

Committee As A Whole

Mission: "Engaging All Learners to Achieve Success"

The Committee As A Whole started at 5:30 PM on Monday, December 12, 2022. The meeting was held at ESU7/CPS Student Services Building
2563 44th Avenue
Columbus, NE 68601

Candace Becher: Present

Mark Brown: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Absent

Douglas Willoughby: Present

Michael Jeffryes: Absent

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Presentations

I.E.1. North Park Elementary Presentation

Bob Hausmann, Principal, presented information about North Park Elementary. He shared details about the new staff in his building. Two first year teachers and the others with experience coming in, also a new health aid was hired. Mr. Hausmann talked about the school improvement process, using "Data Into Action". He shared some of the new terminology being used in research data, looking at the differences, focusing on the learning gaps and student struggles. This research also involves determining the instructional gaps and finding new strategies that have not been used. Mr. Hausmann said there have been two surveys that give good information in the moment. Surveys being used at North Park are the UpBeat Survey and High Reliability Schools Survey. A couple of the big data points Mr. Hausmann shared was the growth in diversity of staff and cultural competency. He emphasized the understanding to be responsive to people that are not exactly like you or I. Mr. Hausman said North Park staff is one big family, they try to do an activity outside of school once a month, it's good to know each other as people, not just colleagues. Like many other buildings, Mr. Hausmann said his staff has created their own trust accelerators. North Park has developed non-negotiables for students that all staff teach and reinforce. They use the 9 Well Managed Classroom Social Skills and the 3 BIST Skills at North Park. Mr. Hausmann said there are common expectations posted and taught around the building at Expectation Stations. There is a positive behavior theme used in their building "Exploring New Heights", this includes the use of a 4:1 ratio for positive feedback. Students earn tickets for good behavior. He said they have a community partnership with the CCC Men's Basketball Team, they are assigned to classrooms 5 times. They will come to speak at assemblies, read with students, eat lunch, a free recess with an athlete, really great incentives for students. North Park celebrates Students of the Month.

I.F. Board Special Functions

I.F.1. Acceptance of Superintendent's Letter of Intent to Return

Troy Loeffelholz, Superintendent said by contract he is to send a letter of intent that says he is staying and adds a year if the board is so inclined. Dr. Loeffelholz told the board they would need to vote by the March board meeting on a contract extension.

I.F.2. CHS Course Handbook 2023-2024

Dave Hiebner, CHS Principal said that typically the course handbook is presented in January, however, they want to move registrations up in the calendar. Mr Hiebner said there are no major adjustments. It was noted that the Title IX statement needed to be updated. EL Courses did change, he said the theme is to get students the credits they need and get students in a good position for language. The addition of Culinary Skills I and II completes that pathway. A Technical Sciences college legal course was added, it will be taught by Adam Whitmore.

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

Chip Kay, Director of Finance and Human Resources gave a report on the financial statements. Financial Report M2 is showing balances a little behind in the general fund, which is expected. He said revenue is behind this year, we are waiting on reimbursements. Bond payments have been sent, the 2012 bond has been retired. Mr. Kay shared Report M3, property taxes and state aid will reimburse monthly, and SPED reimbursements will start coming in January. Waiting on federal reimbursements of 2.3 million. Mr. Kay said there was nothing remarkable in the M4a report.

I.G.3. Certified Personnel

Mr. Kay said CPS contracts long term substitutes by semester in case a hire is made for second semester. If we are unable to fill positions, we can ask them to return, we have four returning, as listed on the memo.

I.G.4. Classified Personnel

Mr. Kay said the classified staff situation is fluid, there are about 5 positions open. Positions are getting filled quickly. Mr. Kay said wages are competitive, we have not mastered how to retain people.

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

Mr. Hiebner shared information regarding the CHS mid-term grads, he said there are 52 in this cohort year. The spreadsheet shows the month they are taking their diploma and if they are walking at graduation. Anyone listed as 2022 would have been a senior last year.

I.G.6. Professional Travel

Dr. Loeffelholz highlighted items on the travel report, coaches traveling to state tournaments, and a music convention. He said we allow people to attend to get better at what they do.

I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz said November contributions were \$21,455.03 month; to date for the year were \$342,425.40. He also said that the daycare center will need a separate board from the Foundation Board.

I.I. Curriculum and Instruction

I.I.1. Policies

I.I.1.1. First Reading of Policy 603.01 Curriculum Development

I.I.1.2. First Reading of Policy 603.02 Curriculum Adoption

This policy has a change in language, assures they are in order to adopt reading for curriculum. Based on state standards.

I.I.1.3. First Reading of Policy 603.03 Curriculum Guides and Course Outlines

There was discussion on the statement about some courses not having state standards.

I.I.1.4. First Reading of Policy 603.04 Curriculum Evaluation

This policy gives parents an opportunity to object.

I.I.1.5. First Reading of Policy 603.05 Experimental or Innovative Projects

Discussion regarding the omission of the word piloting and experimenting.

I.I.1.6. First Reading of Policy 604.01 Basic Instruction Program

Cleaned up language, changed grade levels to K-4 and 5-8.

I.I.1.7. First Reading of Policy 605.04 Religious Based Exclusion From a School Program

The policy allows parents an opt-out option if it violates their religious belief. The school dictates what the alternative assignment/work is for the student.

I.I.1.8. First Reading of Policy 606.01 Instruction Materials Selection and Adoption

Procedure for future selection and adoption of instructional materials. Removes trends, we follow the standards. This includes all resources, books and supporting materials.

I.I.1.9. First Reading of Policy 606.02 Instructional Materials Inspection

This policy clarifies materials inspection.

I.I.1.10. First Reading of Policy 606.03 Objection to Media and Instructional Materials

I.I.1.11. First Reading of Policy 1005.05 Community Involvement in Decision-Making

Shares ways to communicate with CPS, we always want them to be engaged.

I.I.2. Administrative Functions

I.I.3. Updates

I.J. Business Operations and Human Relations

I.J.1. Policies

I.J.2. Administrative Functions

I.J.2.1. Fundraising Application to be approved

I.J.3. Updates

I.K. Buildings & Sites/Technology

I.K.1. Policies

I.K.2. Administrative Functions

I.K.3. Updates

I.L. Student Services

I.L.1.Policies

I.L.2.Administrative Functions

I.L.3.Updates

Jason Harris, Director of Student Services and Special Education said he has attended 2 job fairs and had spoken with 7 of the 20 Speech and Language candidates, tomorrow they travel to Wayne State, where there will be 9 candidates. He also wants to invite the potential candidates to the district, so they can have good knowledge about CPS. He said he will communicate with principals when that get together is scheduled.

I.M. Superintendent's Report

Dr. Loeffelholz gave the days and times for the Community Facilities meeting, Wednesday 6:30 at Nantkes; Thursday 6:30 at the CHS Concert Hall. He said there were good results from the staff meetings. Data is showing 88% of staff would support the bond issue if the levy stays the same.

Dr. Loeffelholz talked about upcoming work to be done, in January a cost packet will be put together. Reimbursement forms were shared from state convention expenses.

I.N. Board Sharing

Board Sharing at next week's meeting.

I.O. Adjourn

Meeting adjourned at 6:46pm.

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 12, 2022.

President

Secretary

North Park

2022-23 School Year

Continuous School Improvement

Building Goals:

DATA INTO ACTION- Process used to look at Data and to set goals.

1. Teams met to look a Macro Data (current year) shared by the Curriculum Dept.
2. Each Grade level targeted low areas that also connect to a Learning Goal.
3. Look for Learning Gaps and Instructional Gaps
4. Set a Student Goal
5. Do a new strategy search to implement
6. Monitor progress each week of the plan
7. Share results at the end of the Semester
8. Start Process over for 2nd Semester after Winter testing is done

Positive Climate and Collaborative Culture

Based on UPBEAT and High Reliability Schools survey results, climate and culture of North Park is positive and strong.

Survey Results - “UPBEAT” score>70 is Excellent (+)

Parent / Teacher Communication:	Score= 97	Growth= +13
Professional Development:	Score=64	Growth= +5
Autonomy:	Score = 95	Growth= + 11
Principal / Teacher Trust:	Score = 92	Growth= +5
Instructional Leadership:	Score = 97	Growth= +9
Safety:	Score= 87	Growth= 6.5

Survey Results - “UPBEAT” score > 70 is Excellent (+)

Appreciation	Score = 83	Growth = +9
Collaboration:	Score = 96	Growth = +9
Work / Life Balance:	Score = 81	Growth = +11
Resources and Facilities:	Score = 94	Growth = +7
Self-Efficacy:	Score = 94	Growth = +3
Evaluation:	Score = 97	Growth = +11

Survey Results - “UPBEAT” score > 70 is Excellent (+)

Teacher Voice and Leadership:	Score = 82	Growth = +2
Recruiting/Hiring/Onboarding:	Score = 79	Growth = +5
Compensation/Career:	Score = 78	Growth = +8
Belonging/ Wellbeing:	Score = 94	Growth = +8
Diversity Staff:	Score = 55	Growth = +8
Equity:	Score = 99	Growth = +6
Inclusion:	Score = 97	Growth = + 11

Survey Results - “UPBEAT” score > 70 is Excellent (+)

Cultural Competency:	Score = 71	Growth = +14
Care/ Commitment:	Score = 98	Growth = +7
Student Engagement:	Score = 96	Growth = +3
Satisfaction / Purpose:	Score = 94	Growth = +3

Survey Celebrations “High Reliability Schools”

NP survey results... Score >3.0=“Meets”

Level 1- Build a safe, collaborative culture NP= 3.02-4.05

Level 2- Ensure effective instruction in every classroom
NP= 3.28-4.12

Level 3- Ensure a guaranteed and viable curriculum

Level 4- Achieve standards-referenced reporting

We are one big family!

Outside of school, we try to have at least one social opportunity per month, for staff to get together.

Know each other as people, not just colleagues.

The work environment is a much more enjoyable place to be when you work with people you have fun with!

Building Trust Among Staff

Created our own staff “Trust Accelerators

1. Operate with positive intent.
2. Deliver the mail to the right address.
3. Have honest, respectful conversations with others when something is bothering you. (Approach as a friend.)
4. Solution focused discussions (otherwise it is just complaining)
5. Avoid Defensiveness.
6. Own the decision of the group (do your best to make it work()).
7. Be an encourager.
8. Follow through with what you say.

Non-Negotiables (All staff teach and reinforce)

1. Three School Rules; (Be Safe, Be Respectful, Be Responsible)

2. 9 Well Managed Classroom Social Skills

3. 3 BIST Skills
 - a. I can make good choices even if I am mad.
 - b. I can be okay even if others are not okay.
 - c. I can do something even if I don't want to or it is hard.

