus After School Program Supplies  
\$1,899.00 - Striv Computer  
\$4,340.00 - Grandfriends Day Lunches

\$1,359.68 - CMS Student Emergency Supplies  
\$10,000.00 - Discoverer Marching Band Percussion Equipment

**Band Boosters**

\$975.00 - Heartland Winter Arts Membership Fee  
\$225.00 - State Pictures  
\$5,000.00 - Marching Band Percussion Equipment

**Centennial PAC**

\$397.31 - Staff Training Supplies  
\$161.99 - Heritage Night Supplies  
\$240.59 - Popcorn Supplies

**Emerson PTO**

\$113.97 - Trunk or Treat Candy

**Lost Creek PTO**

\$122.00 - 4th Grade Bowling  
\$618.78 - Cookies with Santa Event  
\$1,406.40 - Christmas Gifts

**North Park PTO**

\$1,029.99 - Accelerated Reading  
\$17.96 - Fundraising Drinks for Winning Classroom  
\$333.87 - Classroom Support  
\$146.08 - Family Fun Night Supplies.

**West Park PTO**

\$231.25 - Grinch & Popcorn & Drinks for Christmas event  
\$100.00 - Santa  
\$693.35 - Teacher Classroom Supplies

The total contributions for the month of December was \$33,655.48

The total contributions for the FY 2025 total is **\$342,180.49**

*\*CPS Foundation's fiscal year is January 1 through December 31.*

Thank you for your consideration.

Sincerely,

Nicole Anderson  
Communication & Foundation Director

# Department of Teaching & Learning Updates



January 2026



## **School District's Requirement:**

Hold at least two public meetings annually, at least one when public testimony is accepted;

- Meeting 1: August 18, 2025 (Education Committee)
- Meeting 2: January 12, 2026 BOE
  - Teachers will present their curriculum, assessment samples, and/or patriotic school traditions

CHS Federal Government Day Presentation  
Mr. Nathan Coan & Mr. Zackary Wayman

# NSCAS & Grading Data Follow Up

"Engaging All Learners to Achieve Success"



- NSCAS Scale Scores
- Grading proficiency rates as compared to NSCAS proficiency rates

# Teaching & Learning Teacher/Principal Support

"Engaging All Learners to Achieve Success"



December 2025  
207 Teacher/Principal Touch Points

We track engagement through dialogue, collaboration, and classroom visits.

# SIXPENCE SNAPSHOT REPORT 2024-2025 Columbus

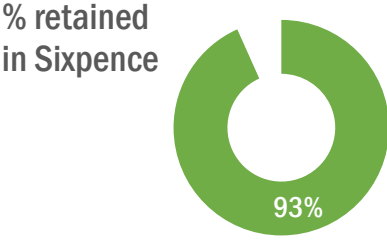
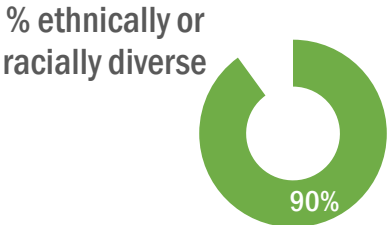
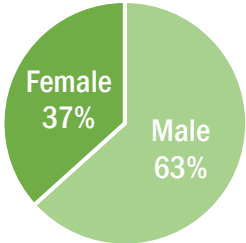


In 2024-2025, Sixpence programs served 1,073 families and 1,230 children prenatally through age 3 across Nebraska. This snapshot report includes demographic data and child, family and program outcomes specific to this community. The statewide Annual Report can be found here: <https://www.singasongofsixpence.org/resources/resource-library.html>

## Child and Family Demographics

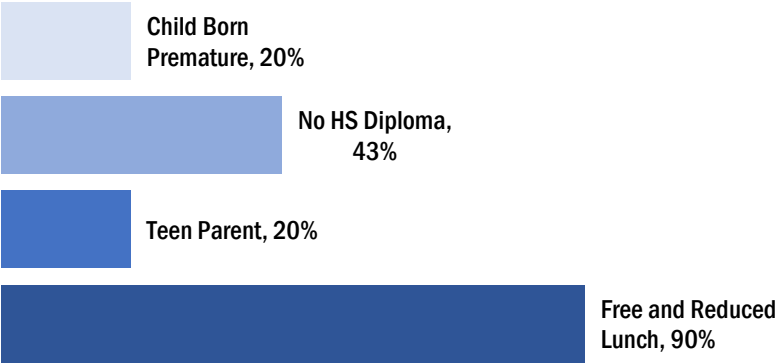
Total # of children enrolled in 2024-2025: **30**

# of mothers served prenatally: **3**



## Family stressors

% of families with qualifying factors



% with additional stressors

- 29%** Single Parent Households
- 26%** Parent with Mental Health Issues
- 4%** Parent with Substance Abuse
- 4%** Parent Absence (military deployment, deportation, death)
- 4%** Parent Incarcerated
- 0%** Child Witnessed Violence
- 0%** Child in Foster Care
- 26%** Child referred to the Early Development Network

## Evaluation Results

### Family Satisfaction

In the spring, parents completed an online satisfaction survey rating multiple aspects of their Sixpence experience. Topics included their satisfaction with Sixpence, what they learned, their parenting practices, and their relationship with the Sixpence provider.

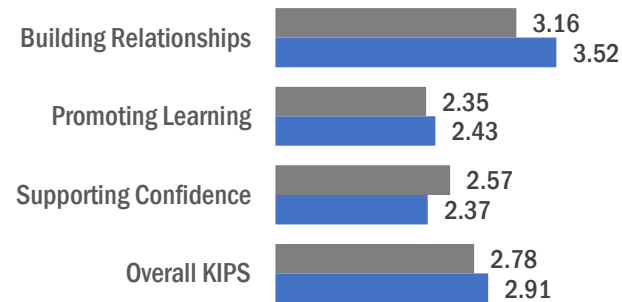
- 10** families responded to the survey
- % of families who agree or strongly agree that their home visitor:**
  - 90%** taught me about my child's development
  - 100%** encouraged me to read to my child
  - 100%** encouraged me to talk with my child
  - 90%** would help me find services in the community to help my family
  - 100%** of respondents report this program has made them a better parent
  - 100%** of respondents are highly satisfied with this program



### Parent-Child Interactions

Parent-child interactions were scored based on the Keys to Interactive Parenting Scale (KIPS) which measures parenting behaviors in Building Relationships, Promoting Learning, and Supporting Confidence. KIPS has a 5 point scale with 5 indicating high quality.

#### Parent-child interactions from time 1 to time 2



**5** families were assessed

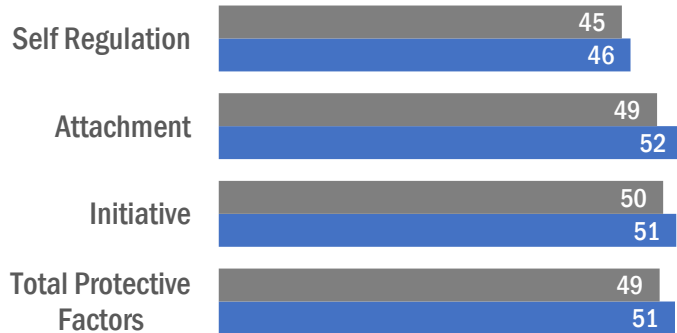
#### Family Literacy Practices

- 96%** read to their child 3 times a week
- 74%** read to their child daily
- 70%** have at least 10 children's books
- 17%** have at least half of their children's books in their home language
- 87%** play games or sing with their child daily

## Social-emotional Outcomes

Parents completed the Devereux Early Childhood Assessment (DECA), Infant/Toddler or Preschool, a standardized social-emotional assessment that measures children’s protective factors in the areas of Attachment, Initiative, and Self-regulation and Total Protective Factors. The DECA is reported as a T score. The program goal is 50, which is the mid-point of average. The results report change over time and the percentage of children meeting the program goal by time 2.

Average social-emotional results from time 1 to time 2.



17 children had time 1 and time 2 social-emotional assessments

21 children with 6+ month participation had time 2 DECA  
62% met the program goal by time 2

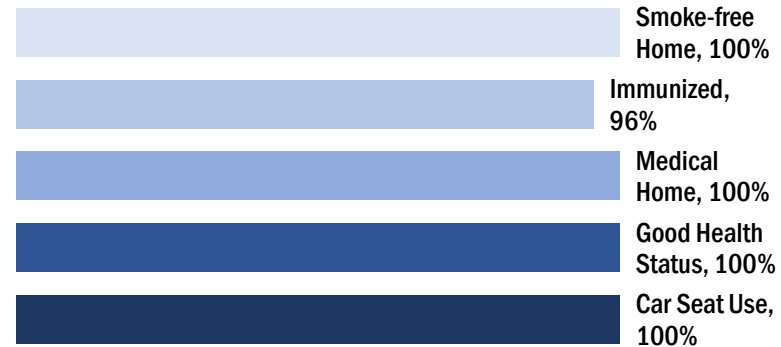


## Health Outcomes

In the spring, providers with the input of parents completed a survey about the health status and safety practices of the families and children they serve. The program goal is for 90% of families to meet the health goals.

- 23 families were surveyed
- 96% of families reported having health insurance
- 57% have Medicaid
- 17% have private insurance
- 22% have a combination of the two

### % of children meeting health goals



## Student Services

January 2026 School Board Presentation

"Engaging All Learners to Achieve Success"



### Rule 17 Program Fall 2025

- Served a total of 10 students
  - 8 high school students
  - 2 middle school students
  
- 4 Students began their school year at Rule 17
  - 1 student dropped out
  - 1 student returned to CHS
  - 2 students will remain at Rule 17 for the entire year
  
- 11 courses were completed
  - 10 of these 11 courses were completed with an 80% or better
  
- 20 courses are in progress
  - Students currently have 80% or better in 18 of these 20 courses



**COLUMBUS PUBLIC SCHOOLS**  
ADMINISTRATION OFFICE

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TO: Columbus Public Schools Board of Education

FROM: Jason Schapmann, Director of Human Resources and Fiscal Support

DATE: January 12, 2026

Subject: Board Update

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**HR/Finance Updates:**

**Food Service Request For Proposal (RFP)**

The purpose for sending out a RFP for the Food Service Management Company is to ensure we provide the best opportunities for our students, food service program, and to stay fiscally stable.

The application process is set by the United States Department of Agriculture (USDA) and Nebraska Department of Education (NDE). The process requires the following documents to be completed:

- Exhibit A: Site Information
- Exhibit B: Menus
- Exhibit C: Food Service Financial Information
- Exhibit D: List of School Food Authority (SFA) Charts and Attachments
  - Chart 1A: Labor Work Sheet
  - Chart 1 B: Fringe Benefit Cost Work Sheet
  - Chart 2 A: SFA Specification Work Sheet on Average Daily Chart
  - Chart 2 B: Point of Service Reports
  - Chart 3: Prices for Student and Adult Meals
  - Chart 4: SFA's Charge Policy
  - Chart 5: Copies of Reimbursement Claims
  - Chart 6: USDA Foods Entitlement Allocations and Usage
  - Chart 7: School Calendar for Upcoming School Year
  - Chart 8: Designations of Program Expenses/Duties
  - Chart 9: Equipment by Feeding Site

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



**COLUMBUS PUBLIC SCHOOLS**  
ADMINISTRATION OFFICE

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**FSMC RFP Timeline**

- November 1: NDE releases RFP
- December 1: Deadline for SFAs considering for the next school year, to request the RFP Packet from NDE
- January 15: Deadline for SFAs to submit the completed RFP package to NDE
- March 1: Last date for RFP notification to be placed in the Omaha World Herald under legal notifications. The notification must also be sent to all FSMCs operating or expressing interest in operating in NE. A sixty (60) calendar day solicitation period is required from the date of the notification. NDE must approve the entire RFP package prior to SFA publishing the notification.
- May 15: Deadline for NDE to receive SFA/FSMC RFP/Contract for approval prior to execution.
- July 1: Start of new program year. Execution date of SFA/FSMC Contract.

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

2410 16th Street, Suite A, P.O. Box 947 | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

**ColumbusPublicSchools.org**



## COLUMBUS PUBLIC SCHOOLS

To: Board of Education  
Fr: Jason Schapmann  
Re: TERIP Applications for 25-26

The following certified staff members have properly submitted their request to be approved for the Temporary Early Retirement Incentive Program (TERIP) by the deadline of January 9, 2026. Each employee, if accepted, will also be simultaneously considered as submitting their resignation per retirement effective at the end of the 25-26 school year.

By policy, each person accepted waives their cash payment for unused sick days and in turn chooses to accept an annual payment each September in 2026, 2027, and 2028 for the amount of annual single health/dental insurance for retirees per the EHA policy cost.

- 2026-27 = \$12,858 (\$1,038.74 monthly health premium plus \$32.79 monthly dental premium, multiplied by 12)
- 2027-28 = \$13,758 (Prior year plus 7% increase)
- 2028-29 = \$14,721 (Prior year plus 7% increase)

Eric Edzards, Student Information Systems Specialist  
18 Years of Service at CPS

Teresa Hausmann, Director of Teaching and Learning  
25 Years of Service at CPS

Kerri Jones, Music Teacher, Centennial Elementary  
13 Years of Service at CPS

Paula Lawrence, Principal, West Park Elementary  
27 Years of Service at CPS

Angela Leifeld, Assistant Principal, High School  
17 Years of Service at CPS

Laura Magg, 5th Grade Math Teacher, Middle School  
35 Years of Service at CPS

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

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

**ColumbusPublicSchools.org**

## RESOLUTION

BE IT RESOLVED by Platte County School District No. 71-0001, a/k/a Columbus Public Schools, a Class III School District under the laws and statutes of the State of Nebraska, at this regular meeting of its Board of Education, (“CPS”), that the Final Plat for the new Hidden Meadows Addition, a plat and subdivision of and for property owned by CPS near the intersection of 38th Street and 3rd Avenue, Columbus, Nebraska, and legally described as West 1/2 of the Northwest 1/4 of Section 16, Township 17 North, Range 1 East of the 6th P.M., Platte County, Nebraska, such Final Plat in the form on file with official CPS records and as presented at this meeting or with such changes as are deemed necessary and in the best interest of CPS and approved by the Board President or Superintendent of Schools, should be and is hereby authorized and approved;

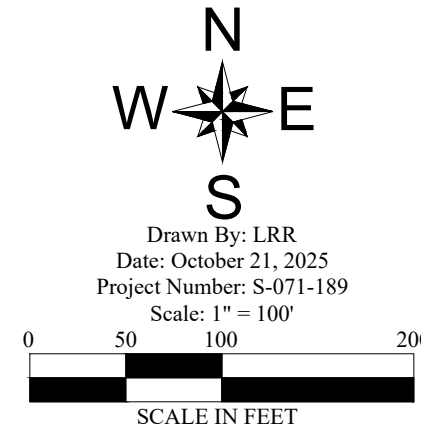
BE IT FURTHER RESOLVED that the Site Development Agreement by and between CPS and Cottonwood Heights, LLC, a Nebraska limited liability company, as a private developer (“Developer”), for the proposed design, installation, and construction of certain public infrastructure improvements adjacent to the Hidden Meadows Addition, at no or limited cost to CPS, such Site Development Agreement in the form on file with official CPS records and as presented at this meeting or with such changes as are deemed necessary and in the best interest of CPS and approved by the Board President or Superintendent of Schools, should be and is hereby authorized and approved;

