

## Regular Meeting

**Mission:** "Engaging All Learners to Achieve Success"

The Regular Meeting started at 5:30 P Mon Monday, December 19, 2022. The meeting was held at Columbus High School  
3434 Discoverer Drive  
Columbus, NE 68601

Candace Becher: Present

Mark Brown: Present

Michael Jeffryes: Present

Doug Molczyk: Absent

Theresa Seipel: Present

Douglas Willoughby: Present

### I. Board Meeting

#### I.A. Call to Order

#### I.B. Roll Call of Board

Mr. Molczyk was excused from the meeting.

#### 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

Mike Jeffryes read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Presentations

I.G.1. Sixpence Presentation

Sixpence Presentation by Ann Chavez and Jill Lorenz. They shared information about the program, the types of services being provided, and the opportunities they give families they are serving. Ms. Chavez has been with Sixpence for 6 years and Ms. Lorenz has been with the program for 2.5 years. They said the program runs through the whole state. Some of the programs service families through home visits others are center based. They shared information about the criteria, there are 4 main factors, all dependent on the needs of the student. They serve children prenatal-3. The program in Columbus was started in 2013, at this time they are serving 23 children. Ms. Chavez and Ms. Lorenz said they give families opportunities to bond, they teach parents how to be the child's first teacher. They provide diapers and wipes to all families. The program facilitates a family engagement event once a month. They also partner with several programs in the community to give them all the resources they may need.

Ms. Chavez and Ms. Lorenz are both certified to check car seats for safety. They shared a Snapshot report that offered information regarding the grant they work under, which requires state reporting. The report shows information on family stressors, the three assessments to monitor language outcomes, and the assessment on social emotional outcomes. There is also a family satisfaction survey in the spring, they evaluate their Sixpence Experience and parent-child interactions. They also noted their successes with the program.

I.H. Board Special Functions

I.H.1. Acceptance of Superintendent's Letter of Intent to Return and extension of contract through 2026.

Troy Loeffelholz, Superintendent commented on it being a very rewarding year, and there is no place he would rather be.

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

Dave Hiebner said the Title IX statement had been changed as discussed last meeting.

I.H.3. Approval of CM @ Risk Interview Team

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

I.J. Consent Agenda

I.J.1. Approval of Minutes

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

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

Chip Kay, Director of Finance and Human Resources shared the information on the M5 Financial report. He said this time of the year gets pricey for utility costs. There will be no checks written the next two weeks. Dr. Kay said we have spent about 40% of the budget at this time, which is about right.

### I.J.4. Certified Personnel

### I.J.5. Classified Personnel

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

### I.J.7. Professional Travel

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

It was noted that there will be one more report for the Foundations fiscal year.

### I.L. Curriculum and Instruction

#### I.L.1.Policies

I.L.1.1. Second and Final Reading of Policy 603.01 Curriculum Development

I.L.1.2. Second and Final Reading of Policy 603.02 Curriculum Adoption

I.L.1.3. Second and Final Reading of Policy 603.03 Curriculum Guides and Course Outlines

Teresa Hausmann, Director of Curriculum, Instruction and Assessment said it has taken over 6 years to get scales written, the policy reflects the new language and the work that is being done.

I.L.1.4. Second and Final Reading of Policy 603.04 Curriculum Evaluation

I.L.1.5. Second and Final Reading of Policy 603.05 Experimental or Innovative Projects

Mrs. Hausmann shared information as to why the word piloted, should be used with this policy.

I.L.1.6. Second and Final Reading of Policy 604.01 Basic Instruction Program

I.L.1.7. Second and Final Reading of Policy 605.04 Religious Based Exclusion From a School Program

I.L.1.8. Second and Final Reading of Policy 606.01 Instruction Materials Selection and Adoption

I.L.1.9. Second and Final Reading of Policy 606.02 Instructional Materials Inspection  
Discussion about the difference in this policy is that this is regarding materials already in use.