Common Expectations

Expectation Stations around the building

North Park Expectations			
Area	Safe	Respectful	Responsible
Classrooms, Media Center, and Computer Lab	<ul style="list-style-type: none"> Walk facing forward. Keep hands, feet and objects to self. Get adult help for accidents. Use all equipment and materials appropriately. Get permission to leave the room. 	<ul style="list-style-type: none"> Use kind words and actions. Wait your turn. Follow adult directions promptly. Use an inside voice. 	<ul style="list-style-type: none"> Be honest. Be prepared for class. Follow school rules. Speak kindly to others. Take proper care of all personal belongings and school equipment. Sit in your chair at your desk.
Cafeteria	<ul style="list-style-type: none"> Walk facing forward. Keep hands, feet and objects to self. Keep all food to self. Sit with feet on floor, bottom on bench and face the table. Get adult help for spills. 	<ul style="list-style-type: none"> Allow anyone to sit next to you. Use an inside voice. Use table manners. Clean up after yourself. Raise your hand to get an adult's attention. Use kind words and actions. Wait to be dismissed. 	<ul style="list-style-type: none"> Get all utensils, milk, etc. when first going through the line. Speak kindly to others. Keep the lunchroom clean. Empty trays carefully.
Playground/Recess	<ul style="list-style-type: none"> Walk to and from the playground. Stay within the boundaries. Be aware of activities and games around you. Play safely - No play fighting. Keep sticks, rocks, and snow on the ground. Tell an adult if a ball goes into the street or neighbor's yard. 	<ul style="list-style-type: none"> Play fairly. Follow game rules. Include everyone. Be a good sport. Get permission to go inside to use the restroom. When the whistle blows line up promptly and safely. 	<ul style="list-style-type: none"> Use equipment properly. Return equipment to its proper place. Follow game rules. Follow adult directions promptly. Speak kindly to others. Get adult help for injuries immediately.
Halls	<ul style="list-style-type: none"> Walk on the second tile on the right side. Keep hands, feet, and objects to self. Walk in a single file line without talking. 	<ul style="list-style-type: none"> Hold the door open for others. Use an inside voice. 	<ul style="list-style-type: none"> Follow adult directions promptly. Be aware of others around you. Speak kindly to others.
Bathrooms	<ul style="list-style-type: none"> Keep feet on the floor. Keep water in the sink. Wash hands with soap. Put toilet paper in toilet and paper towels in trash. 	<ul style="list-style-type: none"> Keep walls and stalls clean. Give others privacy. Use an inside voice. Flush toilet after use. Use the water fountain appropriately. 	<ul style="list-style-type: none"> Keep the bathroom clean. Return to the room or line promptly. Speak kindly to others.
Arrival and Dismissal Areas	<ul style="list-style-type: none"> Use sidewalks and crosswalks. Wait in designated areas. Carry skateboards and scooters. Walk bikes. Park bikes in bike rack. Carry bookbags appropriately. Wait for your ride to park in a parking space before getting into or out of the vehicle. 	<ul style="list-style-type: none"> Use an inside voice. Wait patiently. Follow adult directions promptly. Use kind words and actions with everyone. 	<ul style="list-style-type: none"> Arrive on time. Exit the building as soon as you are dismissed. Get adult permission to use the phone. Report to the After School Program as soon as you are dismissed. Speak kindly to others.
Special Events and Assemblies	<ul style="list-style-type: none"> Enter with your class in a single file line without talking. 	<ul style="list-style-type: none"> Use audience manners. Sit in designated area. Clap for all guest speakers. 	<ul style="list-style-type: none"> Follow adult directions promptly. Wait for instructions. Keep hands and feet to self.


Waiting Inside Before School

Come inside quietly and walk to your classrooms designated area (outside your classroom door.)

Stay in your designated area, don't walk around or go into classroom.


Ask permission to use the restroom.

Sit down against the wall. We need to keep the middle two tiles open so the center of the hallway is not blocked.




Use a quiet inside voice as teachers are working.


Read your AR book.



Stay in your place in line.



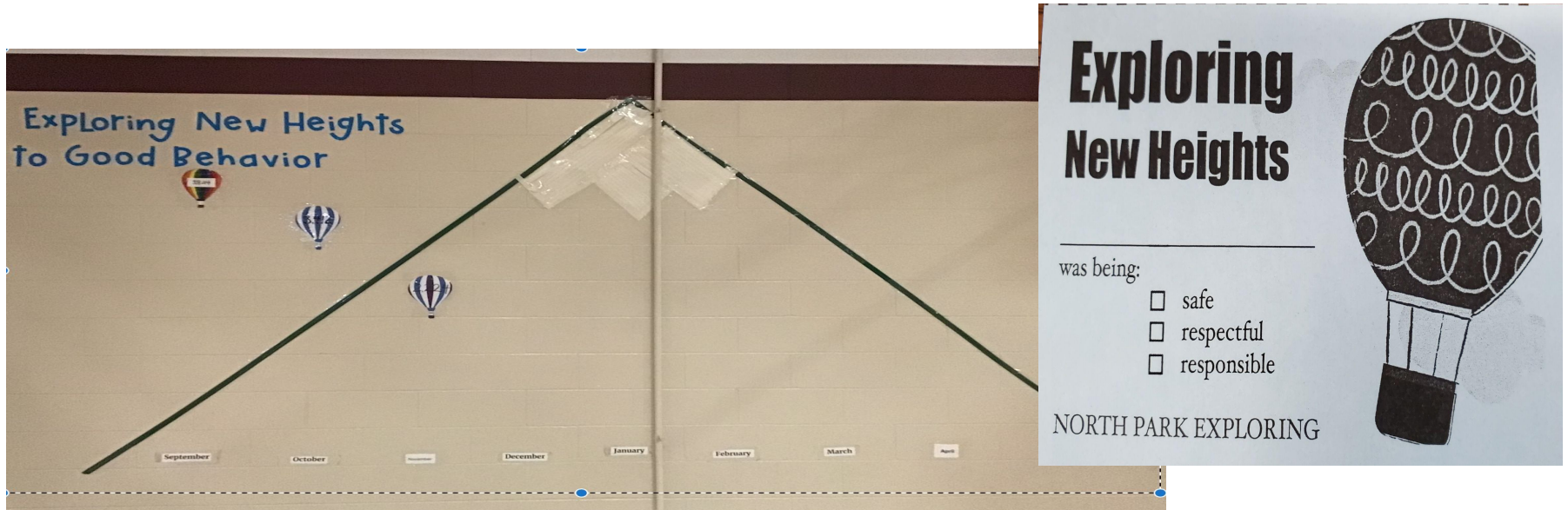
Wait for your teacher to tell you it is time to come in.



8/6/14

Positive Feedback “Theme”

1. Positive Feedback has to be a part of who we are. 4:1 ratio.
 - a. Use of Positive Behavior Theme “Exploring New Height” for Good behavior



Community Partnerships

20022-23 Partnering with CCC Athletes

1. Men's basketball team assigned to classrooms 5 times
2. Brought sports reps to speak at assembly
3. Use CCC athletes as an incentive for various reasons (free recess with an athlete, come eat lunch with them, come read with them, etc...)



CCC Athletes Celebrating our Students of the Month





COLUMBUS PUBLIC SCHOOLS

December 9, 2022

Mr. Doug Molczyk, President
Columbus Public Schools Board of Education
2508 27th Street
Columbus, NE 68601

Dear President Molczyk and Board of Education Members:

Please accept this letter as my "Notice of Intent to Return and Extend" my contract that is called for by my employment contract. With this notice, I am indicating to the Board that I wish to serve the District as Superintendent for one (1) contract year more than my potential term of service scheduled to end on June 30, 2025. The extension of this contract would extend the term of service to June 30, 2026.

The Board has a number of options in response to this Notice. If the Board decides that an extension *is* in the best interest of the District, the Board can, first, take the "direct approach." Such an approach would require the Board to pass a motion at the December 19th board meeting to extend my contract by one (1) contract year at the end of the present school calendar year of June 30, 2023. The second option, as outlined in my present contract with the District, would be an "indirect approach." This option would be that the board would pass a motion at the January 23rd or February 20th board meeting to extend my contract for one (1) contract year at the end of the present contract year of June 30, 2023.

If the Board decides that an extension is *not* in the best interest of the District, the Board has until March 15, 2023 to issue a "Notice of Intent to Not Extend." Please note that, regardless of the Board's action on this matter now, the Board has until April 15th to provide a notice of non-renewal.

As you know, I remain committed to the philosophy that the Superintendent serves at the discretion of the Board majority. Please contact me should you have any questions or concerns about this Notice. I look forward to the response of the Board, as I know this response will be in the best interest of the students and the community served by Columbus Public Schools.

Sincerely,

Troy D. Loeffelholz, Ed.D
Superintendent

"Engaging All Learners to Achieve Success"

2508 27th Street PO Box 947 | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

ColumbusPublicSchools.org

Columbus High School

**A Special Welcome to the
Class of 2027**



2023-2024 Course Description Handbook
Your College and Career Readiness Guide

NOTICE OF NONDISCRIMINATION

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

NOTIFICATION OF AMERICAN DISABILITIES ACT

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

Disclaimer Notice

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

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Columbus High School

3434 Discoverer Drive

Columbus, NE 68601

Phone: 402-563-7050

Auto-Attendant Options:

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

Fax: 402-563-7058

Connect with Us Through Social Media

CHS Website:

www.columbuspublicschools.org

CHS Twitter:

@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 02/5/21

Graduation Requirements

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

Class of 2024 & Beyond	
Subject	Credits Required
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

*All art, music and theatre classes meet the Fine / Applied Arts graduation requirement. In addition the Fine / Applied Arts graduation requirement can be met by successfully completing the following career and technical education classes: Architectural Drafting & Design, Computer-aided Drafting, Digital Design; Engineering Concepts, Intro to Manufacturing Woods, Linkages, Manufacturing Processes and Web Design.

Mid-term Graduation

Seniors considering midterm graduation must fill out an application to be reviewed by 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.

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

Registration

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

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

Schedule Changes

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

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

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

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

Grading Procedures

Class Rank and Grade Point Average

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

Regular Courses (Unweighted)				Weighted Courses		
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 at Central Community College, Nebraska Wesleyan, and/or Wayne State College.

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

Criteria for enrollment:

1. Check with college to verify students meet age and/or grade level requirements.
2. Students must have attained a 2.5 cumulative grade point average.
3. Students must meet eligibility requirements while in high school. ACT test scores or 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, Nebraska Wesleyan, and/or Wayne State College

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.**

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

Dual Credit Courses

*Courses offered vary by year.

Columbus High School Courses	CCC Course #	Semester Credit	CCC Course Title
Introduction to Automotive Technology	AUTO 1000	2	Basic Shop Practices
Basic Automotive Technology Service	AUTO 1100	3	Automotive Electrical Systems 1
Intermediate Automotive Technology Service	AUTO 1020	2	Basic Shop Practices - Fasteners & Job Management
	AUTO 1800	3	Brakes, Steering, Suspension, Tire Balance 1
Advanced Automotive Technology Service	AUTO 1200	2	Manual Transmissions and Clutches
Advanced Manufacturing Design	AMDT 1030	3	Manual Machining (CHS S1 Class)
	AMDT 1080	3	Introduction to CNC (CHS S2 Class)
Personal Financial Planning	BSAD 1360	3	Personal Financial Planning
Principles of Construction Technology	CNST 1200	1	Construction Safety
Advanced Construction Technology	CNST 1400	3	Residential Components
Environmental Science	BIOS 1060	3	Environmental Science
Environmental Science Lab	BIOS 1070	1	Environmental Science Lab
Honors Biology	BIOS 1010	4	General Biology
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
Total CCC College Credits Offered at CHS		93	<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	Calculus I
AP Calculus	Math 1610	5	Calculus II
Spanish III	Spanish 1020	4	Spanish Stage II
Spanish IV	Spanish 2010	4	Spanish Stage III
Spanish V	Spanish 2020	4	Spanish Stage IV
Total NWU Credits Offered at CHS		22	
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
PK-12 Instructional Design	EDU 275	3	PK-12 Instructional Design
Total WSC Credits Offered at CHS		9	

UNL, UNO & UNK Admission Requirements

CATEGORY	UNITS *	UNIVERSITY-WIDE REQUIREMENTS (Information from UNK, UNL, & UNO Websites)
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.
TOTAL UNITS	16 units	

Class Rank or ACT/SAT

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

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

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

NCAA Approved Courses

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

English

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

Mathematics

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

Science

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

Social Science

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

Additional Core Classes

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

Career Specialties Chart - Four-Year Plans

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

*Refer to the Course Description Handbook for prerequisites

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

Business

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

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

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

Business

Career Seminar (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 financial planning, budgeting, saving and investing, managing credit and debt, using financial services, evaluating insurance, careers and taxes, and consumer awareness.

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

Keyboarding Applications (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

Grades: 10, 11, 12

Credits: 5

Lab Fee: None

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

Entrepreneurship (semester)

Type: Elective

Prerequisite: Completion of Principles of Marketing and Marketing Management

Grades: 11, 12

Credits: 5

Lab Fee: None

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

Business

Accounting I & II (year)

Type: Elective

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

Grades: 10, 11, 12

Credits: 10

Lab Fee: None

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

Accounting III & IV (year)

Type: Elective

Prerequisite: Accounting I & II

Grades: 11, 12

Credits: 10

Lab Fee: None

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

Information Technology Applications I

(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.

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.

Microsoft Office Certification (MOS)

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, Photoshop, Adobe Suite, and other various multimedia platforms.

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, podcast, and/or broadcast. 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 an IEP.

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. Students will also have the opportunity to meet with NE Vocational Rehabilitation Services during their Junior/Senior year 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 and Communication Life

Skills (year)

Type: Elective

Prerequisite: Teacher Recommendation, IEP Team decision

Grades: 9, 10, 11, 12

Credits: 10

Lab Fee: None

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

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

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

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.