BE IT FURTHER RESOLVED that the Hidden Meadows Addition Development Agreement by and between CPS, the City of Columbus, Nebraska, and potentially the Developer, for the proposed design, installation, and construction of certain public infrastructure improvements adjacent to the Hidden Meadows Addition, at no or limited cost to CPS, such Hidden Meadows Addition Development Agreement in the form on file with official CPS records and as presented at this meeting or with such changes as are deemed necessary and in the best interest of CPS and approved by the Board President or Superintendent of Schools, should be and is hereby authorized and approved;

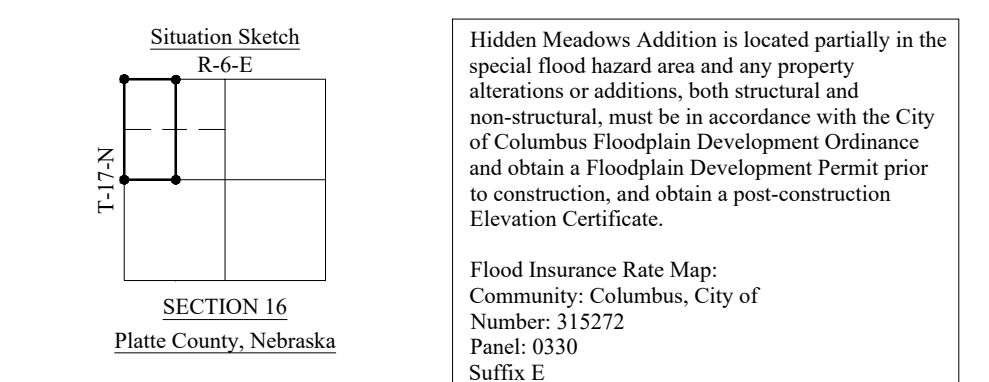
BE IT FURTHER RESOLVED that the President of the Board of Education, Superintendent of Schools, or a designee of either for and on behalf of CPS, should be and is hereby delegated the authority and is authorized and directed to sign, execute, and deliver such Final Plat, Site Development Agreement, and Hidden Meadows Addition Development Agreement (“Development Documents”) and any revisions or changes thereto, and any amendments thereto, any development plans, subdivision agreements, interlocal agreements, documents, or other agreements called for in such Development Documents for and on behalf of CPS, and is further hereby delegated the authority and is authorized and directed to execute and deliver any necessary plats, deeds, amendments, subdivision agreements, interlocal agreements, easements or other instruments under such Development Documents or necessary for the proper execution of such Development Documents, or necessary or prudent in the development of the described Hidden Meadows Addition real property, and is delegated the authority and is authorized and directed to retain any necessary professionals for assistance, to pay any development costs, design and construction costs, and all other costs and expenses, and to take or cause to be taken all other action necessary or appropriate to close the subdivision and platting transaction, and to develop the described Hidden Meadows Addition real property as outlined in the Development Documents

and pay all development, construction and design costs and expenses as provided therein according to such Development Documents or any approved changes thereto or those necessary to develop the Hidden Meadows Addition real property or in the best interest of CPS upon presentation of required plans, documents, or development proposals from the City or the Developer, and to take all other necessary action deemed in the best interest of CPS.

FINAL PLAT  
**HIDDEN MEADOWS ADDITION**  
 West 1/2 of the Northwest 1/4 of Section 16, T17N, R1E  
 of the 6th P.M., Platte County, Nebraska.



- LEGEND**
- Section Corner Found
  - Property Corner Found
  - △ Drill Hole Found
  - Property Corner Set (5/8" x 24" LB. w/Cap)
  - Calculated Point
  - M Measured Distance
  - C Calculated Distance
  - R Recorded Distance (JAM) James A. McMeekin, RLS #165, dated March 26, 1976. (TAX) Thomas A. Tremel, RLS #455, dated April 20, 2020.
- OWNER/DEVELOPER:**  
 Platte County School District No. 71-0001-000  
 2506 27th Street  
 Columbus, NE 68601
- ENGINEER:**  
 John A. Zwingsman, PE  
 Advanced Consulting Engineering Services, Inc.  
 133 W. Washington Street  
 West Point, NE 68788  
 Phone: 402-372-1923
- SURVEYOR:**  
 Terry L. Schulz, LS  
 Advanced Consulting Engineering Services, Inc.  
 133 W. Washington Street  
 West Point, NE 68788  
 Phone: 402-372-1923
- Zoning:**  
 Existing Zone: RR - Rural Residential



- FIELD NOTES**
- A) Northwest Corner, Section 16, T17N, R1E:**  
 Found Survey Marker Spike in Concrete.  
 36.13' WSW to "X"-Nails on Top of Brace Post.  
 43.72' WNW to Nail with NDOR Disc on Top of Gate Post.  
 50.25' NE to "X"-Nails in Power Pole.  
 33.00' East to Drill Hole in Concrete.  
 62.50' SE to "X"-Nails in Corner Fence Post.  
 62.16' SE to 5/8" Iron Bar with Cap LS #550.  
 46.44' SE to 5/8" Iron Bar with Cap LS #550.
- B) Northeast Corner, West 1/2, Northwest 1/4, Section 16, T17N, R1E:**  
 Found "A" Aluminum Cap LS #673.  
 31.82' North "X"-Nails on Top of Fence Post.  
 54.53' NE to "X"-Nails in Power Pole.  
 32.82' South to "X"-Nails in Corner Fence Post.  
 40.10' SW to "X"-Nails in Fence Post.
- C) West 1/4 Corner, Section 16, T17N, R1E:**  
 Found Survey Marker Spike in Concrete.  
 59.59' SSW to Top Center of Fire Hydrant.  
 33.20' WSW to Nail and Disc in Corner Fence Post.  
 42.21' NW to "X"-Nails in Top of Gate Post.  
 32.96' East to 5/8" Iron Bar.  
 34.08' East to Nail and Disc on North Side of Power Pole.  
 2' East to Centerline Joint North & South.  
 1' North to Centerline Joint East & West.
- D) Southeast Corner, West 1/2, Northwest 1/4, Section 16, T17N, R1E:**  
 Found 1" Iron Pipe as Recorded by James A. McMeekin, RLS #165.  
 0.30' South to Nail and Disc in Corner Fence Post.  
 8.69' West to Nail and Disc in Fence Post.  
 19.83' North to Nail and Disc in Fence Post.  
 8.91' East to Nail and Disc in Fence Post.

**LEGAL DESCRIPTION**  
 A tract of land located in the West 1/2 of the Northwest 1/4, Section 16, T17N, R1E of the 6th P.M., Platte County, Nebraska being more particularly described as follows:

Beginning at the Southwest Corner of the West 1/2 of the Northwest 1/4 of Section 16, T17N, R1E of the 6th P.M., Platte County, Nebraska; thence N 01°47'44" W on the West line of said West 1/2, 2652.93 feet to the Northwest Corner of said West 1/2; thence N 87°38'56" E on the North line of said West 1/2, 33.00 feet; thence S 01°47'44" E and parallel to the West line of said West 1/2, 1705.00 feet, thence N 87°38'56" E and parallel to the North line of said West 1/2, 20.00 feet; thence N 01°47'44" W and parallel to the West line of said West 1/2, 1705.00 feet to a point on the North line of said West 1/2; thence N 87°38'56" E on the North line of said West 1/2, 1277.64 feet to the Northeast Corner of said West 1/2; thence S 01°44'50" E on the East line of said West 1/2, 2663.66 feet to the Southeast Corner of said West 1/2; thence S 88°06'38" W on the South line of said West 1/2, 1328.32 feet to the Point of Beginning, containing 80.34 acres, more or less.

**SURVEYOR'S CERTIFICATE**  
 I, Terry L. Schulz, Nebraska Registered Land Surveyor No. 550, duly registered under the Land Surveyor's Regulation Act, do hereby state that I have performed a survey of the land depicted on the accompanying plat; that said plat is a true delineation of said survey performed personally or under my direct supervision; that said survey was made with reference to known and recorded monuments marked as shown, and to the best of my knowledge and belief is true, correct and in accordance with the Land Surveyor's Regulation Act in effect at the time of this survey.

Terry L. Schulz, State of Nebraska, LS #550      Date \_\_\_\_\_

**DEDICATION**  
 We, Platte County School District No. 71-0001-000 and Loup River Public Power District of Columbus, Nebraska, owners of the described property, HIDDEN MEADOWS ADDITION, hereby dedicate the streets, avenues, roads, and public grounds designated upon and referred to in this Plat to the use and benefit of the public and provide all easements shown on this Plat for drainage facilities, public utilities, signs and right-of-way. We hereby make said tract of land, as shown on the above Plat, a part of the City of Columbus, Platte County, Nebraska. Said tract of land shall hereinafter be known as HIDDEN MEADOWS ADDITION of part of the West 1/2 of the Northwest 1/4 of Section 16, T17N, R1E of the 6th P.M., Platte County, Nebraska.

Chester Kay, Superintendent      President  
 Platte County School District No. 71-0001-00      Loup River Public Power District of Columbus, Nebraska

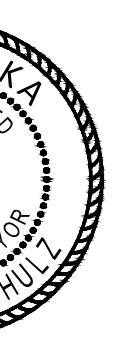
STATE OF NEBRASKA) ss  
 COUNTY OF PLATTE)

On this \_\_\_\_\_ day of \_\_\_\_\_, 2025, before me, the undersigned, a Notary Public, duly commissioned and qualified in and for said County and State, appeared Chester Kay, Superintendent of Platte County School District No. 71-0001-00, to be personally known to be the identical persons who executed the foregoing instrument and acknowledged the signing thereof to be their voluntary act and deed.

Witness my hand and official seal on the date last written.

My Commission expires: \_\_\_\_\_

Notary Public



STATE OF NEBRASKA) ss  
 COUNTY OF PLATTE)

On this \_\_\_\_\_ day of \_\_\_\_\_, 2025, before me, the undersigned, a Notary Public, duly commissioned and qualified in and for said County and State, appeared \_\_\_\_\_, President of Loup River Public Power District of Columbus, Nebraska, to be personally known to be the identical persons who executed the foregoing instrument and acknowledged the signing thereof to be their voluntary act and deed.

Witness my hand and official seal on the date last written.

My Commission expires: \_\_\_\_\_

Notary Public

**COLUMBUS, NEBRASKA SCHOOL BOARD**  
 This Final Plat of HIDDEN MEADOWS ADDITION to the City of Columbus, Nebraska is approved by the Columbus Public Schools on this \_\_\_\_\_ day of \_\_\_\_\_, 2025.

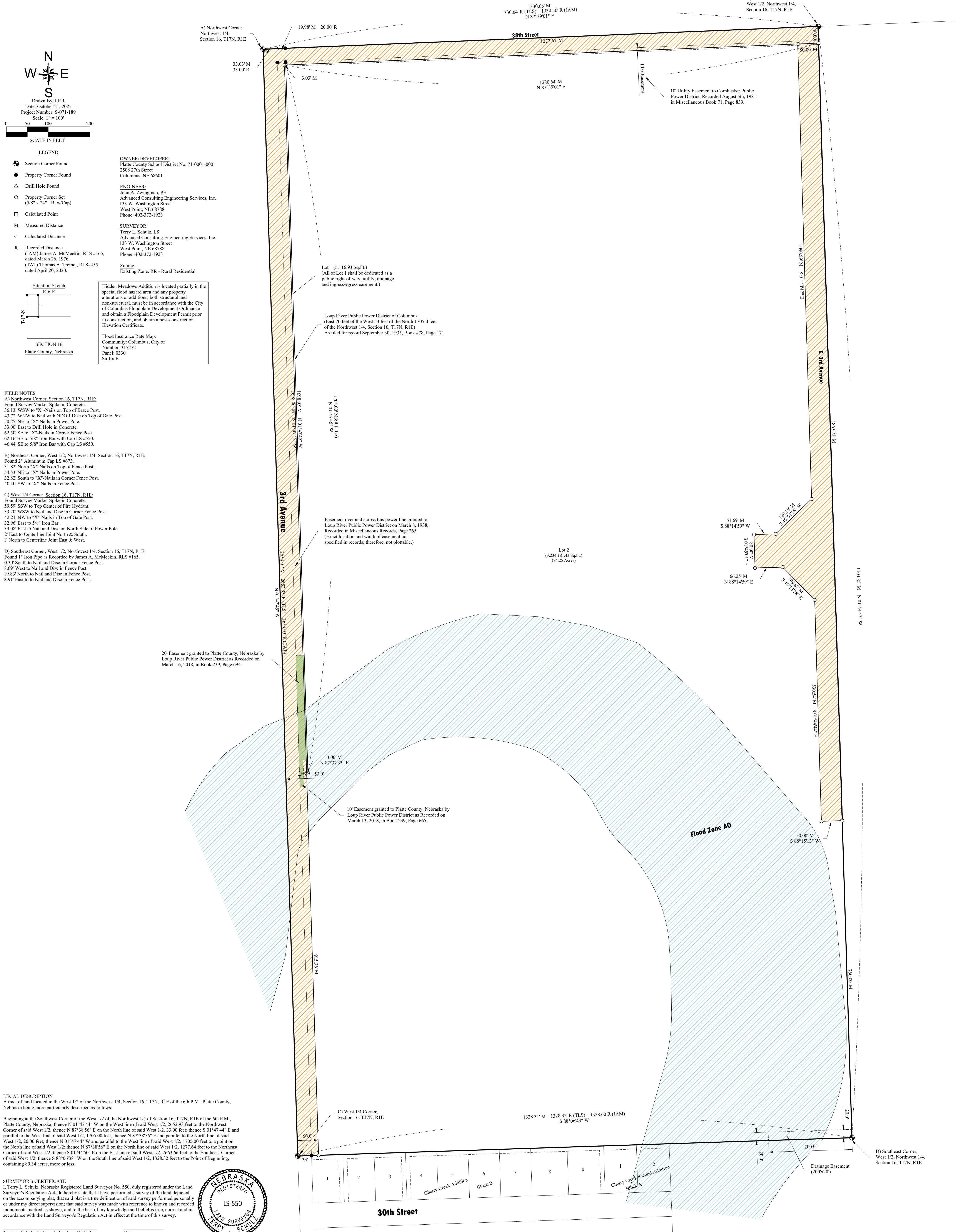
School Superintendent \_\_\_\_\_

**COLUMBUS, NEBRASKA PLANNING COMMISSION**  
 This Final Plat of HIDDEN MEADOWS ADDITION to the City of Columbus, Nebraska approved by the Planning Commission on this \_\_\_\_\_ day of \_\_\_\_\_, 2026.

Chairman \_\_\_\_\_

**COLUMBUS, NEBRASKA CITY COUNCIL**  
 This Final Plat of HIDDEN MEADOWS ADDITION to the City of Columbus, Nebraska approved by the Council on this \_\_\_\_\_ day of \_\_\_\_\_, 2026.

Mayor \_\_\_\_\_      City Clerk \_\_\_\_\_



**Please return to:**

Chip Kay, Superintendent  
Columbus Public Schools  
PO Box 947  
Columbus, NE 68602  
kayc@discoverers.org

**HIDDEN MEADOWS ADDITION  
DEVELOPMENT AGREEMENT**

THIS AGREEMENT, made and entered on \_\_\_\_ day of \_\_\_\_\_, 2025, by and between Columbus Public Schools, (hereinafter referred to as "Subdivider") and the CITY OF COLUMBUS, a Municipal Corporation in the State of Nebraska (hereinafter referred to as "City")

WITNESSETH

WHEREAS, Subdivider is the owner of the land included within the proposed plat attached hereto as Exhibit "A", commonly known as Hidden Meadows Addition to the City of Columbus, Platte County, Nebraska, (hereinafter referred to as the "Area to be Developed") within the City's zoning and platting jurisdiction; and,

WHEREAS, the CITY requires public improvements in the Area to be Developed; and,

WHEREAS, the Subdivider wishes to connect the system of sanitary sewers, water, and storm sewers to be constructed within, the Area to be Developed, to the sanitary sewer, water, and storm sewer system of the City.