I.L.1.10. Second and Final Reading of Policy 606.03 Objection to Media and Instructional Materials

I.L.1.11. Second and Final Reading of Policy 1005.05 Community Involvement in Decision-Making

I.L.2. Administrative Functions

I.L.3. Updates

Mrs. Hausmann updated enrollment numbers, she said numbers have increased from August by 202 students, 140 are EL students. She said the select a session professional development was successful, there were 19 certified staff that gave presentations. She gave high praise to Brandi Fleming and Jess Volker for their work to get this set up. Mrs. Hausmann talked about NSCAS testing, the goal of winter testing for growth data and the staff connections from November.

I.M. Business Operations and Human Relations

I.M.1. Administrative Functions

I.M.1.1. Fundraising Application to be approved

I.M.1.2. Surplus Approval

I.M.2. Updates

Dr. Kay said he will meet with the Negotiations Committee in January to share array data, and the first list of items.

I.N. Buildings & Sites/Technology

I.N.1. Administrative Functions

I.N.2. Updates

Dr. Loeffelholz, gave the Building and Sites update. The Kramer wall tile went up and was from two different suppliers, it did not match up, they were asked to redo the project.

The RFP for the CASSETTE House being sent out this week. The cost has doubled for the project. The new space is fantastic. Dr. Kay said some ESSER funds will be used and depreciation money, so there are some options.

I.O. Student Services

I.O.1. Administrative Functions

I.O.2. Updates

I.P. Superintendent's Report

Dr. Loeffelholz gave an update on programming needs for the increased number of EL and special education students. These needs will have to be prioritized. He also shared information about the community facilities meetings and the surveys that were sent out. He said January 4th will be a review of the requests, January 9th approval of candidates to interview. Interviews will be on January 11th.

I.Q. Board Sharing

The board shared great wishes for a merry Christmas and a good break. A big thank you to the maintenance and custodial staff for all the hard work they are doing. Also, shared good thoughts for all to stay healthy.

II. Executive Session

III. Adjourn

Meeting adjourned at 6:52.

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 19, 2022.

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President

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Secretary



# Columbus Sixpence

Ann Chavez and Jill Lorenz



## Who Sixpence Serves:

- Qualify for Free or Reduced Lunch
- Teenage or Single Parents
- Homes with English as a Second Language
- Premature Birth



# About our Program

Columbus Sixpence started in the 2013-2014 school year.

How many children are we currently serving: 23

Ages of the children we serve: Prenatal to age 3

How do we help our families?

- Provide parents with the opportunity to: Bond and develop relationships with their children and promote learning within the home environment
- Also provide learning materials, books, diapers, wipes, and connect them to community resources.



# It's about Families

## Family Socials/Engagements:

- Pawnee Plunge Day
- Pizza Ranch (night out)
- Program Graduates
- Car Seat Safety
- Healthy Meals
- Mental Health
- Columbus Fire Department (Fire Sa



# It's about partnerships!

- Columbus Food Pantry
- Early Development Network (EDN)
- ESU
- Healthy Families-CCH
- Car Seat Safety Event-CCH
- Teen referrals from CHS School Interventionist



# SNAPSHOT

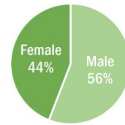
## SIXPENCE SNAPSHOT REPORT 2021-2022 Columbus



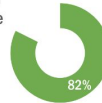
In 2021-2022, Sixpence programs served 979 families and 1,132 children prenatally through age 3 across Nebraska. This snapshot report includes demographic data and child, family and program outcomes specific to this community. The statewide Annual Report can be found here: <https://www.singasongofsixpence.org/resources/resource-library.html>

### Child and Family Demographics

Total # of children enrolled in 2021-2022: 34 # of mothers served prenatally: 0



% ethnically or racially diverse

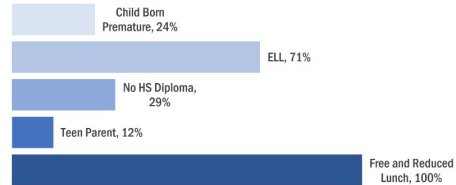


% retained in Sixpence



### Family stressors

% of families with qualifying factors



% with additional stressors

- 22% Single Parent Households
- 32% Parent with Mental Health Issues
- 9% Parent with Substance Abuse
- 9% Parent Absence (i.e.: military deployment, deportation, death)
- 9% Parent Incarcerated
- 5% Child Witnessed Violence
- 0% Child in Foster Care
- 18% Child referred to the Early Development Network