Educational Support Services

Algebra I - Resource (year)

Type: Required with Recommendation

Prerequisite: Teacher Recommendation

Grades: 9, 10, 11, 12

Credits: 10

Lab Fee: None

Algebra I resource offers students access to the general education curriculum for Algebra I at a pace that meets their needs. Accommodations and/or modifications are provided as needed, and students are given opportunities to work toward their math-based IEP goal(s).

Basic Geometry - Resource (year)

Type: Required with Recommendation

Prerequisite: Teacher Recommendation

Grades: 10, 11, 12

Credits: 10

Lab Fee: None

Basic Geometry resource offers students access to the general education curriculum for Basic Geometry at a pace that meets their needs. Accommodations and/or modifications are provided as needed, and students are given opportunities to work toward their math-based IEP goal(s).

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 and persuasive paragraphs and essays 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 accompanying Class (Time Zones) 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 TimeZones Level 1 curricular 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, 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 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 TimeZones Level 2 curricular 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, 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 TimeZones Level 3 curricular 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 use the Reflect Program levels 1-6 to 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 Reflect program at the appropriate level (1-3) dependent upon the ELPA and Reflect assessments, previous classroom performance, and/or teacher recommendations.

EL Language Arts 1 (Reflect Curriculum Level 1-2)	Qualifying EL students who currently have 0-5 English Credits
EL Language Arts 2 (Reflect Curriculum Level 3-4)	Qualifying EL students who currently have 10-15 English Credits
EL Language Arts 3 (Reflect Curriculum Level 5-6)	Qualifying EL students who currently have 20-25 English Credits

English

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

- 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 read in this class include, but are not limited to, *The Absolutely True Diary of a Part-Time Indian*, *Animal Farm*, *Romeo & Juliet*, and *Speak*

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 read in this class include, but are not limited to, *The Hobbit*, *Julius Caesar*, *Oedipus*, and *Stotan!*

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 read in this class include, but are not limited to, *Fahrenheit 451*, *The House on Mango Street*, *Julius Caesar*, *Lord of the Flies*, *Oedipus*, and *Peace Like a River*.

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 read in this class include, but are not limited to, *The Kite Runner*, *A Lesson Before Dying*, *Montana 1948*, *Of Mice and Men*, 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 read in this class include, but are not limited to, *The Color Purple*, *The Great Gatsby*, *Of Mice and Men*, *The Scarlet Letter*, 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 read in this class include, but are not limited to, *Brave New World*, *The Catcher in the Rye*, *The Crucible*, *Hamlet*, *I Know Why the Caged Bird Sings*, and *Red Sky at Morning*.

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. Types of speeches presented will include demonstration speeches, informative speeches, persuasive speeches, and impromptu speeches. Students will also learn to make effective visuals.

English 12 Advanced Placement

Literature I (5.0 Grade Scale) (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.

Titles read in this class may include, but are not limited to, *1984*, *Brave New World*, *The Canterbury Tales*, *Gulliver's Travels*, *Hamlet*, *Paradise Lost*.

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 read in this class may include, but are not limited to, *Heart of Darkness*, *Fences*, *Frankenstein*, *A Midsummer Night's Dream*, *The Metamorphosis*, *Slaughter-House Five*.

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 will include working with video and other electronic media. The role of the student journalist is expanding beyond traditional print media and this course provides students a contemporary experience in journalism like none other before. **This class does not satisfy English graduation requirements.**

Family and Consumer Sciences

FCS Flowchart

Grade	Introductory	Intermediate	Capstone
9th	<ul style="list-style-type: none"> ● Child Development ● Fundamentals of Nutrition and Culinary Essentials 		
10th	<ul style="list-style-type: none"> ● Child Development ● Fundamentals of Nutrition and Culinary Essentials 	<ul style="list-style-type: none"> ● Culinary Skills I ● Early Childhood Education and Services ● Human Growth and Development 	
11th	<ul style="list-style-type: none"> ● Child Development ● Fundamentals of Nutrition and Culinary Essentials 	<ul style="list-style-type: none"> ● Culinary Skills I ● Early Childhood Education and Services ● Human Growth and Development 	<ul style="list-style-type: none"> ● Early Childhood Practicum ● Culinary Skills II
12th	<ul style="list-style-type: none"> ● Fundamentals of Nutrition and Culinary Essentials ● Child Development 	<ul style="list-style-type: none"> ● Culinary Skills I ● Early Childhood Education and Services ● Human Growth and Development 	<ul style="list-style-type: none"> ● Early Childhood Practicum ● Culinary Skills II

Human Sciences and Education Career Field

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

Hospitality and Tourism Career Field

Culinary Arts and Event Planning	
Introductory	Fundamentals of Nutrition and Culinary Essentials
Intermediate	Culinary Skills I
Capstone	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 infant years. In addition students will study and explore parenting and childcare practices that maximize human growth and development. This class requires the RealCare Baby to be taken home by the student. Students also have the opportunity to become certified with "Safe With You" training.

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. Includes how to develop positive interactions with others and how development can be guided at each age. Special topics covered include families, adolescence, early adulthood, and the concerns and milestones they experience. Students will also analyze strategies to manage health and wellness. Child Development is a prerequisite.

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. Child Development is a prerequisite.

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. Child Development and Early Childhood Education and Services are prerequisites and you must have completed Human Growth and Development or concurrently be enrolled in it.

Fundamentals of Nutrition Culinary Essentials (semester)

Type: Elective

Prerequisite: None

Grades: 9, 10, 11, 12

Credits: 5

Lab Fee: None

This 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 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. Fundamentals of Nutrition and Culinary Essentials is a prerequisite.

Culinary Skills II (semester)

Type: Elective

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

Grades: 11, 12

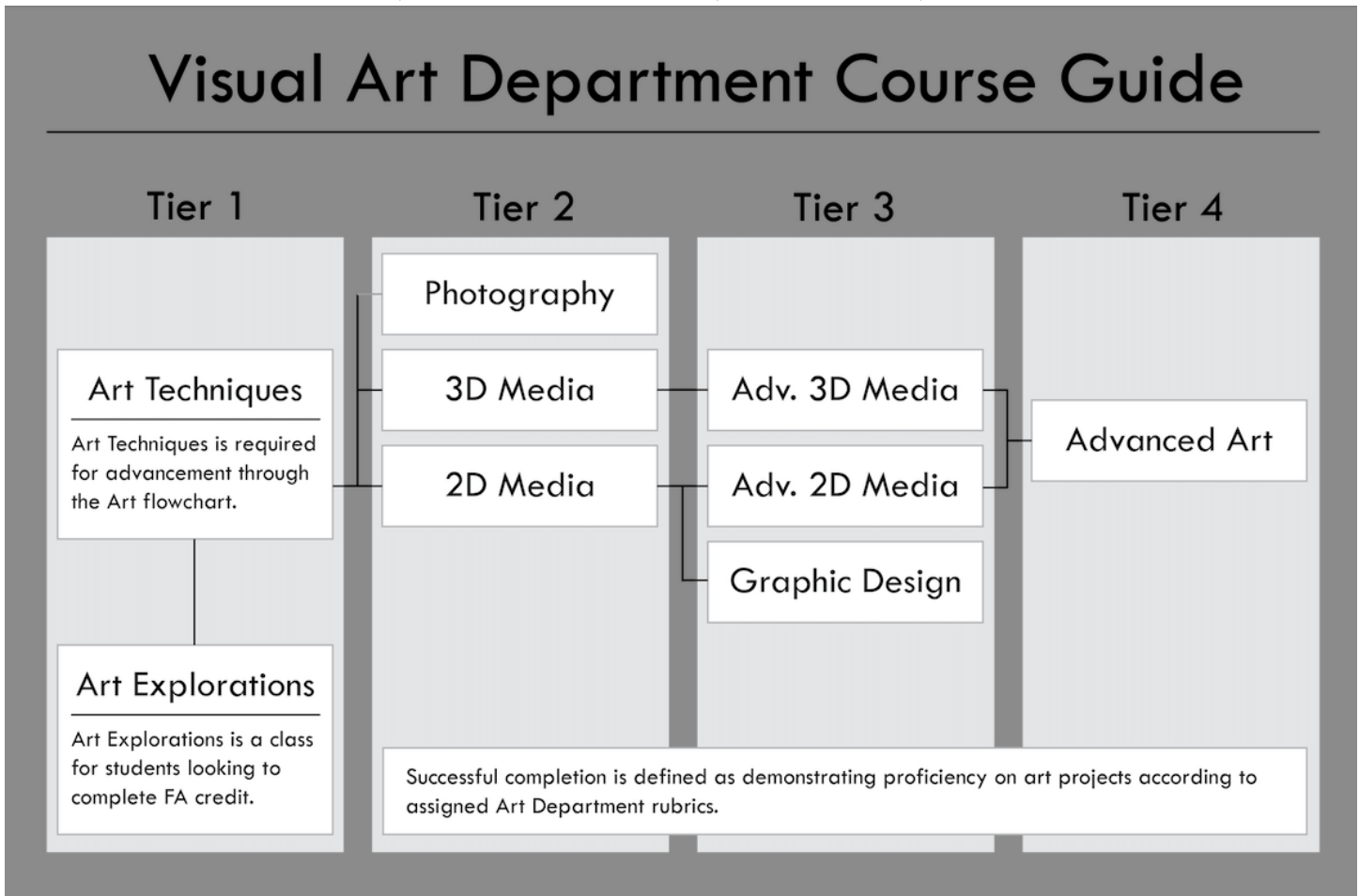
Credits: 5

Lab Fee: None

This 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. Prerequisites are Fundamentals of Nutrition and Culinary Essentials and Culinary Skills I.

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.**



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: Two or more Middle School Art classes

Grades: 9, 10, 11

Credits: 5

Lab Fee: \$8.00

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

Fine Arts

Photography (semester)

Type: Tier 2 Elective; meets Fine Arts requirement

Prerequisite: Art Techniques

Grades: 10, 11, 12

Credits: 5

Lab Fee: \$10.00

In this course, students will learn the application of photography and digital photo editing. Focus will include the basics of photographic compositions with an emphasis on the Principles of Design. This course is designed for the student who has no background in photography. 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: \$10.00

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

3D Media (semester)

Type: Tier 2 Elective

Prerequisite: Art Techniques

Grades: 10, 11, 12

Credits: 5

Lab Fee: \$10.00

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

Advanced 2D (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.

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.

Fine Arts

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

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

The CHS Treble/Classman Chorus

(semester)

Type: Elective; meets Fine/Applied Arts requirement

Prerequisite: None

Grades: 9, 10, 11, 12

Credits: 5

Lab Fee: None

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

The CHS Anchor Chorus (semester)

Type: Elective; meets Fine/Applied Arts requirement

Prerequisite: CHS Treble/Classman Chorus

Grades: 9, 10, 11, 12

Credits: 5

Lab Fee: None

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

The CHS Navigator's Chorus (semester)

Type: Elective; meets Fine/Applied Arts requirement

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

Grades: 10, 11, 12

Credits: 5

Lab Fee: None

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

Fine Arts

Music-Vocal

The CHS Captain's Chorale (semester)

Type: Elective; meets Fine/Applied Arts requirement

Prerequisite: Audition or permission from the director

Grades: 10, 11, 12

Credits: 5

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

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

The CHS New World Singers (year)

Type: Elective; meets Fine/Applied Arts requirement

Prerequisite: Audition or permission from the director

Grades: 11, 12

Credits: 10

Lab Fee: None

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

Fine Arts

Theatre

Theatre I (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.

Stagecraft (semester)

Type: Elective

Prerequisite: Theatre I

Grades: 11, 12

Credits: 5

Lab Fee: None

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

Health Sciences Pathway

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

Fall 2022 Nursing Assistant (HLTH-1200-DC611)

Type: Elective

Prerequisites: Health Science I

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. At the completion of the course, students will also go through the Certified Nursing Assistant training to become licensed to work in the healthcare field.

Health Sciences III (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.

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

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

Placement Scores Required for CCC Dual Credit

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 Basic (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.