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

For the purpose of this Development Agreement, the following words and phrases shall have the following meanings:

The "cost" or "entire cost" of a type of improvement shall be deemed to include all construction costs, engineering fees, attorneys' fees, testing expenses, publication costs; financing costs and miscellaneous costs.

“Property benefited” shall mean property within the Area to be Developed (Exhibit “A”), which will comprise 80.34 acres of property.

“Street intersections” shall be construed to mean the areas shown in the city policy for the same adopted by Resolution R96-78, which by this reference is made a part hereof.

## SECTION I

Subdivider and City covenant that the following public improvements shall be installed and provided by Subdivider as set forth herein, at Subdivider's expense, subject to the exceptions and clarifications detailed herein: ***This is something you'll want your attorney to review. This is saying CPS will pay for all improvements within the rights-of-way we're creating with this subdivision plat. I believe CPS intends to spend nothing on this and it will be Cottonwood LLC's responsibility, so this needs to be worded accordingly. Remember: SUBDIVIDER= CPS.***

A. The Subdivider shall install water, sanitary and storm sewer systems and street improvements, including sidewalks and trails in accordance with City standards. The Subdivider shall be responsible for the design, financing and construction of said public infrastructure improvements as detailed herein.

B. Concrete paving of internal streets, dedicated per plat (Exhibit "A"), all of said paving to be thirty-three (33) feet in width and six (6) inches thick, and shall be constructed according to City standards. The entire cost of paving and storm sewer system improvements except for intersections shall be paid by the Subdivider, with exception of intersection pavement and pavement in excess of thirty-three (33) feet in width and six (6) inches in thickness. In such case, the oversized cost shall be paid for by the City, subject to final approval of plans and specifications by the City.

C. The sanitary sewer system, including, but not limited to: mains, manholes and related appurtenances shall be constructed according to City standards within dedicated street right-of-way and easement areas, per plat (Exhibit "A"), the same to be located on a sanitary sewer plan prepared by a Nebraska Licensed Civil Engineer. The entire cost of sanitary sewer system improvements shall be paid by the Subdivider, with exception of sanitary sewer mains located in a dedicated right-of-way or easement area that are greater than eight (8) inches. In such case, the cost over 8-inches shall be paid for by the City subject to the final approval of the plans and specifications by the City.

D. The storm water sewer system, including, but not limited to: mains, inlets, manholes, and related appurtenances shall be constructed according to City standards within dedicated street right-of-way and easement areas, per plat (Exhibit "A") to be located on storm water system plan prepared by a Nebraska Licensed Civil Engineer. The Subdivider shall be responsible for the design, financing and construction of said storm sewer system improvements. The entire cost of storm sewer system improvements shall be paid by the Subdivider, with exception of storm sewer mains in a dedicated right-of-way or easement area that are greater than 12-inches. In such case, the cost over 12-inches shall be paid for by the City subject to the final approval of plans and specifications by the City.

E. The water distribution system, including, but not limited to: mains, hydrants and valves shall be constructed according to City standards within a dedicated right-of-way and easement areas per plat (Exhibit "A") on a water plan prepared by a Nebraska Licensed Civil Engineer. The Subdivider shall be responsible for the design, financing and construction of said water distribution improvements. The entire cost of the water distribution system and improvements shall be paid by the Subdivider, with exception of water mains located in a dedicated right-of-way or easement area that are greater than six (6)

inches. In such case, the cost over 6-inches shall be paid for by the City subject to the final approval of plans and specifications by the City.

F. Natural gas distribution mains, if any, shall be located within a dedicated street right-of-way or easement areas dedicated per plat (Exhibit "A"), which Subdivider shall arrange to be installed by the local gas franchisee. Any additional cost participation required by the local gas franchisee for the installation of gas mains, if any, shall be borne by the Subdivider.

G. Subdivider shall arrange for underground electrical service to each buildable lot within the Area to be Developed to be provided by Loup Power District at no cost to the City. If any relocation or adjusting of existing electrical mains are required, the costs shall be borne by the Subdivider.

H. Subdivider shall arrange for street lighting for public streets dedicated per plat (Exhibit "A") to be provided by Loup Power District at Subdivider's cost and at no cost to the City.

I. Subdivider shall install the concrete sidewalk four feet wide and four inches thick in accordance with the American's with Disability Act and per City Code on each lot within the Area to be Developed or shall contract with the builder to construct the same at the time each lot is developed. If Subdivider fails to do so, the lot owner along with the Subdivider shall be responsible for installing the sidewalk. If any lot remains a common area lot or is located adjacent to a designated arterial or collector, Subdivider shall install the sidewalk for said lot(s) as part of the initial construction.

J. Grading for the Area to be Developed shall be completed by the Subdivider at Subdivider's expense pursuant to the drainage and grading plan elevations to be provided by Advanced Consulting Engineering Services, Inc. at the time the Subdivider has a plan for the Area to be Developed and submitted with the future subdivision plat. Post construction storm water management systems shall be installed, maintained, and fully functional in accordance with the City of Columbus Code of Ordinances, Chapter 53, at Subdivider's expense. Subdivider agrees to obtain a Nebraska Department of Environmental Quality, National Pollutant Discharge Elimination System, Construction Storm Water Notice of Intent (NOI), including the Storm Water Pollution Prevention Plan (SWPPP), prior to disturbing more than one acre. The Subdivider shall provide a copy of the NOI and SWPPP, name and contact information of the certified person/firm providing the inspections to the City as part of the City's Municipal Storm Sewer Separation System requirements. If less than one acre is disturbed, the Subdivider shall complete a small lot NOI SWPPP. ***None of this will be completed until the school has and implements a plan for their development.***

K. Subdivider shall provide copies of all required Federal and State permits to City prior to work on or in those respective areas.

L. Subdivider agrees to pay all costs necessary to extend sanitary sewer system, water system and storm sewer that will service the property.

M. Subdivider agrees to complete and submit to the City a Floodplain Development Permit prior to any disturbance or work within the FEMA designated floodplain.

## SECTION II

Subdivider and City covenant and agree that the Subdivider will abide by and incorporate into all of its construction contracts the provisions required by the regulations of the City pertaining to construction of public improvements, and testing procedures therefor, except as otherwise provided in this Development Agreement.

### SECTION III

A. Subject to the conditions and provisions hereinafter specified, the City hereby grants permission to the Subdivider to connect its sewer system to the sewer system of the City in such manner and at such place or places designated on plans submitted by the Subdivider's engineer and approved by the City.

B. Without prior written approval by the City, the Subdivider shall not permit any sewer lines or sewers outside the present boundaries of the Area to be Developed to connect to the sewer or sewer lines of the Area to be Developed, any sewers of the City, any outfall sewer of the City, or any sewage treatment plant of the City. The City shall have exclusive control over connections to its sewers whether inside or outside the boundaries of the Area to be Developed.

C. At all times, all sewage from and through said Area to be Developed into the City sewer system shall be in conformity with the ordinances, regulations, and conditions applicable to sewers and sewage within the City as now existing and as from time to time may be amended.

D. Before any connection from any premises to the sewer system of the Area to be Developed may be made, a permit shall be obtained for said premises, and its connection from the City, it being expressly understood that the City reserves the right to collect all connection charges and fees as required by city ordinances or rules now or hereafter in force; all such connections shall comply with minimum standards prescribed by the City.

E. Notwithstanding any other provisions of this Development Agreement, City retains the right to disconnect the sewer of any industry, or other sewer user within the Area to be Developed, which is discharging into the sewer system in violation of any applicable ordinance, statute, rule or regulations.

### SECTION IV

All buildings built in the Area to be Developed, shall be constructed in compliance with the most recent City of Columbus Building Requirements at the time of application for the building permits, to the extent possible.

### SECTION V

Installation of entrance signs or related fixtures and any median landscaping and related fixtures, if any, shall be paid by the Subdivider. Plans for such proposed improvements that are to be located in public right-of-way and a proposed maintenance agreement for the improvements must be submitted to the City for review and approval prior to the installation of improvements.

No separate administrative entity or joint venture, among the parties, is deemed created by virtue of the Development Agreement.

The administration of this Development Agreement shall be through the offices of the undersigned officers for their respective entities.

This Development Agreement shall be binding upon parties, their respective successors and assigns.

This Development Agreement replaces and declares void any prior agreements or resolutions regarding the development of the Area to be Developed

This Development Agreement shall be recorded at the Platte County Register of Deeds office, at the Subdivider's expense, within 30 days of final plat approval.

SECTION VI

The Subdivider shall install all public improvements within a time period of two (2) years after the signing of this Development Agreement, except that sidewalks directly in front of houses (if residential) or businesses (if commercial) shall be constructed before the Occupancy Certificate is issued or within four (4) years after the signing of this Development Agreement, whichever comes first. An extension of this time period may be requested by the Subdivider and if said request receives a favorable recommendation of Planning Commission and approval by the City Council the deadline will be extended pursuant to the new deadline set by the City Council.

SECTION VII

This Agreement shall run with the land and shall be binding upon and insure to the benefit of all parties hereto, their successors and assigns, including all future lot owners of the Area to be Developed.

IN WITNESS WHEREOF, we the executing parties, by ourselves or our respective duly authorized agents, hereby enter into this Development Agreement:

ATTEST:

CITY OF COLUMBUS

\_\_\_\_\_  
CITY CLERK

\_\_\_\_\_  
MAYOR Date

APPROVED AS TO FORM

\_\_\_\_\_  
CITY ATTORNEY



**SITE DEVELOPMENT AGREEMENT  
(HIDDEN MEADOWS SUBDIVISION)**

This SITE DEVELOPMENT AGREEMENT (this “Agreement”) is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2026, (“Effective Date”) by and between Platte County School District 71-0001, a/k/a Columbus Public Schools, a public school district and political subdivision under the laws of the State of Nebraska (“School”), and Cottonwood Heights, LLC, a Nebraska limited liability company (“Developer”).

**RECITALS**

1. The Developer is the owner of approximately 75.6 acres of real estate located in the east half of the northwest quarter of Section 16, Township 17 North, Range 1 East of the 6th P.M., Platte County, Nebraska, legally described as Heartland Crossing Addition and more particularly described and shown on Exhibit A of this Agreement (the “Developer Property”).

2. The School is the owner of approximately 80 acres of real estate located in the west half of the northwest quarter of Section 16, Township 17 North, Range 1 East of the 6th P.M., Platte County, Nebraska, to be legally described as Hidden Meadows Additon and more particularly described and shown on Exhibit B of this Agreement (the “School Property”).

3. The Developer desires to subdivide, plat and develop the Developer Property into commercial and single family and/or multi-family housing lots.

4. As part of the City of Columbus, Nebraska, (“City”) annexation, subdivision and platting process of the Developer Property, the City will require the design, installation, construction and payment of certain public infrastructure improvements along the boundary between the Developer Property and the School Property, generally consisting of new East 3rd Avenue and a roundabout at East 34th Street, along with other public infrastructure and utilities, all pursuant to separate Development Agreements between the City and the Developer and between the City and the School, incorporated herein by this reference (collectively “City Development Agreements”).

5. The School is amenable to the design, installation, and construction of the public infrastructure improvements on the eastern boundary of the School Property, provided that all costs associated with such public infrastructure improvements be at no cost or expense to the School and solely the responsibility of the Developer or others.

6. The Developer agrees that it will design, install and construction all required public infrastructure improvements along the boundary between the Developer Property and the School Property at the Developer’s sole cost and expense and at no cost to the School, on terms and conditions contained herein.

**AGREEMENT**

NOW THEREFORE, in consideration of the premises and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Platting and Subdivision Documents. The Developer, at the Developer's cost and expense, shall cause a plat (preliminary and final) of the Developer Property to be developed. Hazard Engineering, LLC, 567 W. 15th Street, Suite 101, Wahoo, Nebraska, as the civil engineering for platting of the Developer Property. The School, at the School's cost and expense, shall cause a plat (preliminary and final) of the School Property to be developed. The School has engaged Advanced Consulting Engineering Services, Inc., 133 W. Washington Street, West Point, Nebraska, as the surveyor and civil engineering for plating.

2. Public Infrastructure Construction Documents. The Developer has engaged Hazard Engineering, LLC, 567 W. 15th Street, Suite 101, Wahoo, Nebraska, as the civil engineer for the public infrastructure project (the "Project Engineer"). The Project Engineer has prepared or will prepare final plans and specifications for the Public Infrastructure Work, which are more particularly identified and described in the separate City Development Agreements with the City (collectively the "Public Infrastructure Construction Documents"). The Public Infrastructure Construction Documents were or will be prepared in conformance with the concepts and specifications set forth in the preliminary and final plats for both the Developer Property and the School Property. To the extent the Public Infrastructure Construction Documents are not fully prepared and approved, the School and the Developer will continue to use good faith efforts to agree upon the same, such agreement not to be unreasonably withheld, conditioned or delayed and, in any event, materially consistent with the concepts and specifications as the parties otherwise mutually agree. In addition to other duties and responsibilities, the Project Engineer shall be responsible for the design and construction observation of the Public Infrastructure Work and shall: (a) make necessary periodic observations of the Public Infrastructure Work such that the Project Engineer will be ready, willing and able to complete and execute the Certificate of Substantial Completion (as defined below) when required as provided below; and (b) ensure that the Public Infrastructure Construction Documents comply with all applicable laws and the requirements of all governmental agencies and other entities having or exercising jurisdiction over construction activities occurring on or about the Developer Property and the School Property. The Developer shall timely apply for and procure all necessary permits and other approvals for the Public Infrastructure Work and pay any and all fees and escrows associated with the Public Infrastructure Work and the School shall, at no additional cost to the School, reasonably cooperate in such efforts, which cooperation will include, without limitation, signing any permit applications.

3. Public Infrastructure Work. The term "Public Infrastructure Work" means collectively, all public infrastructure site work and improvements as shown on the Public Infrastructure Construction Documents, including, without limitation those specific items mutually agreeable to the parties, all to be performed by the Developer on the Developer Property and the School Property, and including without limitation, (a) all on-site work necessary or required to perform and complete the same, including streets, sidewalks, trails, traffic signals, median cuts, utilities, sewers, sanitary sewer lift stations, street trees, street lights, and other City requirements; (b) all permits, variances, approvals and entitlements that may be necessary or required by governmental authorities or third parties to construct the same; and (c) obtaining the

final inspections and approvals of all of the Public Infrastructure Work described above, from all appropriate governmental authorities, utility companies or third parties, and obtaining from the Project Engineer a certificate of substantial completion which provides that the Public Infrastructure Work is substantially complete according to the Public Infrastructure Construction Documents and the terms of the City Development Agreements and this Agreement as of the applicable work schedule. The Developer shall cause the Public Infrastructure Work to be completed in a good and workmanlike manner, in compliance with all laws and in accordance with the separate City Development Agreements, the Public Infrastructure Construction Documents and the other requirements of this Agreement, subject to the terms of Section 8 below concerning permitted delays. Except as otherwise provided herein, the parties understand and agree that the Developer is solely responsible, at its own cost and expense and without reimbursement or cost share from the School, for all Public Infrastructure Work, including without limitation, all construction, fine grading, paving, sidewalks, lighting, utility hook-ups, building permits, governmental inspections or approvals, buildings, signage, or other site improvements or enhancements along with any related costs and expenses required to construct, operate, maintain, repair or replace improvements located within the boundaries of the School Property and the Developer Property.