71% of families have three or more stressors



# SNAPSHOT

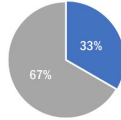
## Evaluation Results

### Language Outcomes

Sixpence used three assessments to monitor the children's language outcomes: the DAYC-2 (Developmental Assessment of Young Children, 2<sup>nd</sup> edition) a provider completed survey of Receptive and Expressive English skills administered from 16 months to age 3, the PPVT (Peabody Picture Vocabulary Test-IV), a direct child assessment measuring English vocabulary at age 3, and the McArthur-Bates CDI, a parent survey measuring Spanish language production administered from 16 to 30 months. The program goal is to score at the mid-point of average which is a standard score of 100 or the 50th percentile.

# of children that had the English receptive & expressive assessment: 12

% of children **meeting goal** for English receptive language

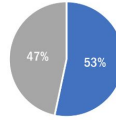


Average English Receptive Language Scores

Fall: 100  
Spring: 98

# of children that had the vocabulary assessment: 2

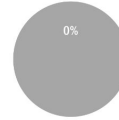
% of children **meeting goal** for English expressive language



Average English Expressive Language Scores

Fall: 103  
Spring: 101

% of children **meeting goal** for English vocabulary



Average English Vocabulary Scores

At age 3: 92

Children between 16 and 30 months of age whose home language is Spanish have a MacArthur assessment of Expressive Language in Spanish.

# assessed: 0

% meeting the program goal: N/A

### Family Literacy Practices

- 86% read to their child 3 times a week
- 36% read to their child daily
- 86% have at least 10 children's books
- 50% have at least half of their children's books in their home language
- 68% play games or sing with their child daily

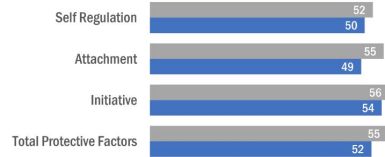


# SNAPSHOT

## Social-emotional Outcomes

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

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



15 children had time 1 and time 2 social-emotional assessments  
47% met the program goal by time 2



## Health Outcomes

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

22 families were surveyed

100% of families reported having health insurance

68% have Medicaid

14% have private insurance

14% have a combination of the two

## % of children meeting health goals



# SNAPSHOT

## Family Satisfaction

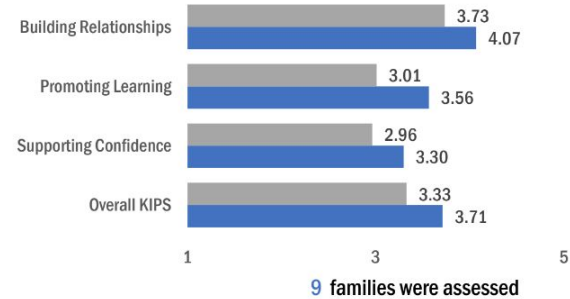
In the spring, parents completed an online satisfaction survey rating multiple aspects of their Sixpence experience. Topics included their satisfaction with Sixpence, what they learned, their parenting practices, and their relationship with the Sixpence provider.

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

## Parent-Child Interactions

To evaluate the program impact on parent-child interactions, families were videotaped as they played with their child. Interactions were scored based on the Keys to Interactive Parenting Scale (KIPS) which measures 12 key parenting behaviors across three primary areas: Building Relationships, Promoting Learning, and Supporting Confidence. KIPS is scored on a 5 point scale with 5 indicating high quality.

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



# Our Successes

- Teen parents have graduated with their cohort
- Good retention rate
- Parents continuing their education by taking classes at CCC
- Families referred to EDN, special education, or ESU for extra help



## What families have said

“I love the connection the home visitor has with my son. She is very helpful, always giving me great advice. We absolutely love her!”