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 Basic (year)

Type: Graduation Requirement Elective

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

Grades: 11, 12

Credits: 10

Lab Fee: None

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

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

Mathematics

Algebra II (year)

Type: Graduation Requirement Elective

Prerequisite: Algebra I and Geometry, teacher recommendation

Grades: 10, 11, 12

Credits: 10

Lab Fee: None

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

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

Algebra II Accelerated (year)

Type: Graduation Requirement Elective

Prerequisite: Geometry Acc., teacher recommendation

Grades: 10

Credits: 10

Lab Fee: None

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

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

Geometry Accelerated (year)

Type: Graduation Requirement Elective

Prerequisite: Algebra I in 8th grade or teacher recommendation

Grades: 9, 10

Credits: 10

Lab Fee: None

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

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

Pre-Calculus with Trigonometry

[DC Option CCC-Math 1410 (5 credits)] (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 or teacher recommendation

Grades: 11, 12

Credits: 10

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

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

Mathematics

Pre-Calculus with Trigonometry

Accelerated (year)

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

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

Type: Graduation Requirement Elective

Prerequisite: Algebra II and Geometry or teacher recommendation

Grades: 11

Credits: 10

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

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

College Algebra (year)

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

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

Type: Elective

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

Grades: 11, 12

Credits: 10

Lab Fee: None

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

Technical Math (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 Basic or Geometry, and Algebra II

Grades: 12

Credits: 5

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, teacher recommendation

Grades: 12

Credits: 10

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

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

Mathematics

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

Advanced Placement

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

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

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

(5.0 Grade Scale)

Type: Elective

Prerequisite: Pre-Calc Accelerated or teacher recommendation

Grades: 12

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

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

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

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

Probability and Statistics (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.

Physical Education & Health

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

PE Requirements	
Required for all CHS students no participating in a school sponsored activity	Required (one semester) for CHS students participating in school sponsored activity
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 activity

Prerequisite: Must be going out for a school sponsored 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 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, first aid, food and nutrition, how to make healthy choices, infectious and noninfectious diseases, mental disorders, suicide, refusal skills, and stress.

Physical Education & Health

Weights (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. Students will go off school grounds to participate in some of these activities. Students must provide their own transportation to these activities. Students may only take this class one semester.

Lifetime Activities (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 activity

Prerequisites: Student must be involved in the school sponsored 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 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	Chemistry Physics Astronomy Animal Behavior Environmental Science Biology Honors	Physics Honors Anatomy & Physiology Environmental Science Biology Honors
SENIORS		Physics Astronomy Animal Behavior Environmental Science Biology Honors	Anatomy & Physiology Environmental Science Biology Honors Physics Honors

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

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: None

Grades: 10

Credits: 10

Lab Fee: None

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

Biology-Honors (year)

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

Type: Graduation Requirement Option

Prerequisite: Biology and Physical Science or Chemistry courses.

Grades: 11, 12

Credits: 10

Lab Fee: None

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

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

Grades: 11

Credits: 10

Lab Fee: None

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

Animal Behavior (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)

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

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

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: Biology and Physical Science or Chemistry courses.

Grades: 11, 12

Credits: 10

Lab Fee: None

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

Skilled & Technical Sciences

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

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

Prerequisite: None

Grades: 11, 12*

Credits: 5

Lab Fee: None

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

Basic Automotive Technology Service-2

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

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

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

Type: Elective

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

Grades: 12

Credits: 10

Lab Fee: Determined by project

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

Advanced Automotive Technology

Service-4 (double period, semester)

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

Type: Elective

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

Grades: 12

Credits: 10

Lab Fee: Determined by project

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

Skilled & Technical Sciences

Introduction to Engineering (semester)

Type: Elective

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

Grades: 9

Credits: 5

Lab Fee: None

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

Engineering Concepts (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-\$60.00

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, Touchmate 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 (double period, semester)

Type: Elective; meets Fine/Applied Arts requirement

Prerequisite: None

Grades: 11, 12

Credits: 10

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)

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

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

Type: Elective

Prerequisite: Manufacturing Processes

Grades: 11, 12

Credits: 10

Lab Fee: Determined by student project.

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

Skilled & Technical Sciences

Introduction to Manufacturing Woods

(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.

Advanced Construction Technology

(double period, year)

[DC Option-CCC-CNST 1400 (3 credit) & 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 their own tape measure and adequate clothing for outside construction work in cold weather.**

Skilled & Technical Sciences

Basic Electronics (Fall Semester)

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

Type: Elective

Prerequisite: Successful completion of Algebra I is required. Introduction to Engineering Principles is also suggested. **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. 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.

Social Studies

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

Geography (semester)

Type: Required

Prerequisite: None

Grades: 9

Credits: 5

Lab Fee: None

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

World History (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 big ideas: religion, revolution, identity, imperialism, and human rights. This two-semester course must be passed to fulfill a graduation requirement.

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

Psychology (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

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

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.

World Languages

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.

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. 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.

Regular Meeting
Monday, November 21, 2022, 5:30 PM Central

Columbus Public Schools Administration Building
2508 27th St.
Columbus, NE 68601

Candace Becher: Present
Mark Brown: Absent
Michael Jeffryes: Present
Doug Molczyk: Absent
Theresa Seipel: Present
Douglas Willoughby: Present
Present: 4, Absent: 2.

I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

The board President and his/her designee recommends the board approve the absences of Mr. Doug Molczyk and Mr. Mark Brown. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea,
Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Mission Statement

Doug Willoughby read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.G.1. Second and Final Reading of Policy 204.12 Public Comment in Board Meetings

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 204.12 Public Comment in Board Meetings, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea,
Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Dr. Loeffelholz, Superintendent said with the changes in this policy we will need to edit the statement in our meeting to reflect people who want to address the board do not have to be a resident of the district.

I.G.2. Second and Final Reading of Policy 902.02 Construction Plans and Specifications

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 902.02 Construction Plans and Specifications, as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Dr. Loeffelholz said this new information changes the amount to \$118,000.00 to require a public bid.

I.G.3. Second and Final Reading of Policy 902.04 Bids and Awards for Construction Contracts

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 902.04 Bids and Awards for Construction Contracts, as submitted. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel. Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 4, Nay: 0, Absent: 2

The change in this policy is regarding bids and awards in contracts up to \$109,000.00.

I.G.4. Second and Final Reading of Policy 305.02 Opioid Overdose Prevention and Response

Superintendent recommends that the Board approve the Second and Final reading of Policy 305.02 Opioid Overdose Prevention and Response, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel. Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

The Board was asked to adopt this policy. Dr. Loeffelholz said he checked with the attorney regarding the question from last week on the need to lock the Narcan up or keep it easily accessible for use. The attorney recommended keeping it secure without a lock and be kept in several convenient places throughout each building. This medication will not hurt if used on someone who is not overdosing however, it will save a life in many cases. Dave Hiebner, CHS Principal shared information from the training that took place on Wednesday.

I.G.5. Discuss and consider the of adoption of the Construction Management at Risk selection criteria and the evaluation point values for a potential multiple school facilities project.

The Superintendent recommends that the Board adopt the Construction Management at Risk selection criteria and the evaluation point values for a potential multiple school facilities project. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Dr. Loeffelholz explained that by state statute we need to adopt the next two agenda items to move forward with the selection of a Construction Manager. By approving, this gives Dr. Loeffelholz and the attorney permission to make decisions on the projects.

I.G.6. Discuss, consider and take all necessary action with regard to selecting the Construction Management at Risk method of construction delivery for a potential multiple school facilities project under the Political Subdivisions Construction Alternatives Act.

The Superintendent recommends that the Board select the Construction Management at Risk method of construction delivery for a potential multiple school facilities project under the Political Subdivisions Construction Alternatives Act. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

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

I.I. Consent Agenda

Motion to approve the Consent Agenda. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

I.I.1. Approval of Minutes

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

I.I.3. Financial Report M5

I.I.4. Certified Personnel

I.I.5. Classified Personnel

I.I.6. Professional Travel

The October report is lengthy, Dr. Loeffelholz said it is often busy in October because it is between fall and winter activities.

I.J. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

The Foundation Report is showing a lot of money going in and out, including Kramer, volleyball tournament, Athletic Hall of Fame, fundraisers, marching band competitions, and others.

I.K. Curriculum and Instruction

I.K.1. Administrative Functions

I.K.1.1. Approval of High School Career & Technical Education Programs of Study and Standards

The Superintendent recommends that the Board approve the High School Career & Technical Education Programs of Study and Standards, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Teresa Hausmann, Director of Curriculum, Instruction and Assessment said she is requesting approval of the state standards. Once that is done, the work will begin to get the updates implemented.

I.K.2. Updates

I.L. Business Operations and Human Relations

I.L.1. Administrative Functions

I.L.1.1. TERIP for 22-23

The Superintendent recommends that the Board approve the 2022-2023 TERIP Policy, as submitted. Passed with a motion by Michael Jeffryes and a second by Douglas Willoughby.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Dr. Loeffelholz reminded the Board that any changes they want to make has to be made the prior year before. Chip Kay, Director of Finance and Human Resources said there are 25 people eligible, he will present information on TERIP on December 9, 2022.

I.L.1.2. Fundraising Applications for Approval

The Superintendent recommends that the Board approve the attached Fundraising Applications, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

There was one request added, to collect items for the rescue mission.

I.L.1.3. Surplus Requests

The Superintendent recommends that the Board approve the Surplus Requests, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Mr. Kay said one of the surplus requests was removed, the CMS EL materials will be not be disposed of at this time.

I.L.2. Updates

I.M. Buildings & Sites/Technology

I.M.1. Administrative Functions

I.M.1.1. City of Columbus Request for the Temporary Snow Fence

The Superintendent recommends that the Board approve the City of Columbus' request for a Temporary Snow Fence. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Mark Brown: Absent, Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 4, Nay: 0, Absent: 2

Leonard Kwapnioski said the area has been planted and the City of Columbus will place the temporary snow fence soon. Good time to take advantage of the decent weather in the next week.

I.M.2. Updates

Mr. Kwapnioski invited everyone to see the progress at Kramer. He said 8 of the 10 rooms are done. Tile will be laid in the hallways later this week. HVAC units have been started to heat in a couple of areas to continue working. Mr. Kwapnioski was asked about the CASSETTE House Project, he said there is hold up on electrical, they will be using a new transformer and they are waiting for Loup Power to release it to CPS. The ice-skating pond needs minimum of 2 feet of frost in the ground to be filled with water.

I.N. Student Services

I.N.1. Administrative Functions

I.N.2. Updates

I.O. Superintendent's Report

Dr. Loeffelholz said to read the Tuesday Tidbit, there are upcoming dates to note. December 9, Christmas Luncheon and PD. Professional Development is offering a lot of options for certified staff. He will be presenting information based on data from last year's ideas on expansion. December 14th and 15th, the district will be hosting community presentations at CMS and CHS. We will need to have our scope by March 16.

I.P. Board Sharing

The Board noted the high school musical. They all shared information from the sessions that they attended at the State Board of Education Conference last week. All wished staff and their families a very Happy Thanksgiving.

II. Executive Session

The Board did not go into Executive Session.

III. Adjourn

Meeting adjourned at 6:22pm.

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, November 21, 2022.

President

Secretary



Committee As A Whole
Monday, November 14, 2022, 5:30 PM Central

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

Candace Becher: Present
Mark Brown: Present
Michael Jeffryes: Present
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Present
Present: 6.
Theresa Seipel: Absent
Present: 5, Absent: 1.

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

Motion to excuse Mrs. Seipel Passed with a motion by Doug Molczyk and a second by Candace Becher.

Theresa Seipel: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Presentations

I.E.1. SkillsUSA

Presentation by Ben Loeffelholz and the students from SkillsUSA. The group reported on attending the Mid-America Conference. The theme was "Our Time is Now". The students gave brief reports of each topic that was presented.

They also discussed the ways their conference has enhanced leading a chapter, organizing meetings and community service projects and the recruitment program. Parliamentary procedure was discussed to come to decisions easier along with voting in their chapter meetings. The students invited everyone to join them at the state conference in Grand Island in April. Mr. Loeffelholz, sponsor, said the students deserve all the credit for their accomplishments, he is just the adult in the room.

I.E.2. Narcan Presentation

Josh Loontjer, Columbus Police Department and SRO for CPS and Laurie Swanson, CHS Nurse, gave a presentation on the use of Narcan. Officer Loontjer said law enforcement carries their own dose for use in an emergency. Narcan would be administered to a suspected overdose occurring on school district property or a school sponsored event. Ms. Swanson demonstrated how the device works to administer the dose to someone. They explained that this will buy some time until help arrives. Officer Loontjer said law enforcement has started detecting fentanyl in vapes. Dr. Loeffelholz said CPS will have a training on Narcan use on Wednesday.

Also, there was discussion regarding CPS obtaining Narcan from Columbus Community Hospital or East Central Health District.