4. Construction/Installation of the Public Infrastructure Work.

(a) The Developer shall bid and award the Public Infrastructure Work to the lowest responsible bidder, according to Nebraska law and requirements of the City municipal code and the School policy, who will be the general contractor for the Public Infrastructure Work (“Contractor”).

(b) The School and Developer have agreed or shall agree on a construction schedule for certain critical phases of the Public Infrastructure Work including a commencement date and completion date for each such phase. Except as provided herein, no changes shall be made to the agreed-upon construction schedule without the prior approval of both the School and the Developer.

(c) The Developer shall have the right to make changes to the Public Infrastructure Construction Documents relating to the School Property: (i) as necessary to comply with requirements of law, but if alternative changes are possible to effectuate such compliance the Developer shall first discuss such alternatives with the School and obtain the School’s written consent to the alternative to be employed (which consent shall not be unreasonably withheld, if applicable); (ii) with the School’s written consent (which shall not be unreasonably withheld), as necessary to conform to prudent construction practices; and (iii) provided such change does not have a material adverse effect on the use or operation of the School Property, or materially delay completion.

(d) The Developer shall have, or shall cause Contractor to have, an on-site representative throughout the construction of the Public Infrastructure Work and such person (or any successor thereof) shall be designated in writing to the School by the Developer.

(e) The Developer shall cause the Project Engineer, Contractor and all subcontractor(s) to maintain the Public Infrastructure Work in a good and safe condition until the Project Engineer issues the Certificate of Substantial Completion for the final phase as provided in Section 3. If, after all Public Infrastructure Work has been completed and the Certificate of Substantial Completion has been issued, it is determined there are any defects existing in the Public Infrastructure Work on the School Property, the Developer, at its cost and expense, shall pursue any claim(s) for breach of warranty or otherwise.

(f) The Developer shall be responsible for all permit fees and other fees applicable to the Public Infrastructure Work and shall be entitled to any and all credits or reductions from subsidies contributed by the City with respect thereto. The Developer shall be responsible for all construction, signage, sidewalks, lighting, landscape, and for water/wastewater utility impact fees, arterial street impact fees and building permit fees or any other fees, costs, or expenses for improvements, work, permits, inspections and governmental approvals incurred or required to construct, operate, maintain and repair the intended improvements located within the boundaries of the School Property.

(g) The School hereby grants to the Developer and its contractor(s) a non-exclusive temporary construction easement (the "Temporary Construction Easement") over, through, under and across those portions of the School Property reasonably necessary for the purposes of performing the Public Infrastructure Work and otherwise fulfilling its obligations under this Agreement. All activities performed by the Developer or on behalf of the Developer pursuant to the Temporary Construction Easement shall be conducted in accordance with all applicable laws and in a good and workmanlike manner. In addition to Section 4(e) above, the Developer and its contractors shall use commercially reasonable efforts to ensure that use of the Temporary Construction Easement does not unreasonably interfere with or interrupt any activities of the School on the School Property. The term of the Temporary Construction Easement shall commence on the date of this Agreement and shall automatically terminate, without any further action by the School or the Developer, upon issuance of the Certificate of Substantial Completion for the final phase of the Public Infrastructure Work by the Project Engineer pursuant to this Agreement. Upon the expiration of the term of the Temporary Construction Easement, all rights of the Developer and its contractor(s) in the Temporary Construction Easement shall cease and terminate and the School Property shall be deemed released of all burdens and covenants created under this Agreement with regard to the Temporary Construction Easement.

(h) The Developer shall be solely responsible, and without contribution from the School, for (i) cleaning up any dirt, mud or debris deposited on the School Property resulting from construction access over the School Property during the period of any construction activities on the School Property related to the Public Infrastructure Work; and (ii) Change Order costs and expenses and any damage to or destruction of the School Property caused by the Developer or its employees, agents or contractors during the period of any construction activities related to the Public Infrastructure Work.

5. Payment of Public Infrastructure Costs.

(a) “Public Infrastructure Costs” shall mean the aggregate cost of: (i) performing the Public Infrastructure Work, (ii) any permit fees and escrow deposits applicable to the Public Infrastructure Work, payment and performance bonds and insurance premiums relating thereto, (iii) preparing the Public Infrastructure Construction Documents, (iv) periodic on-site observations required to be made by the Project Engineer or other special consultants in order to certify substantial completion of the Public Infrastructure Work, (v) any cost to maintain the Public Infrastructure Work during the course of construction thereof; and (vi) the Developer’s on-site representative for the management and oversight of the Public Infrastructure Work.

(b) The Developer shall pay or cause to be paid all Public Infrastructure Costs when and as the same become due. The Developer shall indemnify, defend and hold harmless the School, and shall keep the School Property clear, of and from all construction liens and claims of liens, and all other liabilities, liens, claims and demands on account of the Public Infrastructure Work. If any such lien, at any time, is filed against the School Property, or any part of the School Property, the Developer shall cause such lien to be bonded over or released within 30 days after the filing of such lien. Nothing contained in this Agreement will be deemed the consent or agreement of the School to subject the School’s interest in the School Property to liability under any construction lien or other lien law. The Developer’s obligations under this Section 5 shall survive the expiration or earlier termination of this Agreement.

(c) If the Developer (i) fails to cause any phase of the Public Infrastructure Work to be completed in accordance with the final approved Public Infrastructure Construction Documents and the other requirements of the separate City Development Agreements or this Agreement on or before an applicable date in the agreed-upon construction schedule, subject to the terms of Section 8 below concerning permitted delays, or (ii) fails to pay the Public Infrastructure Costs when due pursuant to the foregoing provisions of this Section 5, and such failure is not cured within 20 business days after the Developer receives written notice of such failure from the School, then, in any such event, such failure by the Developer shall constitute an “Event of Default.” If an Event of Default by the Developer occurs, the School shall have the right (but not the obligation) to pursue any remedy at law or in equity for any such Event of Default.

(d) The Developer will cause all contractors to provide payment and performance bonds in the amount of the contracts pursuant to Nebraska Revised Statute § 52-118, which shall be included in the Public Infrastructure Costs. The Developer represents and warrants to the School that the Developer has sufficient lawful funds to and will complete the Public Infrastructure Work and pay the Public Infrastructure Costs.

6. Indemnity. Except to the extent caused by the gross negligence or willful misconduct of the School, the Developer shall indemnify, defend and hold harmless the School, and board of education, administrators, employees, agents and representatives, from and against all claims, demands, or damages to third parties, including any actions or proceedings brought thereon, including property damage and/or personal injury, and all costs, expenses and liabilities of any kind relating thereto, including reasonable attorneys’ fees and cost of suit, arising out of or resulting from any construction activity performed in, on or around the School Property or the

Developer Property by the Developer or any party or entity claiming by, through or under the Developer.

7. Insurance. The Developer shall purchase from and maintain in a company or companies lawfully authorized to do business in Nebraska such insurance as will protect the Developer from claims which may arise out of or result from the Public Infrastructure Work for which the Developer may be legally liable. The insurance required by this Section shall be written for not less than limits of liability specified herein or as required by law, whichever coverage is greater. Coverages shall be written on an occurrence basis and shall be maintained without interruption during the period of the Public Infrastructure Work. The School shall be an additional named insured on such policies. Certificates of insurance shall be available for inspection by the School prior to commencement of the Public Infrastructure Work. The Developer shall give written notice to the School at least thirty (30) days prior to the cancellation or expiration of any insurance policy required by this Section. If any of the foregoing insurance coverages are required to remain in force after completion of the Public Infrastructure Work and are reasonably available, an additional certificate evidencing continuation of such coverage shall be available for inspection by the School.

Unless otherwise modified by a separate written agreement, the Developer shall maintain the following levels of insurance coverage:

- (a) Workers' Compensation: Nebraska statutory limits.
- (b) Employer's Liability: The minimum annual limits per insured shall be as follows: (i) \$500,000 bodily injury by accident; (ii) \$500,000 policy limit for bodily injury by disease; and (iii) \$500,000 bodily injury by disease per each employee.
- (c) Automobile Liability: Combined single limit of \$1,000,000 per occurrence.
- (d) Commercial General Liability: For commercial general liability insurance, the minimum annual limits of liability shall be as follows: (i) \$2,000,000 general aggregate; (ii) \$2,000,000 products/completed operations aggregate; (iii) \$1,000,000 personal/advertising injury aggregate; and (iv) \$1,000,000 each occurrence limit.
- (e) Excess Liability: For excess liability insurance, the minimum coverage shall be as follows: (i) \$5,000,000 per each occurrence; and (ii) \$5,000,000 annual aggregate.

Property insurance shall be on an "all-risk" policy form and shall insure against the perils of fire and extended coverage and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, collapse, falsework, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for architect's/engineer's services and expenses required as a result of such insured loss. The level of insurance for property insurance / builder's risk insurance maintained during the construction of the Public Infrastructure Work shall be in the amount of 100% of the initial cost of the Public Infrastructure Work as well as subsequent modifications thereto on a replacement cost basis without voluntary deductibles. Such property insurance shall be maintained during the entire construction period.

8. Permitted Delays. Each party shall use due diligence to perform and take all reasonable measures to perform its obligations under this Agreement. If a Force Majeure Event (as defined below) delays a party's ability to perform its obligations under this Agreement, such delayed party may extend the applicable completion deadline or construction schedule by the number of days of delay caused by such Force Majeure Event, or by the number of days the parties agree are reasonable, by providing written notice of such Force Majeure Event to the other party promptly after the delayed party becomes aware of the effect of its occurrence and no later than thirty (30) business days following the end of such Force Majeure Event or promptly upon determining the impact of such event, which notice shall include reasonable evidence or details sufficient to permit the other party to confirm the occurrence and duration of such Force Majeure Event. A "Force Majeure Event" is a cause for delay in a party's ability to have its respective work obligations under this Agreement performed that is beyond the reasonable control of such party or its contractors (but that is not specific to disputes or problems with such party's contractor(s) or supplier(s)), including, without limitation, a local, regional or national labor strike, a local, regional or national shortage of building materials, a natural catastrophe such as a tornado, fire, earthquake or flood, or weather conditions; provided, however, that in no event will lack of financing or a party's inability to fund construction costs constitute basis of such party to claim a Force Majeure Event.

9. Third Party Reports. The Developer shall promptly provide the School with all third party reports prepared in connection with the performance of the Site Development and Improvement Work, and will cause the preparer thereof to certify any of such third party reports relating to the School Property to the School.

10. Notice. Any notice required or permitted to be sent pursuant to this Agreement shall be in writing and shall be deemed received (a) within the same business day when personally delivered; (b) within the same business day when sent by confirmed other electronic delivery (e.g. email); (c) three days after having been deposited in a U.S. Postal Service depository and sent by certified mail, return receipt requested, with all required postage prepaid, and addressed; or (d) the next business day after deposit with Federal Express or a similar overnight courier service, with delivery charges for morning delivery on the next Business Day prepaid. Either party may change its address or other listed information below for notices by written notice to the other party in accordance with this Section:

To School:  
Columbus Public Schools  
2410 16th Street, Suite A  
Columbus, Nebraska 68601  
ATTN: Chip Kay, Superintendent of Schools  
Telephone: (402) 536-7000  
Email: [kayc@discoverers.org](mailto:kayc@discoverers.org)

If to Developer:  
Cottonwood Heights, LLC  
9375 Burt Street, Suite 100  
Omaha, NE 68114  
ATTN:  
Telephone:  
Email:

With a copy to:  
Perry, Guthery, Haase, and Gessford  
233 South 13th Street, Suite 1400  
Lincoln, Nebraska 68508  
ATTN: Derek A. Aldridge

With a copy to:  
Orr Law Group  
9375 Burt Street, Suite 200  
Omaha, NE 68114  
ATTN: Christopher M. Bikus

Telephone: (402) 476-9088  
Email: dalldridge@perrylawfirm.com

Telephone:  
Email: chris@orrlawgrp.com

Upon at least five (5) days' prior written notice, each party shall have the right to change its address to any other address within the United States of America. Informal communications made between the School and the Developer during the completion of construction activities performed under this Agreement may be made by their respective project managers as designated from time to time; however, the same shall not qualify as written notice.

11. Relationship of Parties. Nothing contained in this Agreement shall be deemed or construed, either by the parties hereto or by any third party, to create the relationship of principal and agent or to create any partnership, joint venture or other association between Developer and School.

12. Successors and Assigns. This Agreement and the benefits and obligations hereunder shall inure to the parties and their respective permitted successors and assigns. The School shall have the right to assign its rights and obligations under this Agreement to any successor in title to the School Property who agrees in writing to be bound by the obligations of the School under this Agreement. The Developer shall have the right to assign its rights and obligations under this Agreement to any successor in title to the Developer Property who agrees in writing to be bound by the obligations of the Developer under this Agreement.

13. Exhibits Incorporated. Each exhibit attached to and referred to in this Agreement is hereby incorporated by reference as though set forth in full where referred to herein.

14. City Development Agreements. The City Development Agreements are hereby incorporated by reference as though set forth in full where referred to herein.

15. Counterparts; Electronic Signatures. This Agreement may be signed in counterparts and all of which, when taken together, shall constitute one instrument. The parties hereto agree that a signature transmitted by electronic delivery shall be effective as an original signature for the purposes of executing this Agreement.

16. Applicable Law. This Agreement should be governed by and construed in accordance with the laws of the State of Nebraska without reference to its conflict of laws principles.

17. Entire Agreement. This Agreement contains the complete and entire agreement between the parties respecting negotiations, agreements, representations and understandings, if any, between the parties respecting such matters, and neither party makes any warranties, express or implied, except those set forth in this Agreement.

18. No Third Party Beneficiaries. This Agreement does not create, and shall not be construed as creating, any rights enforceable by any person not a party to this Agreement.

19. Modifications; Waiver. This Agreement may not be modified or discharged in any respect, except by a further agreement in writing duly executed by the School and the Developer or their successors and assigns. However, any consent, waiver, approval or authorization will be

effective if signed by the party granting or making such consent, waiver, approval or authorization. No waiver shall be deemed a continuing waiver with respect to any breach or default, whether of similar or different nature, unless expressly stated in writing.

20. Severability. The invalidation or unenforceability in any particular circumstances of any of the provisions of this Agreement will in no way affect any of the other provisions hereof, which will remain in full force and effect.

21. Construction. The language used in this Agreement will be deemed to be the language chosen by the parties hereto to express their mutual intent, and no rule of strict construction will be applied against any party hereto. This Agreement shall be given a reasonable construction so that the intention of the parties can be carried out. The parties hereby acknowledge and agree that they have been represented by counsel in the negotiation of this Agreement, and, accordingly, this Agreement shall be deemed to have been prepared jointly by the parties and shall not be construed against any party as the drafter hereof.

22. Further Assurances. Each party agrees that it will, without further consideration, execute and deliver such other documents and take such actions, whether before or after completion of the Public Infrastructure Work, as may be reasonably requested by the other party to this Agreement so as to consummate more effectively the purposes or subject matter of this Agreement or to evidence the full and final performance of this Agreement.

[Remainder of page intentionally blank]

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed effective as of the day and year first above written.