“I like that they are always being so helpful, if you ever need help. And they also give you really good advice!”



Questions?



# SIXPENCE SNAPSHOT REPORT 2021-2022

# Columbus

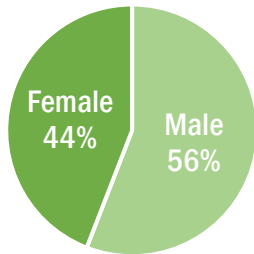


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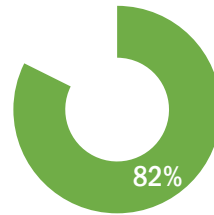
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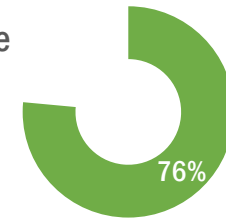
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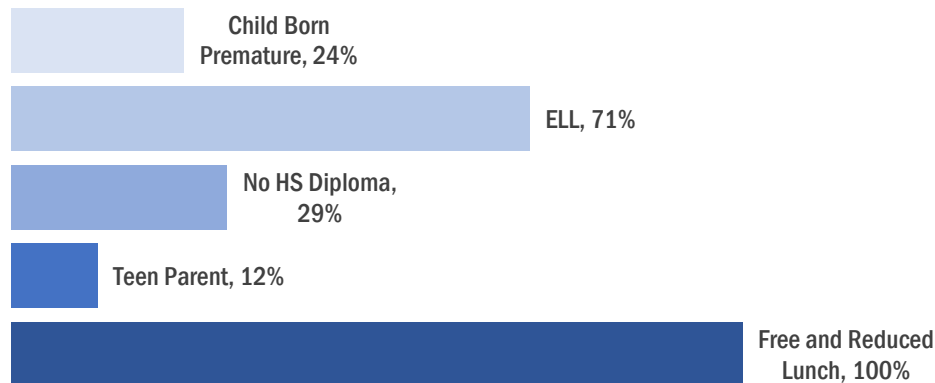


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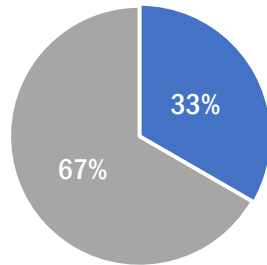
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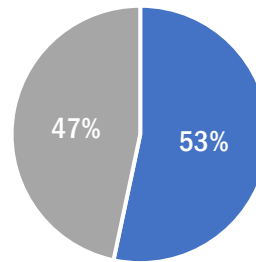
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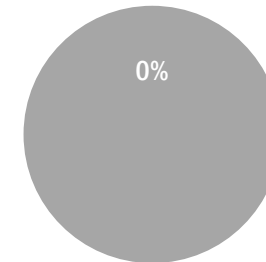
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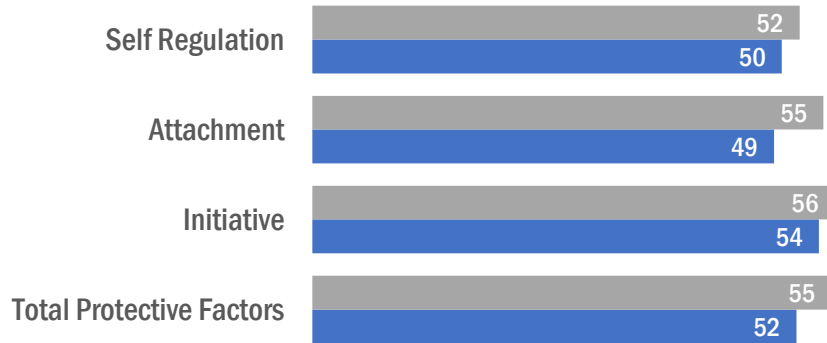
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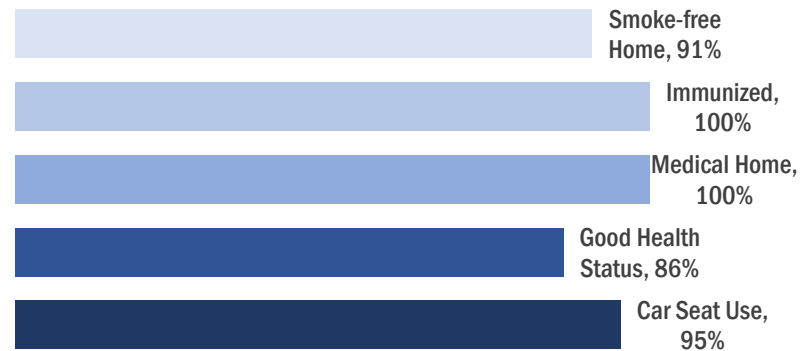
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**11** families responded to the survey