I.E.3. Columbus High School Presentation

Dave Hiebner, CHS Principal, reported on students, staff and events at Columbus High School. He shared information regarding the new staff, he's proud to say that 8 CHS graduates have returned to work for the district. Mr. Hiebner talked about the implementation of non-negotiables the staff developed that are impacting student learning to make teaching easier. They have developed a behavior flow chart to reference what is staff managed student behavior and what is administrator managed behavior. He shared that they are using trust accelerators, and it is working very well. Mr. Hiebner touched base on staff meetings and data that is being shared which is very positive for students and staff. Also, the meetings give everyone an opportunity to ask questions and be heard by the entire staff and administration, very positive feedback. He described the communication each week and the professional development opportunities. Mr. Hiebner gave a report on the Upbeat survey and the data from that and the response to the data. He said the new Health Pathway is very popular, first semester classes are full and the second semester CNA class that is being offered is full at this time. There is talk of offering a summer class. He said he attributes that positive response to CCH and Ms. Kalhoff, who teaches the classes.

Mr. Hiebner said FCCLA is a new organization being offered this year, they have 25 to 30 members. The only one CHS does not have now is FFA. Mr. Heibner highlighted career and college certifications, the number continues to grow in this area.

He also spoke on the school improvement goals.

Mr. Hiebner said there were 740 students that attended homecoming and there were 421 students involved in fall activities. He believes activities are an integral part of the experience at CHS. Mr. Heibner ended his presentation with "Wear Your Maroon Proudly and As Always Go Discoverers".

I.F. Board Special Functions

I.F.1. Second and Final Reading of Policy 204.12 Public Comment in Board Meetings

Troy Loeffelholz, Superintendent did comment on the fact that this policy does not say that you must be a resident of the school district, there is no guideline. Discussion on the time limit, it can be changed. It is determined by the board president; we will keep it at 5 minutes for now.

I.F.2. Second and Final Reading of Policy 902.02 Construction Plans and Specifications

Dr. Loeffelholz addressed the question from last meeting from this policy on the numbers being different, he said there's not a good answer, it is just based on revised statutes.

I.F.3. Second and Final Reading of Policy 902.04 Bids and Awards for Construction Contracts

Dr. Loeffelholz explained the purpose of the policy. This policy refers to land/sites not buildings.

I.F.4. First Reading of Policy 305.02 Opioid Overdose Prevention and Response

Superintendent recommends the board approve first reading of Policy 305.02. Passed with a motion by Mark Brown and a second by Douglas Willoughby.

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

Yea: 6, Nay: 0

Dr. Loeffelholz said Policy 305.02 Opioid Overdose Prevention and Response was written by KSB Law firm. He said he will get a clarification on the lock/unlocked storage of the naloxone. He also touched on the training and taking the extra steps for the safety of staff and students.

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

Chip Kay, Director of Finance and Human Resources gave a summary of the financial reports. He said the report M2 balance in the General Fund is low. Other accounts are consistent with prior years. The M3 show amounts are right on, some balances are estimated until the check is received. M4a expenditures are being tracked, 94% of the funds were paid out in payroll.

I.G.3. Certified Personnel

Mr. Kay discussed the special education hire for 23-24. He said there have been two special education resignations.

I.G.4. Classified Personnel

Mr. Kay said the memo shows employees that are moving over from ASI temporary employees to full time CPS employees.

I.G.5. Professional Travel

I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz said the October total was \$39,646.12; \$320,970.37 for the year. He also shared information regarding all umbrella organizations requiring bylaws. Also noted was a grant in collaboration with ESU7 that has been submitted.

I.I. Curriculum and Instruction

I.I.1. Administrative Functions

I.I.1.1. Approval of High School Career & Technical Education Programs of Study and Standards
Teresa Hausmann, Director of Curriculum, Instruction and Assessment asked the board to consider the 6 areas to consider approving the state standards. The areas include Communication and Information, Business, Marketing and Management, Human Sciences and Education and Health Science. She said there are 6 areas, at this time, CPS is offering 4 of the courses.

I.I.2. Updates

Mrs. Hausmann gave a brief update on the work of the Curriculum Department. She shared the department goals. Proficiency reporting was discussed, overall, it went well. Centennial requested more days for reporting. On-site support sessions have been completed, Domain 3, Conditions for Learning Training from the CPS Focused Teacher Evaluation Model was completed last week. Select-a-Session PD will take place on December 9th. Mrs. Hausmann said kudos to Jess Volker and Brandi Fleming for getting all sessions set up.

She said numbers are down with in-person contacts, everyone has been busy planning PD.

I.J. Business Operations and Human Relations

I.J.1. Administrative Functions

I.J.1.1. TERIP for 22-23

Mr. Kay is recommending that we offer early retirement. He said approval of applicants would be at the February board meeting.

I.J.1.2. Fundraising Applications for Approval

Applications meet all criteria after review by Mr. Kay.

I.J.1.3. Surplus Requests

Mr. Kay said there has been a change for one of the requests, and we will pull CMS EL materials, they have decided to keep them.

I.J.2. Updates

Mr. Kay updated survey results from this year compared with the last year's survey. There has been a lot of positive feedback from staff. There has been a lot of work being done in response to the survey results.

I.K. Buildings & Sites/Technology

I.K.1. Administrative Functions

I.K.1.1. City of Columbus Request for the Temporary Snow Fence

Leonard Kwapnioski, Director of Building/Sites and Technology shared the request for the temporary snow fence from the City of Columbus.

I.K.2. Updates

Mr. Kwapnioski invited the board to come to Kramer and see what's happening. He said the exterior is all sealed in, the gym has the first coat of paint, the blue is gone. Mr. Kwapnioski said supplies continue to be pushed back. He said there is a question about where buses ordered last year are at this time. He did note that we have only paid for the buses we have received.

I.L. Student Services

I.L.1. Administrative Functions

I.L.2. Updates

Jason Harris, Director of Student Services and Special Education said that there was a lot of state reporting in October. All final financial claims have been made, 7.5 million, \$169,000.00 in transportation.

I.M. Superintendent's Report

Dr. Loeffelholz talked about the State School Board Conference beginning on Wednesday. He said December 1st there will be a Facility Committee meeting to plan the presentation for staff. The RFP for Construction will go out on November 29th. December 9th there will be a presentation for classified staff in the morning and after lunch for certified staff. December 14th and 15th at 6:30, there will be presentations for the public.

Middle School started winter sports, the high school will start in a couple of weeks.

I.N. Board Sharing

Board Sharing will be at next week's meeting.

I.O. Adjourn

The meeting was adjourned at 7:25pm.

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, November 14, 2022.

President

Secretary

Columbus Public Schools
 Summary of Cash Balances
 November 30, 2022

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 40,928.08		
	Attachment M5 (prior Bd Mtg)			\$ 4,842,041.52		
	Transfer from GP ICS Savings	\$ -	\$ 4,000,000.00			
	Receipts GP checking		\$ 1,859,406.07			
	GEN FUND - GREAT PLAINS STATE BANK	\$ 2,812,667.55	\$ 5,859,406.07	\$ 4,882,969.60	\$ 3,789,104.02	\$ 6,614,021.65
	Transfer to GP Checking		\$ (4,000,000.00)			
	Interest		\$ 2,695.71			
	GEN FUND- GP SAVINGS	\$ 5,011,576.28	\$ (3,997,304.29)	\$ -	\$ 1,014,271.99	
	Dividends		\$ 2,385.51			
	Management Fees			\$ 214.13		
	Investment Gain		\$ 4,459.20	\$ -		
	GENERAL FUND - FNB TRUST	\$ 917,171.78	\$ 6,844.71	\$ 214.13	\$ 923,802.36	\$ 952,136.67
	General Fund -Cash Balance				\$ 5,727,178.37	
Depreciation-	Dividends		\$ 3,956.65			
	Management Fees			\$ 544.42		
	Investment Gain		\$ 13,023.42			
	DEPRECIATION - FNB	\$ 2,331,775.81	\$ 16,980.07	\$ 544.42	\$ 2,348,211.46	\$ 2,293,965.75
Temporary Funds -GF	PAYROLL - PINNACLE BANK	\$ 197,384.41	\$ 3,774,882.24	\$ 3,748,362.74	\$ 223,903.91	\$ 207,128.54
	PAYFLEX - PINNACLE BANK	\$ 42,634.90	\$ 20,596.16	\$ 7,524.53	\$ 55,706.53	\$ 43,662.91
Activities	Administration	\$ 970,131.19	\$ 8,993.57	\$ 27,591.50	\$ 951,533.26	\$ 876,531.78
	Middle School	\$ 133,031.43	\$ 10,386.93	\$ 16,088.10	\$ 127,330.26	\$ 112,998.41
	High School	\$ 598,557.89	\$ 30,153.44	\$ 66,219.66	\$ 562,491.67	\$ 529,083.38
	ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,701,720.51	\$ 49,533.94	\$ 109,899.26	\$ 1,641,355.19	\$ 1,518,613.57
Nutrition Fund	Credit card fees received		\$ -			
	Interest Income		\$ 512.30			
	State Reimbursement		\$ 372,418.82			
	Rct to Expenditures		\$ 4,329.20			
	Student/Staff Meals		\$ 86,252.85			
	NUTRITION FUND - CORNERSTONE BANK	\$ 574,272.64	\$ 463,513.17	\$ 294,290.26	\$ 743,495.55	\$ 200,764.04
Bond Fund	B.O.K. Financial		\$ -	\$ -		
	Platte County Treasurer		\$ 32,790.95			
	Butler County Treasurer		\$ 60.07			
	Dividends		\$ 9,431.03			
	Management Fees			\$ 892.72		
	BOND FUND - FNB	\$ 3,823,571.08	\$ 43,357.98	\$ 892.72	\$ 3,866,036.34	\$ 3,570,555.74
Special Building Fund	Dividends		\$ 1,641.12			
	Management Fees			\$ 92.31		
	Investment Loss		\$ 1,443.27			
	SPECIAL BLDG FUND - FNB TRUST	\$ 395,359.57	\$ 3,084.39	\$ 92.31	\$ 398,351.65	\$ 406,654.26
	BCDM Architects			\$ 11,962.34		
	Bierman Contracting			\$ 3,800.00		
	Commonwealth Electric Midwest			\$ 58,662.50		
	Kucera Painting, Inc			\$ 27,000.00		
	Midlands Mechanical Inc			\$ 56,246.82		
	Midwest Automatic Fire sprinkler Co			\$ 9,360.00		
	Midwest Floor Covering, Inc			\$ 47,897.10		
	Mueller & Schoepf Drywall Inc			\$ 28,260.00		
	Platte Valley Precast			\$ 201,035.25		
	Rutt's Heating & Air Conditioning, Inc			\$ 28,201.50		
	SGH Redglaze Holdings Inc			\$ 39,162.60		
	Stonebrook Exterior			\$ 49,531.10		
	SPECIAL BLDG FUND - BANK OF THE VALLE	\$ 2,601,984.16	\$ 12,249.31	\$ 561,119.21	\$ 2,053,114.26	\$ 3,098,524.39
	Special Building Fund - Cash Balance				\$ 2,451,465.91	