**“School”**

**Platte County School District 71-0001, a/k/a Columbus Public Schools**, a public school district and political subdivision existing under the laws of the State of Nebraska

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

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

**“Developer”**

**Cottonwood Heights, LLC**, a Nebraska limited liability company

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

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

**EXHIBIT A**  
**Legal Description of the Developer Property**

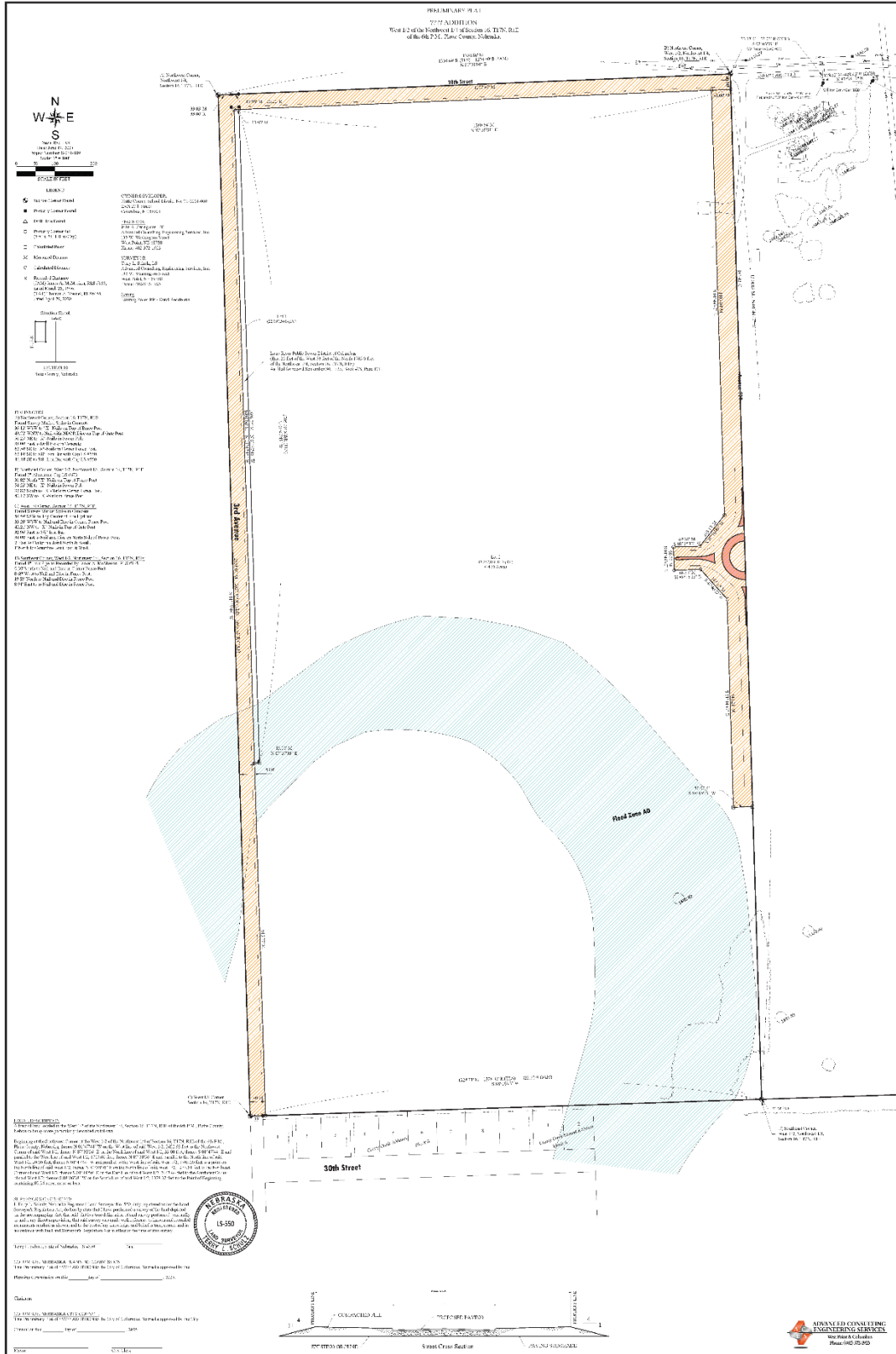
**EXHIBIT A**  
**Developer Property Diagram**

**EXHIBIT B**

**Legal Description of the School Property**

Hidden Meadows Addition, Columbus, Platte County, Nebraska, generally consisting of the west half of the northwest quarter of Section 16, Township 17 North, Range 1 East of the 6th P.M., Platte County, Nebraska.

# EXHIBIT B School Property Diagram





# COLUMBUS PUBLIC SCHOOLS FOUNDATION

2410 16th Street, Suite A, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

## Board of Directors

Bob Markham  
President

Bob Irby  
Vice President

Amy Blaser  
Secretary/Treasurer

Steve Anderson

Ralph Castner

Brian Christensen

Morgan Kapels

Paige Norton

Karina Perez

Juli Thelen

Candy Becher  
Ex-officio

Doug Molczyk  
Ex-officio

Dr. Chip Kay  
Ex-officio

Nicole Anderson  
Executive Director

January 9, 2026

Mike Jeffryes  
Board of Education  
Columbus Public Schools

Re: Columbus Public School Foundation Board Member Approval

Dear President Jeffryes and Members of the Board:

The Foundation board of directors, at its annual meeting, have re-elected Bob Irby, Juli Thelen, and Bob Irby to serve another three year term on its board of directors. The Foundation board now presents these individuals for approval.

Steve Anderson, Bob Markham, and Morgan Kapels, whose board seats were also up for re-election, have declined to serve an additional term. The Foundation board would like to present Dennis Hirschbrunner and Dr. Troy Loeffelholz to serve three year terms on its board of directors. The Foundation board now presents these individuals for approval.

Current board members are:

Bob Irby, Term expires: December 2028  
Amy Blaser, Term expires: December 2027  
Ralph Castner: Term expires: December 2028  
Brian Christensen: Term expires: December 2026  
Paige Norton: Term expires: December 2028  
Karina Perez: Term expires: December 2028  
Juli Thelen: Term expires: December 2028  
Candace Becher: Board of Education Appointed  
Doug Molczyk: Board of Education Appointed

Approval of the named individuals is appreciated as you discharge your responsibility in oversight of the Foundation. Thank you for your consideration of this matter.




Respectfully Submitted,





Nicole Anderson  
Foundation Executive Director





The Foundation is  
a non-profit  
organization and  
has 501(C)(3)  
status.

*The mission of the Columbus Public Schools Foundation is to inspire learning, enrich teaching,  
and create opportunities for students and staff through community support.*

DATE:	January 6 2026
BUILDING: CMS	CMS
PROGRAM	Vocal Music
Principal	<i>Approved Electronically- Amy Haynes</i>
Description of materials to surplus	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	Old soundboard from the auditorium	Could be donated to a local community group or church
	Extra headphones that only occasionally work.	Trash, or donation
	Various Instrument cables	Could be donated to a local community group or church

		
	<p>Classical music CDs</p>	<p>Donated</p>
	<p>Sound board case</p>	<p>Could be donated to a local community group or church</p>
	<p>Old guitar stands</p>	<p>Could be donated to a local community group or church.</p>

	<p>Peavey Sound Amplifiers. Used in the old CMS gymnasiums</p>	<p>Could be donated to a local community group or church.</p>
	<p>Peavey Speaker SP-5</p>	<p>Could be donated to a local community group or church.</p>
	<p>Old electric piano with no adapter.</p>	<p>Old Quote to fix this is almost \$800 - not sure what that cost would be now. Not worth keeping. Dispose of this keyboard.</p>
	<p></p>	<p></p>


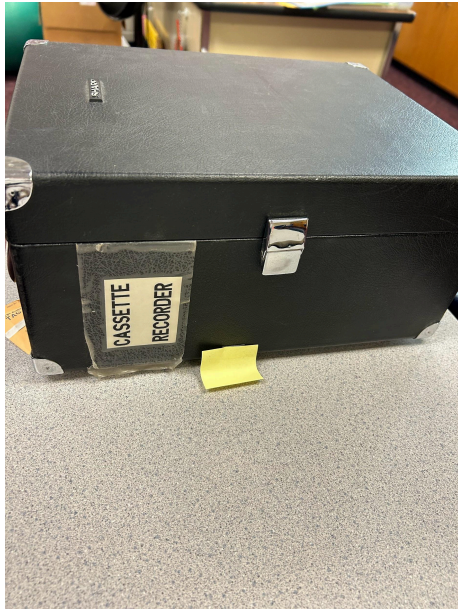
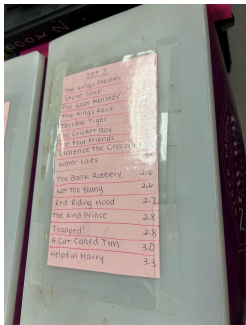
DATE	1-8-26
BUILDING	Emerson
PROGRAM	Classroom/Office Furniture
PRINCIPAL/DIRECTOR SIGNATURE	
Description of materials to surplus: Classroom or building items that are no longer needed or usable.	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	Cassette recorder	



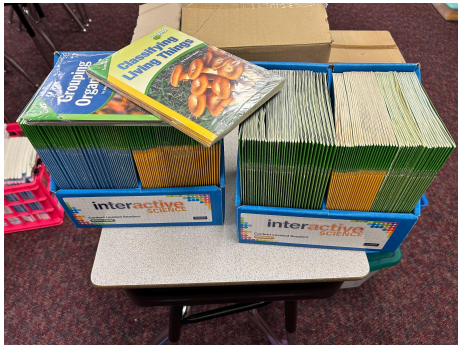
Learning with literacy  
set 2 books  
Let me know if a list of  
the books is needed.



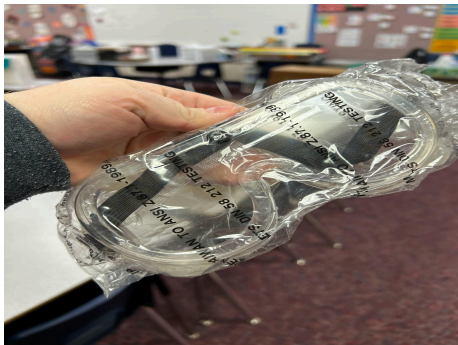
Learning with literature  
set 3 (4 whole sets)  
Let me know if a list of  
the books is needed.



2 sets of 2 petri dishes



Science books  
Let me know if a list of  
the books is needed.



3 boxes of 20 science  
safety glasses

Columbus Middle School



Science Droppers

Columbus Middle School







# **Columbus High School**

**A Special Welcome to the  
Class of 2030**



**2026-27 Course Description Handbook  
Your College and Career Readiness Guide**

## **NOTICE OF NONDISCRIMINATION**

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## **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. Chip Kay, 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 X:**

@DiscovererWay

@counselors\_CHS

### **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 01/07/2026

## 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. Students can earn 70 credits per year. In addition, the FAFSA must be completed to meet state graduation requirements.

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

\*The following courses meet the Fine / Applied Arts graduation requirement: all art, music, and theater classes, Architectural Drafting & Design, Computer-aided Drafting, Engineering Concepts, Intro to Manufacturing Woods, Linkages, Manufacturing Processes, Intro to Engineering, and Web Design.

## **Mid-term Graduation**

Seniors considering midterm graduation must fill out an application to be reviewed by their counselor and the 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. Please refer to the student handbook for guidelines for students choosing to graduate at mid-term.

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/EL 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. Schedules are developed in the summer based on course requests. Students are expected to remain in a class second semester if it is a full-year course. 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. Students may be excluded from rank based on identified criteria. Students are encouraged to meet with their school counselor if they have questions.

<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+	2.0	67-69%
D	1.0	60-66%	D	2.0	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.*

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, and MAPS test scores will be used to determine eligibility. CHS no longer gives the MAPS test so students who have not taken the ACT will need to make arrangements with CCC to take the MAPS test at the college

## 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 a 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 provide their own transportation</li> </ul>

# Dual Credit Courses

\*Courses offered vary by year.

Columbus High School Courses	CCC Course #	Semester Credit	CCC Course Title
Personal Financial Planning	BSAD 1360	3	Personal Financial Planning
Principles of Construction Technology	CNST 1200	1	Construction Safety
Advanced Construction Technology	CNST 1400	2	Residential Components
Computer-Aided Drafting-Solidworks II	DSGN 1430	3	Parametric Design: SolidWorks
US History - Dual Credit	HIST 2020	3	American History II
Certified Nursing Assistant	HLTH 1200	3	Certified Nursing Assistant
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
Introduction to Programmable Logic Controllers Systems	INDT 1200	3	Introduction to Programmable Controls
Technical Math	MATH 1020	3	Technical Math
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
Early Childhood Courses	ECED 1110	3	*Infant/Toddler Development
<b>Total CCC College Credits Offered at CHS</b>		63	<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	NWU Course #	Semester Credit	NWU Course Title
Calculus	Math 1600	5	Cálculo I
AP Calculus	Math 1610	5	Cálculo 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>		<b>22</b>	
Columbus High School 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
<b>Total WSC Credits Offered at CHS</b>		<b>9</b>	

## **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 and transferability.

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

## Science

Biology  
Chemistry  
Chemistry Honors  
Physics  
Physics Honors  
Physical Science

Anatomy and Physiology  
Astronomy  
Environmental Science  
Animal Behavior

## Social Science

American Government  
Economics  
Geography  
US History  
US History Dual Credit  
World History  
Law Education  
Psychology  
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 11-12 *Astronomy 11-12 *Intro to Athletic Strength & Conditioning 9 *Athletic Strength & Conditioning I (9- 10) *Athletic Strength & Conditioning II (11/12) *Band-Fall/Spring Concert 9-12 *Band-Jazz 10-12 *Band-Symphonic 10-12 *Band-Varsity 9-12 *Calculus 12 *Calculus I/II AP 12 Anchor Chorus Fall/Spring 9-10 Captain’s Chorale (11-12) *College Algebra 11-12 *Concert Choir 10-12 *German I,II,III or IV 9-12 Guitar 10-12 *JAG 10-12 *Lifetime Activities 11-12 *Music Exploration (9-12) *Navigator’s Chorus Fall/Spring 10-12 *New World Singers 11-12 *Percussion 9-12 *Physics Honors 11 *PreCalculus w/Trigonometry 11-12 *Probability & Statistics 11-12 *Spanish I,II,III,IV,V 9-12 *Technical Math 12 Theatre 9-11 *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 *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 – 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 Techniques, 9-11 Art Exploration, 9-12 Digital Media, 10-12 Video Production, 10-12	*Animal Behavior, 12 *Anatomy & Physiology, 11-12 *Certified Nursing Assistant, 10-12 *Chemistry, Honors, 10-12 *Culinary Skills I, 10-12 *Culinary Skills II, 11-12 *Environmental Science, 11-12 Fundamentals of Nutrition Culinary Essentials, 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 *Culinary Skills I, 10-12 *Culinary Skills II, 11-12 *Early Childhood Education & Services, 10-12 *Early Childhood Practicum, 11-12 Fundamentals of Nutritional Culinary Essentials, 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 Sociology, 11-12	*Introduction to Programmable Logic Controllers Systems, 11-12 *Basic Electronics, 10-12 *Advanced Electronics, 10-12 *Computer Science I, 10-12 *Computer Science II, 11-12 *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

	Introductory	Intermediate	Capstone
Accounting	Introduction to Business Personal Finance Personal Financial Planning	Accounting I & II	Accounting III & IV
Finance	Introduction to Business Personal Finance Personal Financial Planning	Accounting I	Probability & Statistics  Economics
Entrepreneurship	Introduction to Business, or Marketing	Accounting I or Marketing Management	Entrepreneurship
Business Technology	Information Technology I	Information Technology II	Foundations of Web Design
Broadcast Journalism	Digital Media	Video Production	Foundation of Web Design

**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** (semester)

**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. If this course needs to be retaken, students will need to do so during summer school.

## **Personal Finance** (semester)

**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 careers and goals, budgeting and planning, financial institutions, credit, consumer decision-making, insurance and risk management, and postsecondary preparation.

## **Personal Financial Planning** (semester)

**[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 financial position, financial goals, spending budget, tax planning, investment options, real estate investments, insurance, estate planning and financial plan implementation. 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** (semester)

**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** (semester)

**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** (semester)

**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 marketing scope and concept, economics, market segmentation, selling and marketing careers.

## **Marketing Management** (semester)

**Type:** Elective

**Prerequisite:** Completion of Principles of Marketing & Intro to Business

**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.

# Business

## **Entrepreneurship** (semester)

**Type:** Elective

**Prerequisite:** Completion of Principles of Marketing, Marketing Management, and Intro to Business

**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 mode

## **Accounting I & II** (each year)

**Type:** Elective

**Prerequisite:** Introduction to Business, Principles of Marketing and Marketing Management recommended. Students must sign up for both Accounting I and Accounting II.

**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** (year)

**Type:** Elective

**Prerequisite:** Accounting I & II. Students must sign up for both Accounting III and Accounting IV.

**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**

(semester)

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

## **Information Technology Applications II**

(semester)

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

## **Digital Media** (semester)

**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, a variety of programs within Adobe Suite, and other various multimedia platforms.

# Business

## **Video Production** (semester)

**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 and broadcasting. The emphasis of Video Production is on collaboration and career exploration, and creating a school newscast.

## **Foundations of Web Design** (semester)

**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

Classes in this section require program approval.

## **Academic Support** (semester)

**Type:** Elective

**Prerequisite:** Teacher Recommendation, 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 use class time to work towards IEP goals and complete transition activities to prepare for life after high school. Students will also have the opportunity to meet with NE Vocational Rehabilitation Services to help plan for post secondary options.

## **Behavioral Skills** (semester)

**Type:** Elective

**Prerequisite:** Teacher Recommendation, 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 education curriculum. Behavior intervention plans are individualized to meet the needs of each student. Students are integrated into general education classrooms whenever possible.

## **Job Site** (year)

**Type:** Elective

**Prerequisite:** Teacher Recommendation, 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 Life Skills** (year)

**Type:** Elective

**Prerequisite:** Teacher Recommendation, IEP Team decision

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

**Credits:** 10

**Lab Fee:** None

Curriculum 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 Skills I-IV** (year)

**Type:** Graduation Requirement Elective

**Prerequisite:** Teacher Recommendation, IEP Team decision

**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 English A & B** (semester)

**Type:** Required

**Prerequisites:** Teacher Recommendation

**Credits:** 5 English per semester

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

**Lab Fee:** None

Students will use leveled reader novels to learn essential components of the English language, reading strategies, literary elements, vocabulary strategies, and the writing process for informative paragraphs reflecting on the novels they read. Students will be placed in these classes at the appropriate level (A or B) dependent upon the ELPA and other accompanying class assessments, previous classroom performance, and/or teacher recommendations.

## **English Language Development (ELD) A**

(semester)

**Type:** Required Elective

**Prerequisites:** Teacher Recommendation

**Credits:** 5 Elective per semester

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

**Lab Fee:** None

ELD A uses the materials to focus on 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, simple grammar, and vocabulary. Students who are new to this country and are assessed to be at this level are required to take this course. Students will be placed in this class based on the ELPA, ELPA screener, and other curricular placement assessments.

## **English Language Development (ELD) B**

(semester)

**Type:** Required Elective

**Prerequisites:** Teacher Recommendation

**Credits:** 5 Elective per semester

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

**Lab Fee:** None

ELD B uses the materials to focus on the study of the English Language. Students will focus on the expansion of language to survive in the community and school. Students will work on intermediate English skills such as phonics, pronunciation, simple grammar, and vocabulary. Students will be placed in this class based on the ELPA, ELPA screener, and other curricular placement assessments.

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

(semester)

**Type:** Required Elective

**Prerequisites:** Teacher Recommendation

**Credits:** 5 Elective per semester

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

**Lab Fee:** None

ELD C uses the materials to focus on the study of the English Language. Students will focus on the expansion of language to survive in the community and school. Students will work on more advanced English skills such as phonics, pronunciation, and vocabulary. Students will be placed in this class based on the ELPA, ELPA screener, and other curricular placement assessments.

# **Educational Support Services**

## **EL Language Arts 1-3** (semester)

**Type:** Required

**Prerequisites:** Teacher Recommendation

**Credits:** 5 English per semester

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

**Lab Fee:** None

Students will learn essential components of the English language, reading Strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for informative and persuasive paragraphs and essays. Students will be placed in the class at the appropriate level (1-3) dependent upon the ELPA Summative, ELPA Screener, other placement assessments, previous classroom performance, and/or teacher recommendations.

# 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 English 10 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 English 11 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>● 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 9 (year)

**Type:** Graduation Requirement Option

**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 how 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.

Titles taught in English 9 include *Romeo and Juliet*, *Speak*, and *Animal Farm*

# English

## **English 10** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**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 how 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.

Titles taught in English 10 include *Oedipus, Stotan!, The Hobbit, and Julius Caesar.*

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

(year)

**Type:** Graduation Requirement Option

**Prerequisite:** Teacher Recommendation

**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 how 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.

Titles taught in English 10 Honors include *Peace Like a River, Julius Caesar, The House on Mango Street, Fahrenheit 451, Lord of the Flies, and Oedipus.*

## **English 11** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**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, and comprehension and interpretation of literature. A grammar review prior to the ACT test will be given. 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.

Titles taught in English 11 include *Montana 1948, A Lesson Before Dying, Of Mice and Men, The Kite Runner, and A Raisin in the Sun.*

# English

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

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 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 10 and will engage with more complex, informational and literary texts and write for varying purposes. A grammar review prior to the ACT test will be given. 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.

Titles taught in English 11 Honors include *The Scarlet Letter*, *The Color Purple*, *The Road*, *The Great Gatsby*, *Of Mice and Men*, and *A Separate Peace*.

## **English 12** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**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, and syntax. 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.

Titles taught in English 12 include *Brave New World*, *Hamlet*, *Catcher in the Rye*, *I Know Why the Caged Bird Sings*, *Red Sky at Morning*, and *The Crucible*.

## **Speech** (semester)

**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 in front of an audience. Types of speeches presented will include demonstration speeches, informative speeches, persuasive speeches, sales talks, and impromptu speeches. Students will learn and practice delivery skills to help them better communicate with a live audience. They will also learn to make effective visuals.

## **English 12 Advanced Placement**

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

**Type:** Graduation Requirement Option

**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. 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.

Titles taught in AP Literature I include *Brave New World*, *Hamlet*, *Gulliver's Travels*, and *1984*.

# English

## **English 12 Advanced Placement**

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

**Type:** Graduation Requirement Option

**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. Titles taught in AP Literature II include *The Metamorphosis*, *Heart of Darkness*, *Frankenstein*, *Slaughterhouse-Five*, *The Catcher in the Rye*, *Fences*, and *A Midsummer Night's Dream*.

# English-Electives

## **Yearbook** (year)

**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 are expected to complete the entire year's course unless specific arrangements are made with the advisor. Staff members will be expected to complete work outside of the school day/week. This class does not fulfill English entrance requirements at UNL, UNK, or UNO. **This class does not satisfy English graduation requirements.**

## **Newspaper & Media** (year)

**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 may 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

## Human Sciences and Education Career Field

	Introduction	Intermediate	Capstone
Early Childhood Education and Services	Child Development	Early Childhood and Education services	Early Childhood Practicum
		Human Growth and Development	

## Hospitality and Tourism Career Field

	Introduction	Intermediate	Capstone
Culinary Arts and Event Planning	Fundamentals of Nutrition and Culinary Essentials	Culinary Skills I	Culinary Skills II

# Family and Consumer Sciences

## **Child Development** (semester)

**Type:** Elective

**Prerequisite:** None

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

**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, and 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 toddler 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 and the Empathy Belly to be worn during the school day.

## **Human Growth and Development** (semester)

**Type:** Elective

**Prerequisite:** Child Development

**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. Students will learn about appropriate, healthy development from conception through early adulthood along with developmental concerns and milestones for each age group. Special topics include families, values and their developmental influence, current issues and trends in modern society, supports and services that may be utilized in cases of developmental deficiencies or delays, and brain development throughout the lifespan.

## **Early Childhood Education and Services**

(semester)

**Type:** Elective

**Prerequisite:** Child Development

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course focuses on toddlers through preschool age children 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. Students also have the opportunity to become certified with "Safe with You" training.

## **Early Childhood Practicum** (semester)

**Type:** Elective

**Prerequisite:** Child Development, Early Childhood Education and Services and successful completion or concurrent enrollment of Human Growth and Development

**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.

## **Fundamentals of Nutrition Culinary**

### **Essentials** (semester)

**Type:** Elective

**Prerequisite:** None

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

**Credits:** 5

**Lab Fee:** None

This introductory course provides the beginning base foundation of nutrition, dietary recommendations, and fundamentals of culinary essentials. 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

## **Culinary Skills I** (semester)

**Type:** Elective

**Prerequisite:** Fundamentals of Nutrition and Culinary Essentials

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This intermediate course focuses on further developing the culinary skills and concepts from the Fundamentals of Nutrition and Culinary Essentials course. Topics include meal planning, food preparation, and marketing a variety of menu items following industry standards. Technical skills will be developed through the use of professional tools and equipment in food labs. The opportunity for “ServSafe” certification is available through this course.

## **Culinary Skills II** (semester)

**Type:** Elective

**Prerequisite:** Fundamentals of Nutrition and Culinary Essentials and Culinary Skills I

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This capstone course focuses on the application of culinary skills developed in the prerequisites Fundamentals of Nutrition and Culinary Essentials and Culinary Skills I. Topics covered include restaurant marketing, menu management, cost control, breakfast cookery, fruits and vegetables, potatoes, grains and pastas, meat, poultry and seafood, plating and garnishing, global cuisines, restaurant business management plan and food service management.

# 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.**

	<b>Visual Art Department</b>			
<b>Art</b>	Art Explorations	Art Techniques		
<b>2D Media</b>	Art Techniques	2D Media	Advanced 2D Media or Graphic Design	Advanced Art
<b>3D Media</b>	Art Techniques	3D Media	Advanced 3D Media	Advanced Art
<b>Photography</b>	Art Techniques	Photography		

# Fine Arts

## Art

### **Art Exploration** (semester)

**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** (semester)

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

**Prerequisite:** None

**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

## Art

### **Photography** (semester)

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

**Prerequisite:** Art Techniques

**Grades:** 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. 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** (semester)

**Type:** Tier 2 Elective

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

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** (semester)

**Type:** Tier 2 Elective

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

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** (semester)

**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** (semester)

**Type:** Tier 3 Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$10.00

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

## Art

### **Advanced 3D** (semester)

**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** (semester)

**Type:** Tier 4 Elective

**Prerequisite:** Advanced 2D, and/or Advanced 3D, and an art teacher recommendation.

**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, the Columbus Days parade, the Columbus Marching Festival Parade, and 1 away marching band competitions. This course will require 8-10 rehearsals before school and 2 rehearsals on Saturdays. 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. A director recommendation is also required.

**Grades:** 9, 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

## Music-Instrumental

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

**Type:** Elective

**Prerequisite:** By audition only

**Grades:** 9, 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)

**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: 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** (semester)

**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

### **Anchor Chorus (semester)**

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

**Prerequisites:** None

**Grades:** 9-12

**Credits:** 5-10

**Lab Fee:** None

Anchor Chorus is an introductory choir class for freshmen through seniors. This class will primarily focus on our concert performances as its main learning goal, while also covering singing fundamentals and learning how to read music. I want my students to look forward to coming to class every day, knowing that they will do something fun while discovering what makes music and singing so awesome!

This class is uniquely designed to be taken for either a semester or a full year. Freshman who would like a full year of choir are encouraged to take this route. Any 10th-12th grade student who passes this class for one semester is immediately eligible to advance to the CHS Navigator Chorus in any upcoming semester. This class includes two graded public performances each semester.

### **Navigator Chorus (Choir 2) (semester)**

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

**Prerequisites:** 1 semester of Anchor Chorus or by permission from the choir director.

**Grades:** 10-12

**Credits:** 5-10

**Lab Fee:** None

Navigator Chorus is a Junior Varsity choir class for sophomores through seniors. This class builds upon the skills developed in Anchor Chorus and features more challenging (and fun!) music and performance opportunities. It is designed to prepare students who wish to advance to the highest level of vocal music at CHS while still appealing to those who simply want to take choir for enjoyment.

This class is uniquely designed to be taken for either a semester or a full year. Sophomores who would like a full year of choir are encouraged to take this route. Any 11th-12th grade student who passes this class for one semester and successfully completes the audition process is eligible to advance to the CHS Captain's Chorale the following semester. This class included two graded public performances each semester.

### **The CHS Captain's Chorale (year)**

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

**Prerequisites:** Successful audition or by permission from the director.

**Grades:** 11-12

**Credits:** 10

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

The CHS Captain's Chorale is the Varsity Choir at CHS. This ensemble strives to push the boundaries of what high school choirs can achieve in both vocal performance and musicianship. Students who join this group enjoy some of the most exceptional experiences in Nebraska choral music, including trips, collaborations with college and other high school choirs, honor choirs, competitions, and a variety of additional opportunities. Since 2017, this ensemble has performed at Carnegie Hall in New York City, The Grand Ole Opry in Nashville, Vanderbilt University, and San Antonio, TX.

This group presents 2-3 graded public performances per semester, along with multiple other performance opportunities.

# Fine Arts

## Music-Vocal

### **Music Exploration (semester)**

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

**Prerequisites:** None

**Grades:** 9-12

**Credits:** 5

**Lab Fee:** None

Music Exploration is a class designed to give students the opportunity to explore the world of music. Students will learn about various aspects of musical history, genres of music, multicultural music, types of musical instruments, music technology, songwriting, the basics of music theory, and much more. This class is ideal for anyone interested in music who wants to learn more without the requirement of giving a public performance.

### **New World Singers (year)**

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

**Prerequisites:** Successful audition or permission from the choir director. Students must also be a member of the CHS Captain's Chorale during all active semesters.

**Grades:** 11-12

**Credits:** 10

**Lab Fee:** None

The New World Singers is an auditioned ensemble composed of Captain's Chorale students. This group focuses on vocal styles beyond traditional choral music, such as vocal jazz, pop a cappella, and barbershop. Members learn an additional 15-20 songs over the course of a school year and perform far more often than the typical choir student. These performances include choral festivals, private parties, and community outreach events. The ensemble also participates in a competitive season featuring four to five festivals and contests. The New World Singers is one of the most recognized vocal groups in Nebraska and have been honored with many competitive victories and high profile public performances.

# Fine Arts

## Theatre

### **Theatre I** (semester)

**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** (semester)

**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.

# 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 in the career field

## **Health Sciences I** (semester)

**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.

## **Certified Nursing Assistant (CNA)** (semester)

**Nursing Assistant (HLTH-1200)**

**Type:** Elective

**Prerequisites:** Health Science I & by application

**Grades:** 10, 11, 12

**Credits:** 5

**CCC Credits:** 3

**Lab fee:** \$54 to Central Community College for registration. (Subject to change)

This is a dual Credit Class offered through Central Community College.