Columbus Public Schools
 General Fund Revenue Detail
 November 30, 2022

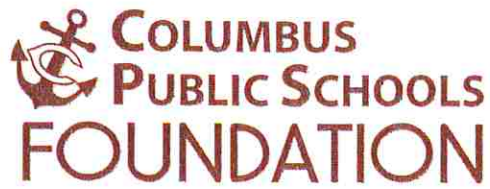
Account Number	Description	Budget	Month to Date	Year to Date	Balance	% Bud
01.1.01100.000.000	Property Taxes	(\$24,325,478.00)	(\$175,626.47)	(\$7,686,844.02)	(\$16,638,633.98)	31.60%
01.1.01115.000.000	Carline Taxes	(\$21,000.00)	\$0.00	(\$2,782.82)	(\$18,217.18)	13.25%
01.1.01120.000.000	Public Power District Sales Ta	(\$850,000.00)	\$0.00	\$0.00	(\$850,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,343,000.00)	(\$182,684.33)	(\$560,574.39)	(\$1,782,425.61)	23.93%
01.1.01323.000.000	Tuition, SpEd School Age	(\$35,000.00)	\$0.00	\$0.00	(\$35,000.00)	0.00%
01.1.01510.000.000	Interest	(\$15,000.00)	(\$8,572.97)	(\$27,357.51)	\$12,357.51	182.38%
01.1.01540.000.000	Income from Real Property	(\$25,000.00)	\$0.00	\$0.00	(\$25,000.00)	0.00%
01.1.01801.000.000	CASP /Parent Fees	(\$35,000.00)	(\$6,075.00)	(\$20,868.00)	(\$14,132.00)	59.62%
01.1.01910.000.000	Rental Fees	\$0.00	\$0.00	(\$200.00)	\$200.00	#DIV/0!
01.1.01911.000.000	Local License Fees	(\$25,000.00)	(\$4,695.00)	(\$4,695.00)	(\$20,305.00)	18.78%
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$20,085.94)	(\$79,834.39)	(\$75,165.61)	51.51%
01.1.03110.000.000	State Aid	(\$14,316,378.00)	(\$1,431,638.00)	(\$4,294,914.00)	(\$10,021,464.00)	30.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,602,545.00)	\$0.00	\$0.00	(\$2,602,545.00)	0.00%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$135,000.00)	\$0.00	\$0.00	(\$135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	(\$15.31)	(\$46.15)	\$46.15	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$25,000.00)	\$0.00	\$0.00	(\$25,000.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$50,000.00)	(\$8,527.64)	(\$8,530.65)	(\$41,469.35)	17.06%
01.1.03400.000.000	State Apportionment	(\$525,000.00)	\$0.00	\$0.00	(\$525,000.00)	0.00%
01.1.03535.000.000	High Ability Learner Allocation	(\$25,000.00)	(\$25,731.00)	(\$25,731.00)	\$731.00	102.92%
01.1.03540.000.000	State Early Childhood Grant	(\$150,940.00)	\$0.00	(\$29,607.00)	(\$121,333.00)	19.62%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$164,500.00)	\$0.00	(\$24,548.00)	(\$139,952.00)	14.92%
01.1.03599.000.000	Education Quest College Access	\$0.00	\$0.00	(\$12,319.14)	\$12,319.14	#DIV/0!
01.1.03599.000.001	Education Quest College Access	(\$20,000.00)	\$0.00	\$0.00	(\$20,000.00)	0.00%
01.1.04505.000.000	ESSA Title I Receipts	(\$568,214.00)	\$0.00	\$0.00	(\$568,214.00)	0.00%
01.1.04509.000.000	ESSA Title II Receipts	(\$106,004.00)	\$0.00	\$0.00	(\$106,004.00)	0.00%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$41,513.00)	\$0.00	\$0.00	(\$41,513.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$24,723.00)	\$0.00	\$0.00	(\$24,723.00)	0.00%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$928,690.00)	\$0.00	\$0.00	(\$928,690.00)	0.00%
01.1.04521.000.000	IDEA Proportionate Share	(\$134,873.00)	\$0.00	\$0.00	(\$134,873.00)	0.00%
01.1.04525.000.000	Carl Perkins Grants	(\$41,918.00)	\$0.00	(\$47,894.00)	\$5,976.00	114.26%
01.1.04526.000.000	Perkins Revision Grant	(\$100,000.00)	\$0.00	\$0.00	(\$100,000.00)	0.00%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$79,934.00)	\$0.00	\$0.00	(\$79,934.00)	0.00%
01.1.04528.000.000	Title III Immigrant	(\$54,397.00)	\$0.00	(\$12,223.00)	(\$42,174.00)	22.47%
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,163.00)	\$0.00	\$0.00	(\$149,163.00)	0.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$34,643.00)	\$0.00	(\$41,591.77)	\$6,948.77	120.06%
01.1.04997.000.000	Cares Act II	(\$350,000.00)	\$0.00	\$0.00	(\$350,000.00)	0.00%
01.1.04998.000.000	Cares Act III	(\$1,400,000.00)	\$0.00	\$0.00	(\$1,400,000.00)	0.00%
		(\$49,857,913.00)	(\$1,863,651.66)	(\$12,880,560.84)	(\$36,977,352.16)	25.83%
	Transfersfrom ICS savings		(\$4,000,000.00)			
	Reimbursements/Refunds		(5,961.51)			
	Interest-other accounts		5,962.03			
			<u>(5,859,406.07)</u>			

Check Number	Vendor	Amount
13368	AMPLIFIED IT	\$990.00
13369	APPLE INC.	\$2,392.00
13370	ASSOCIATED STAFFING, INC	\$4,897.80
13371	BROWN, VALERIE	\$30.00
13372	DAYLIGHT DONUTS	\$26.85
13373	ESU #7	\$10,794.21
13374	FIRST NATIONAL BANK OMAHA	\$62.62
13375	FIRST NATIONAL BANK OMAHA	\$168.15
13376	FIRST NATIONAL BANK OMAHA	\$313.20
13377	FIRST NATIONAL BANK OMAHA	\$369.14
13378	FOLLETT CONTENT SOLUTIONS, LLC	\$949.65
13379	MATSON, PAUL	\$23.79
13380	NOVAK, MEGAN	\$140.00
13381	PAYFLEX SYSTEMS USA, INC.	\$341.00
13382	QUADIENT, INC.	\$6.00
13383	TRUCK CENTER COMPANIES	\$981.92
13384	UNK ACADEMIC AND CAREER SERVICES	\$110.00
13385	AGiREPAIR, INC	\$712.00
13386	AVILA, SARAH	\$21.88
13387	BURNETT, ROBIN	\$121.88
13388	COLUMBUS ARNOLD MOTOR SUPPLY	\$80.15
13389	COLUMBUS MUSIC	\$728.80
13390	COUGHLAN COMPANIES LLC	\$890.49
13391	DELL MARKETING L.P.	\$2,376.00
13392	MENARDS-COL	\$65.23
13393	MID AMERICA BOOKS	\$494.01
13394	MID-STATE ENGINEERING & TESTING, INC.	\$618.00
13395	MIDWEST AUTOMATIC FIRE SPRINKLER CO.	\$590.00
13396	RUTT'S HEATING & AIR CONDITIONING, INC -	\$11,700.00
13397	SNAP-ON INDUSTRIAL	\$78.00
13398	TIRE OUTLET INC	\$2,281.60
13399	TWOREK, KRYSTAL	\$116.38
		<u>\$43,470.75</u>
	Voided previously on M5 check # 13249	<u>-\$2,542.67</u>
	Total Fund Expenditures	<u><u>\$40,928.08</u></u>

Student ID	Student Name	Cohort	Receiving Diploma	5th year senior
10020933	Aguilar-Santoyo, Cristal	2023	May	
10013361	Alarcon-Hernandez, Arelly	2023	May	
10013362	Alvarez-Lopez, Elian	2023	May	
10009530	Bardsley, Trevor	2023	May	
10013968	Baro, Moises	2023	May	
10019822	Braaten, Shannon "Nick"	2023	May	
10015657	Brewer, Travis	2022	January	
10013363	Brockhaus, Ivy	2023	May	
10014069	Cabanas-Zacarias, Uziel	2023	May	
10013470	Calderon-Escamilla, Jose	2023	May	
10021278	Carrizales, Breanna	2023	May	
10012592	Christensen, Aalyvia	2023	May	
10013741	Diamond, Landon	2023	May	
10017239	Drueppel, Aleah	2023	May	
10013742	Drummond, Alyssa	2023	May	
10021663	Dubrow, Nathan	2023	January	
10022050	Echemendia-Garces, Jonathan	2022	January	
10012866	Fleeman, Kamon	2023	May	
10013475	Frandsen, Taylor	2023	May	
10018178	Funkhouser, Audriona	2023	May	
10020818	Garcia-Espinaco, Kamila	2023	May	
10013236	Hanson, Ashton	2023	May	
10012587	Haynes, Brenden	2023	May	
10011698	Heinrich, Zoey	2023	May	
10020142	Hinkle, Kiara	2023	May	
10012021	Izaguirre-Reyes, Genesis	2023	May	
10015365	Korte, Kallie	2023	January	
10012548	Martinez-Vasquez, Michelle	2023	May	
10013969	Martinez, Jaqueline	2023	May	
10012145	Medina-Lopez, Karla	2023	May	
10020102	Mejia-Gomez, Lensy	2023	May	
10020956	Melo-Beltran, Pedro	2022	January	
10022752	Mendoza, Marco	2023	May	
10013972	Ohara-Gregory, Shyanne	2023	May	
10014555	Palencia-Carillo, Owen	2022	January	
10013919	Peterson, Anna "Alex"	2023	January	
10019465	Plascencia-Cervantes, Mauricio	2023	January	
10013977	Prososki, Autumn	2023	May	
10014133	Prososki, Shayden	2023	May	
10012010	Ramirez-Fierro, Kevin	2022	January	
10017484	Reyes-Reyes, Dilan	2023	May	
10011274	Rhein, Autumn	2023	May	
10013894	Roldan-Rodarte, Jordan	2023	May	
10021292	Romero-Romero, Ismael	2023	May	
10013165	Ruiz, Carla	2023	May	
10011699	Saldana, Evan	2023	May	
10015372	Shotkoski, Emma	2023	May	
10021638	Suarez, Litz	2022	May	
10022678	Tarbitu, Catherine "Milo"	2023	January	
10013749	Thege, Olivya	2023	May	
10013967	Theye, Travyn	2023	?	
10020260	Velasquez-Lopez, Pascual	2023	May	
10013379	Villalta, Kimberly	2023	May	
10013978	Voichoskie, Noah	2023	May	
10012963	Zimmerman, Isabelle	2023	January	
Transferred out or changed mind				
10011055	Endorf, Amber	2022	October	
10012608	Bordy, Raquel	2023		
10014222	Mendez-Liguez, Lesley	2023		
10016948	Anavisca, Charles	2023		

Travel Report
December 2022

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
11/7/2022	1.00	AMANDA JAIXEN	FCS TEACHER WORKSHOP - KEARNEY	\$165.00
11/9/2022	1.00	EMILY DELP	SPICE 4 LIFE TRAINING - NORFOLK	\$0.00
11/9/2022	0.75	BETHANY SEEHUSEN	ZOO WORKSHOP ON ANIMAL BEHAVIOR - OMAHA	\$0.00
11/10/2022	2.00	ANGIE KRUSE	NSCA CONVENTION - OMAHA	\$0.00
11/10/2022	2.00	BETHANY SEEHUSEN	NSCA CONVENTION - OMAHA	\$0.00
11/10/2022	2.00	GINGER DARVEAU	NSCA CONVENTION - OMAHA	\$165.00
11/10/2022	2.00	GUADALUPE MARINO RAMIREZ	NSCA CONVENTION - OMAHA	\$0.00
11/10/2022	2.00	KIM SHEVLIN	NSCA CONVENTION - OMAHA	\$0.00
11/10/2022	2.00	SYDNEY HANSEN	NSCA CONVENTION - OMAHA	\$180.00
11/10/2022	1.00	TRINA GENTILE	NSCA CONVENTION - OMAHA	\$0.00
11/10/2022	2.00	VALERIE BROWN	NSCA CONVENTION - OMAHA	\$0.00
11/10/2022	2.00	WENDI PETERSEN	NSCA CONVENTION - OMAHA	\$180.00
11/11/2022	1.00	TRICIA ROMSHEK	NSCA CONVENTION - OMAHA	\$0.00
11/16/2022	3.00	CHIP KAY	NEBRASKA STATE EDUCATION CONFERENCE - OMAHA	\$550.00
11/16/2022	2.25	JACOB RITTER	NMEA MUSIC CONVENTION - LINCOLN	\$330.00
11/16/2022	3.00	JEFF PEABODY	NMEA MUSIC CONVENTION - LINCOLN	\$640.00
11/16/2022	2.00	STEPHANIE BOUREK-HOYT	NMEA MUSIC CONVENTION - LINCOLN	\$430.00
11/16/2022	3.00	JASON HARRIS	STATE EDUCATION CONFERENCE - OMAHA	\$641.00
11/17/2022	1.00	ABBY SAYERS	DIGITAL ARTS CAREER DAY - NORFOLK	\$165.00
11/17/2022	1.00	VALERIE BROWN	DIGITAL ARTS CAREER DAY - NORFOLK	\$0.00
11/17/2022	2.00	CELESTE DITTER	NMEA MUSIC CONVENTION - LINCOLN	\$330.00
11/17/2022	1.00	ABBY PELC	UNL MATH DAY - LINCOLN	\$165.00
11/17/2022	1.00	KELLI SOLTYS	UNL MATH DAY - LINCOLN	\$165.00
11/21/2022	0.50	AUSTIN CARMICHAEL	HAC BOWLING - LINCOLN	\$0.00
11/22/2022	1.00	BRANDON JANSEN	STATE FOOTBALL - LINCOLN	\$165.00
11/22/2022	1.00	BRETT NOVAK	STATE FOOTBALL - LINCOLN	\$165.00
11/22/2022	1.00	CRAIG WILLIAMS	STATE FOOTBALL - LINCOLN	\$175.00
11/22/2022	1.00	JOHN RIEDMILLER	STATE FOOTBALL - LINCOLN	\$175.00
11/22/2022	1.00	MICK BUBAK	STATE FOOTBALL - LINCOLN	\$0.00
11/29/2022	3.00	LEONARD KWAPNOSKI	HVAC CONTROLS & GPS AIR SEMINAR - CHARLOTTE, NC	\$0.00
12/2/2022	1.00	JASON HARRIS	KEARNEY SLP JOB FAIR - KEARNEY	\$0.00
12/2/2022	0.50	ALLYSON MELCHER	ESU 7 DEVELOPMENT - CENTRAL CITY	\$87.50
12/2/2022	0.50	MIKKI WILCOX	ESU 7 DEVELOPMENT - CENTRAL CITY	\$87.50
12/2/2022	0.50	DANIELLE WACHA	ESU 7 DEVELOPMENT - CENTRAL CITY	\$87.50
				\$0.00
				\$5,048.50 Total