This course will offer the student a course in basic nursing knowledge and skills for the nurse assistant in a healthcare setting. This course includes hands-on skill training as well as quizzes and a final comprehensive test. It meets federal and state requirements for Nurse Aide Training and Competency Evaluation Programs. Students are required by State and Federal guidelines to attend a minimum of 76 classroom hours (includes 1 hour for abuse/neglect training required by the State of Nebraska). This will require a commitment to time spent outside the normal classroom hours. Your time spent within scheduled class time will be recorded. The State written/skills testing is NOT part of the Central Community College or Columbus High School grade. Students must have

a class average of 70% or better and complete all class time to sit for State testing.

## **Health Sciences II** (semester)

**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.

## **Health Sciences III** (semester)

**Type:** Elective

**Prerequisites:** Health Sciences I & II or CNA

**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. In addition this course will provide a comprehensive Medical Terminology course, with the option for dual credit through Central Community College. The course establishes a solid foundation of prefixes, suffixes, word roots, abbreviations, medical terms, and symbols. It emphasizes understanding the medical vocabulary as it applies to the anatomy, physiology, pathology, diagnostic, and therapeutic procedures of all the human body systems.

# Health Sciences Pathway

## **Medication Aide (semester)**

### **Medication Aide**

**Type:** Elective

**Prerequisites:** Certified Nursing Assistant & by application, must be 18 by end of course

**Grades:** 12

**Credits:** 5

**CCC Credits:** 3

**Lab fee:** \$54 to Central Community College for registration. (Subject to change)

This is a dual Credit Class offered through Central Community College.

Introduction to pharmacology, including basic knowledge and skills to safely administer medications. Course prepares the student to acquire the medication administration competencies required to work in a long term care or other health care facility and pass the examination required by the Nebraska Department of Health and Human Services

# 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.)

Mathematics Flowchart		
<b>9th Grade</b>	Algebra I	Geometry
<b>10th Grade</b>	Geometry	Algebra II or Honors Algebra 2 with teacher recommendation
<b>11th Grade</b>	Algebra II or Honors Algebra 2 with a teacher recommendation	Pre-Calculus with Trigonometry, College Algebra, or Prob & Stats
<b>12th Grade</b>	Pre-Calculus with Trigonometry, Calculus I Honors & II AP, Technical Math, College Algebra, or Prob & Stats, Business Math	

## Placement Scores Required for CCC Dual Credit

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

# Mathematics

## **Algebra I** (year)

**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** (year)

**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** (year)

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I and Geometry

**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.

## **Pre-Calculus with Trigonometry**

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

(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

**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

## **College Algebra** (Semester)

**[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

**Grades:** 11, 12

**Credits:** 5

**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** (Semester)

**[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:** Elective

**Prerequisite:** Algebra I, Geometry, and at least 5 credits of Algebra II after having attempted a full year of Algebra II

**Grades:** 12

**Credits:** 5 ~~or 10~~

**Lab Fee:** None

This one semester 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** (year)

**[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

**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 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** (fall semester) & **II** (spring semester)

## **Advanced Placement**

**[DC Option - CCC Math 1600 Fall & CCC Math 2070 Spring (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

**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 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. It is recommended that students take the AB test, however they may take the BC test.** 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** (semester)

**[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)

**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.

**Business Math** (semester)

**[DC Option-CCC- (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:** Elective

**Prerequisite:** Algebra I, Geometry

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course is designed to review a variety of mathematical techniques then apply them to business concepts and applications. Concepts applied are sales discounts, gross and net pay, payroll and tax deductions, interest, inventory items, and more. This course is also designed for students looking at opening a business out of high school, going into a trade, or going to a two year college. Those planning to enroll at 4 year universities can take this course, but would need to do Algebra 2 first as that is a requirement for enrollment into 4 year universities.

# Mathematics

## **Honors Algebra II** (year)

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I, Honors Geometry

**Grades:** 10, 11

**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.

Honors Algebra 2 is a rigorous course in which students are expected to be highly motivated to achieve at a high level.

## **Technical Math** (year)

**Type:** Elective

**Prerequisite:** Algebra I, Geometry

**Grades:** 12 , (possibly 11, but only with approved Teacher Recommendation)

**Credits:** 10

**Lab Fee:** None

This one semester 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.

# 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.

<b>PE Requirements</b>	
<b>Required for all CHS students not participating in a school sponsored athletic activity</b>	<b>Required (one semester) for CHS students participating in school sponsored athletic activity</b>
Fitness 9	Intro to Athletic Strength Training and Conditioning
Fitness 10	Athletic Strength Training and Conditioning 1

## **Fitness 9** (semester)

**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.

## **Intro to Athletic Strength Training and Conditioning** (semester)

**Type:** Required for all Freshman participating in a school sponsored athletic activity

**Prerequisite:** Must be going out for a school sponsored athletic activity

**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** (semester)

**Type:** Required for all Sophomores NOT participating in a school sponsored athletic activity

**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** (semester)

**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, food and nutrition, how to make healthy choices, infectious and noninfectious diseases, mental disorders, suicide, refusal skills, and stress.

# Physical Education & Health

## **Weights** (semester)

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or IASTC and ASTC 1

**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** (semester)

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or IASTC and ASTC 1

**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. Some activities will require students to go off school grounds. Students may only take this class one semester.

## **Lifetime Activities** (semester)

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or IASTC and ASTC 1

**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 1** (semester)

**Type:** Required for all Sophomores participating in a school sponsored athletic activity

**Prerequisites:** Student must be involved in the school sponsored athletic activity and IASTC

**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 2** (semester)

**Type:** Elective

**Prerequisites:** Student must be involved in a school sponsored athletic activity and ASTC 1

**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
FRESHMEN	Fund. of Biology	Biology	
SOPHOMORES	Fund. of Physical Science	Physical Science	Chemistry Honors
JUNIORS	Chemistry Astronomy Animal Behavior Environmental Science Fundamentals of Chemistry	Chemistry Physics Astronomy Animal Behavior Environmental Science	Physics Honors Anatomy & Physiology Environmental Science
SENIORS		Physics Astronomy Animal Behavior Environmental Science	Anatomy & Physiology Environmental Science 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** (year)

**Type:** Graduation Requirement Option

**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** (year)

**Type:** Graduation Requirement Option

**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** (year)

**(½ Earth, ½ Physical)**

**Type:** Graduation Requirement Option

**Prerequisite:** Teacher Recommendation, Fundamentals of Biology

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

This hands-on learning-based course will cover the basics of physics and earth science. Students will be placed in this course by teacher recommendation only. This course does

NOT meet admission requirements for science in the University of Nebraska system.

## **Physical Science** (year)

**(½ Earth, ½ Physical)**

**Type:** Graduation Requirement Option

**Prerequisite:** Biology

**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.

## **Chemistry** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** Physical science

**Grades:** 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** (year)

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Option

**Prerequisite:** 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** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** 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** (year)

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

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Option

**Prerequisite:** Algebra II, Geometry, and Honors Chemistry. Students need to be concurrently enrolled in 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** (semester)

**Type:** Graduation Requirement Option

**Prerequisite:** Completion of at least 2 of the 3 Biology, Chemistry and Physical Science courses

**Grades:** 11, 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** (semester)

**Type:** Graduation Requirement Option

**Prerequisite:** Biology and Physical Science or Chemistry courses.

**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** (semester)

**Type:** Graduation Requirement Option

**Prerequisite:** Biology and Physical Science or Chemistry courses.

**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** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** Students need Biology and Chemistry in order to be successful in this class.

**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.

## **Fundamentals of Chemistry**

**Type:** Graduation Requirement Elective

**Prerequisites:** Teacher Recommendation. Successful completion of Fundamentals of Biology Course and Fundamentals of Physical Science Course.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Fundamentals of Chemistry is a hands-on/lab based course that emphasizes problem solving and decision making skills while giving the student a balanced view of chemistry as it relates to them and their daily lives. Nebraska State Science Standards in the areas of inquiry and physical science will be met. Students will be placed in this course by teacher recommendation only. This course does NOT meet the admission requirements of the University of Nebraska system.

## 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	Manufacturing Welding	Robotics	Principles of Construction Technology	Intermediate Automotive Technology Service-3
Mechatronics II	Computer Aided Drafting-Solidworks II				
Robotics	Architectural Drafting and Design	Advanced Manufacturing Design	Advanced Robotics Into to Programmable Logic Controllers	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**

(semester)

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

**Type:** Elective

**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)]** (semester)

**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** (double period, semester)

**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** (double period, semester)

**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** (semester)

**Type:** Elective (Meet Fine/Applied Arts requirement)

**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** (semester)

**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** (year)

**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 1430 (3 credits)] (year)**

**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** (year)

**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** (semester)

**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.

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** (semester)

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

**Prerequisite:** Linkages

**Grades:** 10, 11, 12

**Credits:** 5

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

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** (semester)

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Determined by the student's project

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** (year)

**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**

(semester)

**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 (year)**

**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)

**[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.

**Students are expected to provide adequate clothing for outside construction work in cold weather.**

## **Advanced Construction Technology**

(double period, year)

**[DC Option-CCC-CNST 1400 (2 credits) & CCC-CNST 1200 (1 credit)]**

**Type:** Elective

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

**Grades:** 12

**Credits:** 20

**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 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. **Must be 16 years old or older to receive dual credit**

**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; Must have taken INDT 1100 to receive dual credit

**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. The 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; Must have taken INDT 1190 to receive dual credit

**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.

## **Intro to Programmable Logic Controllers Systems** (semester)

[DC Option-CCC-INDT 1200 (3 credits)]

**Type:** Elective

**Prerequisite:** Completion of Advanced Electronics or Physics, it is recommended that enrollment/completion of Mechatronics 1 & 2

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Programmable logic controllers (PLC) systems provide students with skills and experiences within the electrical industry, including controller installation, numbering systems, logic fundamentals, basics of programming, intricate industrial wiring, and troubleshooting. This class will introduce students to the fundamentals of industrial programming with industry-grade equipment and experiences that can be applied to many career paths. \*Dual Credit prerequisite is INDT 1100.

## **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.

# Skilled & Technical Sciences

## **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.

## **Computer Science 1**

**Type:** Elective

**Prerequisite:** Algebra 2 / Concurrently Enrolled Algebra 2

**Grades:** 10-12

**Credits:** 10

**Lab Fee:** None

Computer Science 1 introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the foundations of computing, students will learn to use a programming language to identify and develop computation problems and solutions. Structured text programming will be used extensively to solve these problems.

## **Computer Science 2**

**Type:** Elective

**Prerequisite:** Computer Science 1

**Grades:** 11-12

**Credits:** 10

**Lab Fee:** None

Computer Science 2 introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design.

# **Columbus High School - Central Community College - Nebraska Department of Labor Registered Apprenticeships**

## **Earn and Learn Registered Apprenticeship** (semester/year)

**Type:** Elective

**Prerequisites:** Application and courses based on program requirements

**Grades:** 11-12

**Lab Fee:** None

## **Columbus High School - Central Community College - Nebraska Department of Labor Registered Apprenticeship Program (RAP)**

### **Purpose**

Registered apprenticeships are innovative Earn and Learn work-based learning programs that meet U.S. Department of Labor standards. RAP's offer on-the-job training while ensuring apprentices' welfare. Participants graduate with a high school diploma, some college credits, and industry credentials. The Earn and Learn programs pave the way for various career paths, including continued apprenticeships with or without college or other full-time employment.

- Participants will have access to a high school apprenticeship professional throughout the duration of the apprenticeship program. This professional will regularly communicate with both the participant and their employer mentor.
- Participants are hired on as an employee and will earn wages throughout the program with at least one wage increase. The number of hours high school students work will vary. Typically, students work part-time or less during the school year and full-time during the summers.
- Programs must meet national standards for registration with the U.S. Department of Labor.
- Programs provide on-the-job learning task and job-related technical instruction (classroom time)
- On the job learning (OJL) students apply classroom knowledge while gaining paid work experience in a relevant career field. This learning takes place under the guidance of a mentor from the employer's RAP team, who provides training and direction throughout the experience. The mentor will keep in contact with the high school apprenticeship professional.
- Students who successfully complete this program will earn high school elective credit, transferable skills, some college credits and a national recognized certification from the DOL.

## **Columbus High School - CCC Registered Apprenticeship Programs**

Mechatronics

Welding

### **CHS Course Prerequisites**

Mechatronics

- Basic Electronics
- Advanced Electronics
- Mechatronics I
- Mechatronics II

Welding

- Linkages
- Manufacturing Processes
- Manufacturing Welding
- Advanced Manufacturing Design or Technical Math

**Columbus High School - Central Community College - Nebraska Department of Labor  
Registered Apprenticeship Program (RAP)**

**CHS Academic and Behavioral Prerequisites**

- Students must have completed or are currently enrolled in the capstone course in the related apprenticeship field
- Students must be on track to graduate with their cohort
- Students must be in good standing as defined in the CHS Student Handbook
- Students must be in regular attendance and not designated chronically absent
- Students must provide transportation from CHS to the workplace
- Students must be 16 years of age at the start of their apprenticeship program

# 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, American Government	Psychology, Sociology, AP Psychology
<b>12th Grade</b>	American Government, Economics	Psychology, Sociology, AP Psychology

## **Geography** (semester)

**Type:** Required

**Prerequisite:** None

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

This course will introduce students to basic geography skills along with aspects of physical and human geography and human environment interaction.

## **World History** (year)

**Type:** Required

**Prerequisite:** None

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

World History will introduce students to the diversity found in today's world. Units are designed around themes of religion, government, economics, revolution, imperialism, and conflicts.

## **American Government** (semester)

**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. 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** (semester)

**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** (year)

**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.

# Social Studies

## **US History-Dual Credit** (year)

[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** (semester)

**Type:** Required

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Students will master fundamental economic concepts, and appreciate how the principal concepts of economics relate to each other. 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** (semester)

**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** (semester)

**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** (semester)

**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. The Sociology curriculum is designed to achieve the goals of the four sociological domains established by the American Sociological Association. The domains of study include the sociological perspective and methods of inquiry; social structure: culture, institutions, and society; social relationships: self, group, and socialization; stratification and inequality.

## **Psychology** (semester)

**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.

# 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** (semester)

**[DC Option-WSC-EDU 150 (3 credits)]**

**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** (semester)

**[DC Option-WSC-EDU 250 (3 credits)]**

**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**

**[DC Option-WSC-EDU 275 (3 credits)]** (semester)

**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)** (semester)

**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)** (semester)

**Type:** Elective

**Prerequisite:** Coordinator approval required.

**Grades:** 10, 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** (year)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

This class focuses on developing basic conversational and language skills. Students will learn vocabulary and grammar in thematic units to communicate ideas in Spanish. The themes in level 1 focus on the present tense. Students will have the opportunity to develop skills in speaking, listening, reading and writing in Spanish. Students will also have the opportunity to learn about culture to gain an understanding of the way in which the people of the Hispanic world live.

## **Spanish II** (year)

**Type:** Elective

**Prerequisite:** Spanish I

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

**Credits:** 10

**Lab Fee:** None

Students will build on what was learned in Spanish I by continuing to learn more vocabulary and grammar in thematic units to communicate ideas in Spanish. The themes in level 2 focus on the past tenses. Students will continue to develop skills in speaking, listening, reading and writing in Spanish. Students will spend time learning more about various cultural topics of Latino and Hispanic people.

## **Spanish III** (year)

**[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** (year)

**[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.

## **Spanish V** (year)

**[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.

# World Languages

## **German I** (year)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

This class focuses on developing basic conversational and language skills. Students will learn vocabulary and grammar in thematic units to communicate ideas in German. The themes in level 1 focus on the present tense. Students will have the opportunity to develop skills in speaking, listening, reading and writing in German. Students will also have the opportunity to learn about culture to gain an understanding of the way in which people of the German-speaking world live.

## **German II** (year)

**Type:** Elective

**Prerequisite:** German I

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Students will build on what was learned in German 1 by continuing to learn more vocabulary and grammar in thematic units to communicate ideas in German. The themes in level 2 focus on the present and past tense. Students will continue to develop skills in speaking, listening, reading and writing in German. Students will spend time learning more about various cultural topics of German-speaking people.

## **German III** (year)

**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. The second semester will be taught primarily in the target language. It is expected that students be independent learners and require minimal direction.

## **German IV** (year)

**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.





**Columbus High School  
Course Description Book  
Updated Changes  
2026-27**

<b>Page Number</b>	<b>Section/Department</b>	<b>Updates/Change</b>
8	Grading Procedures	Students excluded from ranking procedures
14	Business	Pathway changes
38	Health Sciences	Addition of description in Health Science III Addition of Medication Aide (approved at the Dec BOE meeting)
43	Math	Business Math CCC course addition

**COLUMBUS PUBLIC SCHOOLS**

# **NON-TRADITIONAL LEARNING AND SUPPORT CENTER**

Staffing and Program Proposal

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**Pathways Program  
Rule 17 Program  
Compass Academy**

2026-2027 School Year

2508 27th Street  
Columbus, Nebraska



## OVERVIEW

The Non-Traditional Learning and Support Center (NTLSC) serves as a dedicated Columbus Public Schools facility providing specialized educational programming for students whose needs are best met outside the traditional school setting. Located at 2508 27th Street, the NTLSC houses three distinct student programs, each designed to address specific student populations and educational needs.

This proposal outlines the staffing model, program structures, and anticipated outcomes for the initial opening of the NTLSC for the 2026-2027 school year. The facility will serve students from elementary through high school with programming aligned to Nebraska educational requirements and designed to maximize student success.

## FACILITY STRUCTURE

The Non-Traditional Learning and Support Center operates as a single school building housing three separate student programs. This structure allows for efficient use of shared resources, coordinated support services, and seamless transitions between programs when appropriate for student needs.

Program	Grade Levels	Purpose
<b>Pathways Program</b>	Grades 5-10	Tier 3 intensive intervention for students with significant academic, behavioral, or social-emotional needs; transition support for students entering/leaving the district
<b>Rule 17 Program</b>	Grades 5-12	Alternative education services for expelled and mandatory reassigned students per Nebraska Title 92, Chapter 17
<b>Compass Academy</b>	Grades 11-12 (Age 19+)	Alternative high school pathway to graduation through traditional diploma or CPS Alternative Education Diploma

## PATHWAYS PROGRAM

The Pathways Program serves students in grades 5-10 requiring Tier 3 intervention services within a Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) framework. The program provides the most intensive, individualized support for students whose significant academic, behavioral, or social-emotional challenges have not been adequately addressed by less intensive interventions.

### Tier 3 Intervention Model

Characteristic	Description
<b>Intensive &amp; Individualized</b>	Moves beyond small groups to highly specific, data-driven plans for individual students, focusing on root causes of struggles.
<b>Significant Needs Focus</b>	Serves students with persistent issues, severe emotional or behavioral disorders, or chronic absenteeism requiring crisis intervention.
<b>Multidisciplinary Teams</b>	Involves teachers, administrators, mental health professionals, families, and community stakeholders in creating and monitoring plans.
<b>Broad Support Services</b>	Includes specialized instruction, therapies, outside agency coordination, and support for transitions to other settings.
<b>Frequent Monitoring</b>	Progress is tracked daily or weekly to allow rapid adjustment of interventions based on student response.

### Target Population

The Pathways Program serves students in grades 5-10 who require Tier 3 intervention, including:

- Students with significant behavioral or social-emotional needs requiring intensive support
- Students transitioning into Columbus Public Schools from other districts or programs
- Students transitioning out of the district to specialized placements
- Students requiring a structured environment to develop school readiness skills

### Program Components

#### Academic Support

Students receive individualized academic instruction aligned to grade-level standards through a combination of direct instruction and the Imagine Learning online learning platform.

#### Behavioral Support

Individual behavior intervention plans (BIPs) are developed and monitored for each student with consistent support and reinforcement of positive behaviors.

## Social-Emotional Learning

The program incorporates CASEL Core Competencies: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision-Making.

## Program Outcomes

Students in the Pathways Program will be prepared for one of three primary transition pathways:

1. **Transition to Regular Education Setting:** Return to home school within Columbus Public Schools
2. **Transition to Out-of-District Placement:** Facilitated transition to specialized programs when needs exceed district capacity
3. **Transition to Compass Academy:** High school-aged students may transition to the alternative high school program

## RULE 17 PROGRAM

The Rule 17 Program is aligned to meet Nebraska Title 92, Chapter 17 requirements, directly serving students who have been expelled or assigned mandatory reassignment from Columbus Public Schools. The program combines academic, social, emotional, and school readiness skills into an individualized program designed to ensure student success upon returning to their regular education placement.

### Program Rationale

Columbus Public Schools previously used placement outside of the school district to serve expelled students. With changes in those programs, openings for regular education students who are expelled have become limited or non-existent. The Rule 17 Program provides:

- Dedicated space, academic support, and flexible scheduling for expelled and mandatory reassigned students
- Appropriate services within Columbus Public Schools rather than external placement
- Emphasis on accountability, support, and attendance in partnership with families

### Program Parameters

- Placement at the discretion of the Superintendent of Columbus Public Schools
- Individualized schedules determined by placement team (building administrator, school counselor, program teacher, Assistant Director for Student Services)
- Academic instruction through Imagine Learning online learning platform and assigned coursework
- Social-emotional learning support focused on CASEL Core Competencies
- Placement agreement signed by parent/guardian, student, and district representatives
- Students not permitted to participate in extracurricular activities; on school property only during assigned times

### Accountability System

Students remain in the program and progress toward earning credit unless they accumulate 10 points:

Points	Behavior
10	Possession of weapon, drugs, or alcohol; under the influence; causing physical harm
5	Physically aggressive behavior
4	Property destruction
3	Verbal aggression
1	Insubordination, not following program rules, unexcused absences

## **Program Outcomes**

- Students maintain academic progress while addressing the reasons influencing their expulsion
- Reduce student dropout as a result of expulsion
- Reduce the number of students who are repeat offenders
- Build positive relationships between families, students, and the school district

## COMPASS ACADEMY

Compass Academy is the alternative high school program within Columbus Public Schools, providing a pathway to graduation for students who benefit from a non-traditional educational setting. The program offers flexibility in scheduling and instructional methods while maintaining rigorous academic standards.

### Program Mission

Creating Opportunity & Maximizing Potential for At-Risk Student Success

### Enrollment Criteria

Students are selected for Compass Academy based on a recommendation including a school counselor and school administrator. Key enrollment requirements include:

- Approval from the coordinator/Principal/administrator for the program
- Student must be age 19 or older at the time of graduation
- Must have attended Columbus High School or Compass Academy for a minimum of two full school years
- Students and parents may not request or apply for placement in the program

### Graduation Pathways

Compass Academy students may earn either a traditional high school diploma or the Columbus Public Schools Alternative Education Diploma, which requires:

- Completion of at least 200 credit hours with a passing grade
- At least 80% of credits (160) in core curriculum courses (ELA, Math, Science, Social Studies)
- Five credits in personal finance or financial literacy
- Five credits in computer science and technology (starting 2026-2027)
- Completion of FAFSA or declination waiver
- Attendance of 90% or better
- No accumulated disciplinary points/action resulting in suspension or termination

The remaining elective credits may include workplace placement, apprenticeship, vocational training, select online skill-based coursework, language acquisition courses, or additional core courses. The program operates in compliance with Nebraska statute §79-729.

## STAFFING MODEL

The following staffing model supports all three programs within the Non-Traditional Learning and Support Center for the 2026-2027 school year. Staff serve the building as a whole, with assignments across programs based on student needs and scheduling.

### Classified Employees

Position	FTE	Status
Building Secretary	1.0	New Position
Para Educators	3.5	1.5 Existing   2.0 New Positions
<b>Total Classified</b>	<b>4.5</b>	

### Certified Employees

Position	FTE	Status
Regular Education Teachers	2.0	1.0 Existing   1.0 New Position
Special Education Teacher	1.0	New Position
Rule 17 Instructor	0.7	Existing Position
<b>Total Certified</b>	<b>3.7</b>	

### Hybrid Support Position

Position	FTE	Certification Requirements
Student Support Specialist	1.0	School Counselor, Social Worker, or Licensed Mental Health Practitioner

This hybrid position serves all three programs within the NTLSC, providing direct student support and coordination with external mental health providers and community agencies. The individual must hold certification as a School Counselor, School Social Worker, or Licensed Mental Health Practitioner (LMHP).

### Staffing Summary

Category	Existing FTE	New FTE
Classified Employees	1.5	3.0
Certified Employees	1.7	2.0
Hybrid Support Position	0.0	1.0
<b>TOTAL</b>	<b>3.2</b>	<b>6.0</b>

## SHARED SERVICES AND SUPPORTS

All three programs within the NTLSC benefit from shared resources and district support services. This collaborative approach maximizes efficiency while ensuring comprehensive student support.

### District Resource Integration

In addition to dedicated NTLSC staff, students may receive support from:

- Licensed Mental Health Practitioners
- School Social Workers
- School Counselors
- School Nurses
- School Psychologists

### Shared Resources

- Imagine Learning online learning platform (existing district license)
- Building facility and utilities
- Administrative oversight through Student Services
- Transportation services as needed

## CONCLUSION

The Non-Traditional Learning and Support Center represents Columbus Public Schools' commitment to serving all students through specialized programming. By housing the Pathways Program, Rule 17 Program, and Compass Academy under one roof, the district creates an efficient, coordinated approach to alternative education.

The proposed staffing model, including 5.0 new FTE positions, ensures adequate support across all three programs while leveraging shared resources and existing district services. This structure allows for seamless transitions between programs when appropriate for student needs and maximizes the impact of every staff member.

Through the NTLSC, Columbus Public Schools will provide positive alternatives for students requiring non-traditional educational settings, creating pathways to success whether that means returning to a traditional school, transitioning to specialized services, or completing an alternative path to graduation.

### School Administrator Residency

I. Introduction. It has been, and continues to be, the belief of the governing board of the district that it is desirable to maintain a policy requiring that its school administrative employees maintain ~~their residence~~ **a strong presence** within the School District, and that its educational and governmental purposes are best served by the establishment of the residency policy contained herein.

The Board of Education, therefore, deems it proper and appropriate to maintain a residency requirement for its school administrative employees for reasons which include, but are not limited to, the following:

- A. Quality of performance of duties by school administrative employees of the Board will be enhanced by a more comprehensive knowledge of the conditions existing in the school system and by a feeling of greater personal stake in the system's progress;
- B. Resident school administrative employees will be more likely to be involved in school and community activities, thus bringing them into contact with community leaders and citizens;
- C. Absenteeism and tardiness will be diminished;
- D. Economic benefits will accrue to the school system from local expenditure of salaries and the payment of local taxes, and educational benefits will be derived from such residency by other teachers, administrators and employees in the School District.

The School District Board of Education, therefore, adopts without the necessity of annual re-adoption the following residency policy.

II. Definitions. For the purpose of this Policy only, the following definitions will apply:

- A. "Residency" means an employee's domicile, the one actual place where an employee lives and has his or her true, permanent home to which, whenever he or she is absent, he or she has an intention of returning.
- B. "Administrative Employees" means all full-time employees employed in an administrative position, including certificated and non-certificated employees. "Administrative Employees" includes the Superintendent, Directors, Assistant Directors, Building Principals, ~~Assistant Principals~~, and Activities Director. **This includes all personnel paid on the administrative salary schedule.** It does not include: Deans of Students, Teachers, school counselors, day-to-day substitute teachers; full-time clerical, custodial, food service or para-educators or other educational support personnel, part-time employees including part-time educational support personnel employees; full-time provisional substitute teachers; miscellaneous employees; or those individuals participating in professional training programs designed to prepare participants for full-time employment as School District educators. No current Administrative Employee, **hired prior to the 2017-2018 school year**, shall be subject to these rules. ~~but all prospective and future Administrative Employees and current employees who accept a promotion to building Principal, Director, or Superintendent shall be bound by these rules.~~

C. “Material omission of fact” means the employee’s intentional failure to disclose his/her actual residence for purposes of concealing from the Board and Superintendent his/her non-compliance with the actual residence requirements of this Policy.

III. Contractual Requirement. Residency in the Columbus Public School District shall be included in the employment contract of all Administrative Employees initially employed in or assigned to such a position from and after July 1, 2017, and thereafter, and shall be a material provision of the contract and continued employment with the School District. Upon entering into an Administrative Employee contract, regardless of prior continuing employment with the School District in a non-Administrative Employee position, upon entering into such a contract, the Administrative Employee shall

- Establish residency within the boundaries of the School District within one (1) calendar year of the approval of such contract by the Board of Education and prior to beginning employment as an Administrative Employee in this School District. The Superintendent may waive the one calendar year requirement until closing or completion of a house if communicated. **OR**
- **Concurrently during employment meet one of the equivalent options to residency:**
  - **Your school age children are enrolled in Columbus Public Schools, or**
  - **You accept a 10% reduction in your base wage from the Administrator Salary Schedule.**
- Failure to establish or maintain residency **or equivalent options** as contractually required shall constitute just cause for cancellation or termination of the Administrative Employees contract pursuant to Neb. Rev. Stat. §§ 79-824 through 79-842, including breach of contract for neglect of duty, unprofessional conduct, insubordination and other conduct which interferes substantially with the continue performance of duties.

**IV. The Superintendent’s residency requirement is limited to full-time residency within the boundary of the school district within one calendar year of the approval of such contract by the Board of Education. Should the district employ an Assistant Superintendent(s), the same residency requirement would apply.**

V. Proof of Residency. For the purposes of this Policy, the question of an administrative employee's residence is principally one of where an employee intends to live and have his or her one true, permanent home or domicile to which an employee intends to return following an absence. The presumption in this Policy is that the address an employee gives on a completed and signed record of address form is that employee's correct address. In disputed cases, the burden of proof rests with the employee to show that his or her claimed residence is the one where the employee intends to live and have as his or her one true permanent home or domicile. Because intent may be manifested in innumerable ways, any residency inquiry must consider all the pertinent factors on a case-by- case basis. Such an inquiry shall consider, but not be limited to, the following factors: voter registration, place of filing tax returns, property lease or ownership, driver's license and car registration. The School District reserves the right to request documentation or proof of residency for all administrators at any time. It is the responsibility of

each administrator to maintain on file a current record of address with the office of the Superintendent of Schools. Falsification of records may result in disciplinary action, up to and including contract nonrenewal, cancelation or termination.

VI. Notification of Change of Residency. All administrative employees must notify the Superintendent of Schools of a change in their address or residency or **equivalent requirements** within fourteen (14) calendar days of such change. Notification of a change of residency shall be in writing or, if permitted by the Superintendent's office, electronically, using the procedures, forms and documentation established and provided by the Superintendent's office. An employee who represents to the Superintendent that he/she resides in the School District at the time of his/her hire or at any time thereafter and 1) who subsequently moves his/her actual residence from the School District, and 2) fails to notify the Superintendent of his/her change of address required by this Section shall be deemed to have made a material omission of fact for the purpose of concealing his/her actual residence.

**VII. Under no circumstances will your residency location be an exception to fulfilling the requirements of your position, attendance at school/daily schedule, and attendance at school/community evening and weekend events.**