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

December 7, 2022

Doug Molczyk
Board of Education
Columbus Public Schools

Dear President Molczyk and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of November. 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

\$244.00 - Discoverer Dash
\$410.59 - Boys Basketball Concessions
\$1,953.26 - Welcoming Grant
\$591.05 - Comfort Closet
\$69.73 - Educators Rising
\$2,507.35 - CMS DYTI grant purchases

\$153.95 - Staff Campaign Prizes
\$3,734.34 - Lighting of the Anchor
\$1,637.26 - Columbus After School Program
\$705.00 - Dual Credit Scholarships
\$228.00 - STS Dual Credit Scholarships

Centennial PAC

\$251.14 - Gold Coin Week Supplies
\$137.90 - Popcorn Supplies
\$525.00 - Field Trip
\$371.25 - Red Ribbon Supplies
\$50.00 - Pumpkin Decorating Prizes

Emerson PTO

\$50.64 - Trunk or Treat Candy

CMS PAC

\$202.50 - Dual Credit Scholarships

Band Boosters

\$370.00 - Sponsorship Decals
\$833.02 - Columbus Marching Festival Supplies
\$640.00 - Columbus Marching Festival Ads

CHS Post Prom

\$5,000.00 - Store Prizes

West Park PTO

\$324.09 - T-Shirts
\$91.00 - Field Trip

North Park PTO

\$44.40 - Printing
\$21.87 - Fall Family Fun Night Supplies
\$219.32 - Classroom Supplies
\$88.37 - Winter Family Fun Night Supplies

The total contributions for the month of November was **\$21,455.03**

The total contributions for the FY 2022 total is **\$342,425.40**

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

Thank you for your consideration.

Sincerely,

Nicole Anderson
Director of Marketing & Foundation

Policy Adopted: 12/11/06
Revised: 08/10/09
Revised: 09/13/10
Revised: 10/21/13
Revised: 11/14/16

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

CURRICULUM DEVELOPMENT

Curriculum development shall be an ongoing process in the school district. Each curriculum area shall be reviewed and revised when necessary, according to the timelines set out by the superintendent. These timelines will provide for periodic review of each curriculum area.

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research of the school district's curriculum needs and a long-range curriculum development program. In making recommendations to the board, the superintendent shall propose a curriculum that will:

- fulfill the philosophy of the school district;
- reflect the educational and operational needs assessment of the school district;
- articulate courses of study from kindergarten through grade twelve;
- identify minimum objectives for each course and, at the elementary level, for each grade;
- provide for the evaluation of the procedures and methods for attaining the objectives;
- provide for objective monitoring of a student's progress;
- provide for the needs of vocational and college bound students;
- include, if feasible, the course offerings requested by the students;
- provide measurable quality academic content standards by the dates specified in Part 004 of Rule 10 that are the same as, equal to or more rigorous than the adopted state standards of the Nebraska Department of Education.

The above mentioned standards include the English Language Arts Standards (2014), Mathematics Standards (2015) Science Standards (2010) and Social Studies Standards (2012) as approved by NDE. Any changes from the specific standards as approved by NDE in those four areas will be available in the district office of the ~~Executive~~ Director of Curriculum, ~~and~~ Instruction **and Assessment**.

It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and, if needed, to develop administrative regulations for curriculum development and recommendations to the board.

- Legal Reference: NDE Rule 10
20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).
- Cross Reference: 102 Educational Philosophy of the District
104 Educational and Operational Planning
604 Instructional Curriculum
606 Instructional Materials

Policy Adopted: 12/11/06
Revised: 08/10/09
Revised: 09/13/10
Revised: 10/21/13
Revised: 11/14/16
Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

CURRICULUM ADOPTION

Curriculum of the school district must be recommended by the superintendent and approved by the board.

The board may authorize the use of curriculum guides when it adopts the curriculum. Such guides will be used when, in the opinion of the superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

CURRICULUM ADOPTION

Curriculum of the school district must be recommended by the superintendent and approved by the board.

The board may authorize the use of **curriculum** proficiency scales and pacing guides when it adopts the curriculum. Such guides will be used when, in the opinion of the superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Policy
Adopted: 12/11/06

Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum Proficiency Scales and pacing guides and ~~course outlines~~ will be written for all courses offered in the district. ~~L.E.A.R.N.S. (Leading Educational Achievement through Rigorous Nebraska Standards) as adopted by the State Board of Education will be included.~~ Core standards (Math, English Language Arts, Science and Social Studies) as adopted by the State Board of Education will be included. Non-core standards may be adopted at the discretion of the local board of education. Teachers are expected to adhere closely to the course of study adopted by the ~~district~~ board of education. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

Policy
Adopted: 12/11/06
Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides and course outlines will be written for all courses offered in the district. L.E.A.R.N.S. (Leading Educational Achievement through Rigorous Nebraska Standards) as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

CURRICULUM EVALUATION

When deemed necessary by the superintendent, and whenever a new program is proposed, the board will review the curriculum to determine its strengths and weaknesses. The board may authorize the superintendent to appoint an ad hoc advisory committee to review the curriculum.

The board shall review the students' performance on standardized tests, courses, and other indicators of student achievement deemed relevant by the board as a guideline for the effectiveness of the curriculum. It shall be the responsibility of the superintendent to provide the board with the test scores and grades along with the superintendent's comments about the school district's curriculum.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Cross Reference: 101 Educational Philosophy of the District
104 Educational and Operational Planning
611 Academic Achievement
604 Instructional Curriculum

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

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Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Cross Reference: 101 Educational Philosophy of the District
104 Educational and Operational Planning
611 Academic Achievement
604 Instructional Curriculum

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09
Reviewed:

PILOT, EXPERIMENTAL OR INNOVATIVE PROJECTS

The Board welcomes new ideas in curriculum. Proposals for pilot or experimental projects shall first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Nebraska Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects shall be designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents shall be in accordance with board policy 606.02, "Instructional Materials Inspection."

It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996)..

Cross Reference: 604 Instructional Curriculum

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

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Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996)..

Cross Reference: 604 Instructional Curriculum

Policy
Adopted: 12/11/06

Updated:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

BASIC INSTRUCTION PROGRAM

The basic instructional program shall include the courses required for each grade level by the Nebraska Department of Education.

The basic weekly instructional program of students enrolled in the elementary grades shall include reading and language arts, mathematics, social studies, science, health, physical education, art, and music. Writing skills shall be incorporated in all curricular areas. The district shall consider elementary grades to be all grades up to fifth.

The basic yearly instructional program of students enrolled in the middle grades shall include reading, language arts, mathematics, social studies, science, health, art, music, and physical education. Writing skills shall be incorporated in all curricular areas. Exploratory experiences shall be offered in vocational education, foreign language, and technology education. The district shall consider middle grades to be all grades from sixth to eighth.

The basic instructional program of students enrolled in the high school grades shall consist of a minimum of 400 instructional units including language arts (60 units), social science (40 units), mathematics (40 units), science (40 units), foreign language (20 units), vocational education (80 units), personal health and physical fitness (20 units), and visual and performing arts (40 units). Writing skills shall be incorporated in all curricular areas. The instructional program shall include computer education. The district shall consider high school grades to be all grades ninth and above.

Each instructional program shall be carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instructional program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It shall be the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for the elementary, middle and high school grade programs.

Legal Reference: NDE Rule 10.005 - 10.007
20 U.S.C. § 1232h (1994)
34 C.F.R. Pt. 98 (1996)

Cross Reference: 102 Educational Philosophy of the District
103 Equal Educational Opportunity
104 Educational and Operational Planning
603 Curriculum Development
611 Academic Achievement

Policy

COLUMBUS PUBLIC SCHOOLS

Adopted: 12/11/06

Columbus, Nebraska
Reviewed: 8/10/09

BASIC INSTRUCTION PROGRAM

The basic instructional program shall include the courses required for each grade level by the Nebraska Department of Education.

The basic weekly instructional program of students enrolled in the elementary grades shall include reading and language arts, mathematics, social studies, science, health, physical education, art, and music. Writing skills shall be incorporated in all curricular areas. The district shall consider elementary grades to be all grades up to ~~fourth~~ ~~fifth~~.

The basic yearly instructional program of students enrolled in the middle grades shall include reading, language arts, mathematics, social studies, science, health, art, music, and physical education. Writing skills shall be incorporated in all curricular areas. Exploratory experiences shall be offered in vocational education, foreign language, and technology education. The district shall consider middle grades to be all grades from ~~fifth~~ ~~sixth~~ to eighth.

The basic instructional program of students enrolled in the high school grades shall consist of a minimum of 400 instructional units including language arts (60 units), social science (40 units), mathematics (40 units), science (40 units), foreign language (20 units), vocational education (80 units), personal health and physical fitness (20 units), and visual and performing arts (40 units). Writing skills shall be incorporated in all curricular areas. The instructional program shall include computer education. The district shall consider high school grades to be all grades ninth and above.

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Legal Reference: NDE Rule 10.005 - 10.007
20 U.S.C. § 1232h (1994)
34 C.F.R. Pt. 98 (1996)

Cross Reference: 102 Educational Philosophy of the District
103 Equal Educational Opportunity
104 Educational and Operational Planning
603 Curriculum Development
611 Academic Achievement

Policy

COLUMBUS PUBLIC SCHOOLS

Adopted: 12/11/06

Columbus, Nebraska
Reviewed: 8/10/09

Updated:

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the principal, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs; and
5. The objection shall state a proposed alternate activity or study.

The principal shall have discretion to make this determination. The factors the principals shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study.

Cross Reference: 604 Instructional Curriculum
607.02 School Ceremonies and Observances

Policy

Adopted: 12/11/06

Amended: 8/10/09

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 8/10/09

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4. The objection shall state why these activities or studies violate their religious beliefs; and
- ~~5. The objection shall state a proposed alternate activity or study.~~

The principal shall have discretion to make this determination. The factors the principals shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative ~~course of~~ activity or study ~~or activity~~ while the student is excluded, ~~number of~~ or students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a ~~program or~~ activity which violates their religious beliefs shall be required to do an alternate supervised activity or study.

Cross Reference: 604 Instructional Curriculum
607.02 School Ceremonies and Observances

Policy
Adopted: 12/11/06
Amended: 8/10/09
Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

INSTRUCTIONAL MATERIALS SELECTION

The Board has sole discretion to approve instructional materials for the school district. This authority is delegated to certificated employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, certificated employees shall consider the current and future needs of the school district as well as the changes and the trends in education and society. It shall be the responsibility of the superintendent to report to the board the action taken by certificated employees.

In making its recommendations to the superintendent, the certificated employees will select materials which:

- support the educational philosophy, goals and objectives of the school district;
- consider the needs, age, and maturity of students;
- are within the school district's budget;
- foster respect and appreciation for cultural diversity and difference of opinion;
- stimulate growth in factual knowledge and literary appreciation;
- encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
- portray the variety of careers, roles, and lifestyles open to persons of both sexes; and,
- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

In the case of textbooks, the board shall make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials shall apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. Textbooks shall be reviewed as needed and at least every 10 years.

Education materials given to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

Cross Reference: 203.07 Advisory Board Committees
603 Curriculum Development
611 Academic Achievement

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

The Board has sole discretion to approve instructional materials for the school district. This authority is delegated to certificated employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district.

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- portray the variety of careers, roles, and lifestyles open to persons of both sexes; and,
- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.
- Recommend at least two potential resources, if available, be piloted before adoption.

In the case of textbooks resources, which include books and supporting materials.

, the board shall make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials shall apply to the selection of textbooks resources. ~~The superintendent may develop another means for the selection of textbooks.~~ Textbooks Resources shall be reviewed as needed and at least every 10 years.

All resources and materials must be on display for 30 days prior to board adoption.

Education materials given to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

Cross Reference: 203.07 Advisory Board Committees

603 Curriculum Development
611 Academic Achievement

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

Updated:

INSTRUCTIONAL MATERIALS INSPECTION

Parents and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

Any parent wishing to view instructional materials should contact the school principal or the Executive Director of Instruction to set up an appointment for instructional material inspection.

Cross Reference: 603 Curriculum Development
1003 Public Examination of District Records

Policy
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

INSTRUCTIONAL MATERIALS INSPECTION

Parents and other members of the school district community may view the **board approved** instructional materials used by the students. All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

Any parent wishing to view instructional materials should contact the school principal or the **Executive** Director of **Curriculum, Instruction and Assessment** to set up an appointment for instructional material inspection.

Cross Reference: 603 Curriculum Development
1003 Public Examination of District Records

Policy
Adopted: 12/11/06
Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/10/09

OBJECTION TO MEDIA AND INSTRUCTIONAL MATERIALS

Members of the school district community may object to the media or instructional materials utilized in the school district and ask for their use to be reconsidered.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of media or instructional materials.

Cross Reference: 202.12 Public Participation in Board Meetings
403.05 Public Complaints About Employees
603 Curriculum Development

Policy
Adopted: 12/11/06
Amended: 12/10/07

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Reviewed: 8/10/09

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603 Curriculum Development

Policy

Adopted: 12/11/06

Amended: 12/10/07

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 8/10/09

Reviewed:

COMMUNITY INVOLVEMENT IN DECISION MAKING

The Board endorses the concept that community participation in school affairs is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the community's desires and to be responsive, through its actions, to those desires.

All district citizens will be encouraged to express their ideas, concerns and judgments about the schools through such means as: (1) written suggestion(s) or proposal(s); (2) presentations at hearings; (3) responses to surveys made through interviews, written instruments or other means; (4) comments at Board meetings; and (5) service on citizens' advisory committees and school improvement teams.

The public advice will be given careful consideration. In evaluating such advice, the first concern will be for the educational program as it affects students. The Board's final decisions may depart from public advice when, in the judgment of staff and the Board, such advice is not consistent with goals adopted by the Board or with good educational practice or within available financial resources.

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Policy
Adopted: 2/12/07

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed:



CIA Department

December 2022

Student Enrollment Numbers

CPS Student Enrollment August to December

	August Enrollment	December Enrollment	Amount of Change
2018	4020	4027	Plus 7
2019	4071	4111	Plus 40
2020	4069	4068	Minus 1
2021	4021	4035	Plus 14
2022	3913	4115	Plus 202

EL students make up 69% of new enrollment.

2022 - Number of New EL Students to the District

Grade	From Other US School Districts	From Other Countries	Combined Grade Total
Kindergarten	3	0	3
Grade 1	5	1	6
Grade 2	7	7	14
Grade 3	5	8	13
Grade 4	4	11	15
Grade 5	2	5	7
Grade 6	1	4	5
Grade 7	4	11	15
Grade 8	4	13	17
Grade 9	3	12	15
Grade 10	5	8	13
Grade 11	1	13	14
Grade 12	1	2	3
Total	45	95	140



December 9th - Select-a-Session PD

Sessions

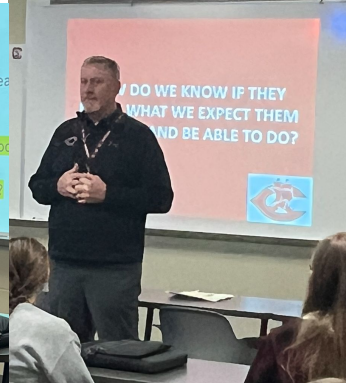
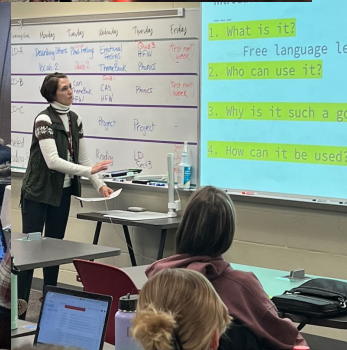
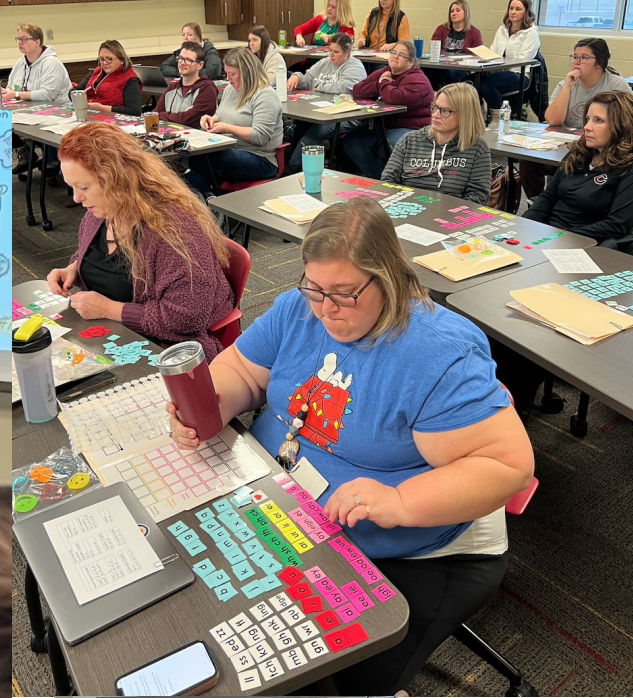
- 42 Individual Sessions Offered

Presenters

- 19 Certified Staff Members
- All principals
- All Coordinators and Instructional Coaches
- Superintendent & Directors
- 5 Out-of-District Presenters

Organizers

- Brandi Fleming
- Jessica Volker



2021-22 District NSCAS Scores

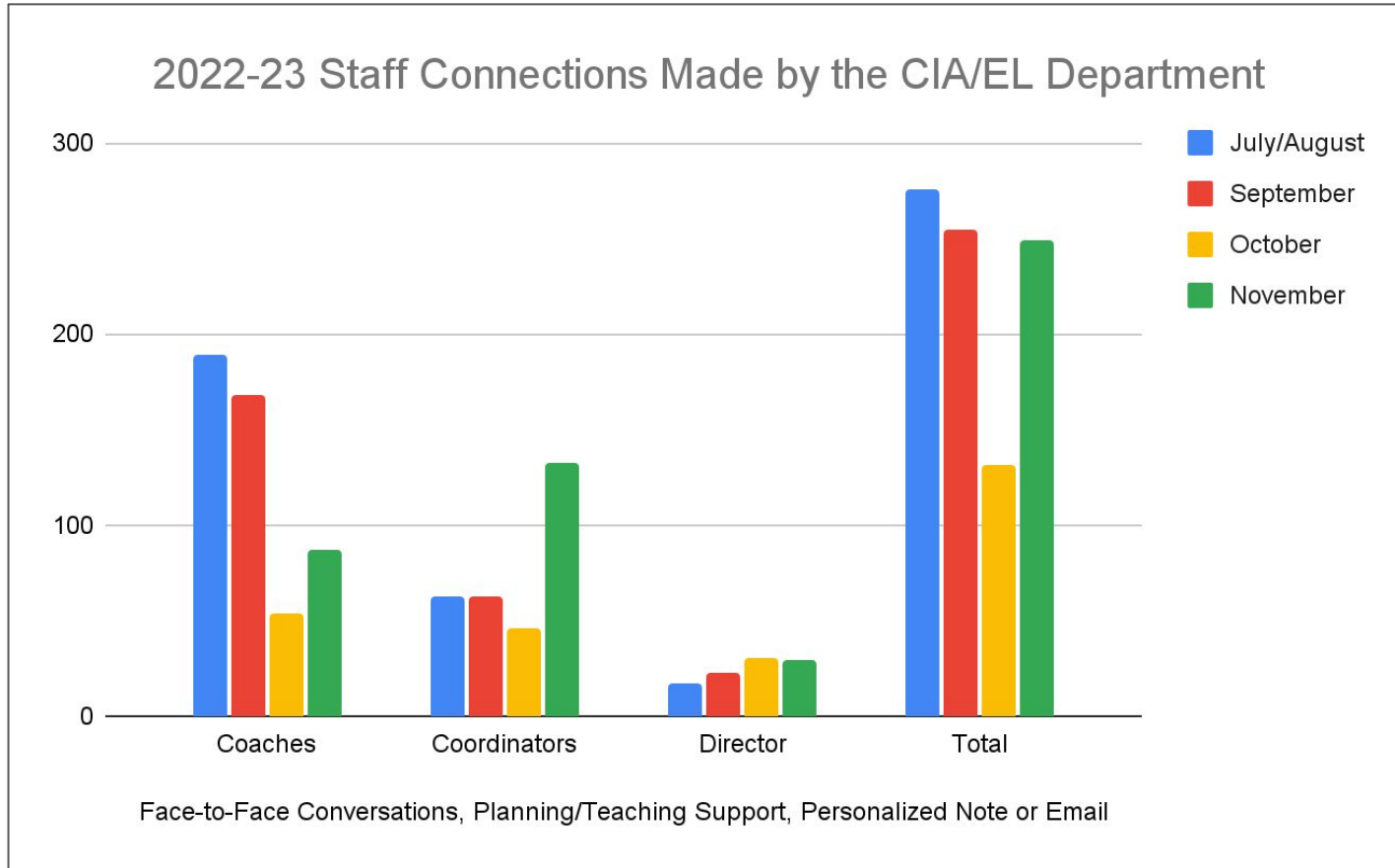
Percent of CPS Students Proficient on NSCAS ELA							
	3rd All	4th All	5th All	6th All	7th All	8th All	11th All
17-18	58%	62%	49%	41%	46%	36%	35%
18-19	60%	55%	40%	39%	42%	43%	39%
20-21	43%	52%	40%	38%	40%	49%	38%
21-22	46%	42%	42%	34%	33%	40%	41%

Percent of CPS Students Proficient on NSCAS Math							
	3rd All	4th All	5th All	6th All	7th All	8th All	11th All
17-18	50%	48%	39%	37%	59%	46%	45%
18-19	59%	47%	41%	49%	44%	56%	49%
20-21	39%	41%	34%	30%	50%	44%	36%
21-22	40%	32%	35%	38%	34%	37%	49%

Percent of CPS Students Proficient on NSCAS Science			
	5th All	8th All	11th All
17-18	74%	64%	47%
18-19	66%	67%	46%
20-21			46%
21-22	72%	57%	49%



CIA Department Staff Connections



2022-23 CIA/EL Department Goals

- Communication - succinct, honest, solution-based
- Curriculum in Action - Support teachers and have a presence in buildings & classrooms
- Instructional Leadership - Support principals and grow their instructional leadership
- Effectiveness & Accountability - Track our supports
- Positive Culture & Teacher Retainment





Columbus Public Schools

Date:

12/1/22

School Fundraising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: [Select One] CHS

Fund Raising Company (if applicable): NA

(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan? Sell Candy-Grams for \$1 each

Approximately how much does your school/group expect to earn from this project? \$100

How will this money be used? purchase supplies for future projects

What are the proposed dates? 12/15/22 - 12/22/22

Is this a recurring activity? No Yes No
(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither
(If you selected product, please specify the product that you are selling.) Candy Cane

Will members be identified by t-shirts, etc. while carrying out this project? Yes No

Have you checked with other schools to avoid any overlapping while working? Yes No

Is your product/service in direct conflict with that offered by local merchants? Yes No

Are any contracts to be signed? Yes No If yes, by whom?

Has your school/group devised a budget plan to expend earnings? Yes No

Does the building principal give full approval for this plan? Yes No

Principal's Signature [Signature] Date 12/9/22

Approved by [Signature] (for district use only) Date 12/1/22

Approved subject to the following conditions _____