% of families who agree or strongly agree that their home visitor:

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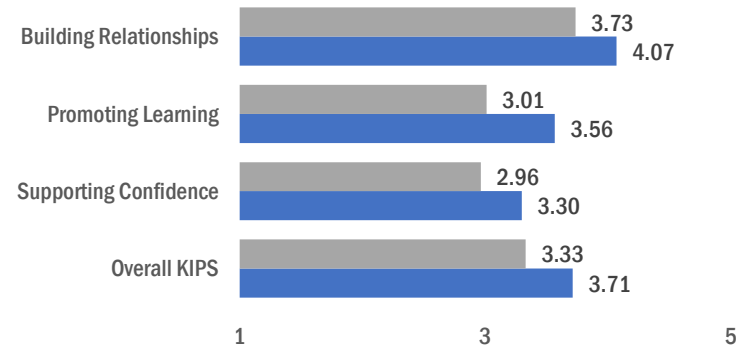
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### Parent-child interactions from time 1 to time 2



9 families were assessed

### Parents reflect on Columbus Sixpence

"I love the connection the home visitor has with my son. She is very helpful, always giving me great advice. We absolutely love her!"

"I like that they are always being so helpful, if you ever need help. And they also give you really good advice!"



## COLUMBUS PUBLIC SCHOOLS

December 9, 2022

Mr. Doug Molczyk, President  
Columbus Public Schools Board of Education  
2508 27<sup>th</sup> 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](http://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 Mr. Chip Kay, Director of Finance and Human Resources, Employee Title IX Coordinator or Mr. Tim Kwapnioski, Activities Director, Student Title IX Coordinator Columbus City School District #1, 2508 27th Street, Columbus, Nebraska 68601, telephone number 402-563-7000. Mr. Chip Kay has been designated by Columbus City School District #1 to coordinate the institution's efforts to comply with the regulations implementing title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.*

## **NOTIFICATION OF AMERICAN DISABILITIES ACT**

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

### **Disclaimer Notice**

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

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## **Columbus High School**

3434 Discoverer Drive

Columbus, NE 68601

Phone: 402-563-7050

Auto-Attendant Options:

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

Fax: 402-563-7058

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

### **CHS Website:**

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

### **CHS Twitter:**

[@DiscovererWay](https://twitter.com/DiscovererWay)

[@counselors\\_CHS](https://twitter.com/counselors_CHS)

### **CHS Facebook:**

[Columbus High School@ColumbusHighSchoolNE](https://www.facebook.com/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.

## Graduation Requirements

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

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

\*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.

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

# Early Entry College Opportunities

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

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

# Dual Credit Courses

\*Courses offered vary by year.

Columbus High School Courses	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
<b>Total CCC College Credits Offered at CHS</b>		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
<b>Total NWU Credits Offered at CHS</b>		<b>22</b>	
Columbus High School Courses	WSC Course #	Semester Credit	WSC Course Title
Introduction to Professional Education	EDU 150	3	Introduction to Professional Education
Human Development and Cognition	EDU 250	3	Human Development and Cognition
PK-12 Instructional Design	EDU 275	3	PK-12 Instructional Design
<b>Total WSC Credits Offered at CHS</b>		<b>9</b>	

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

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

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

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

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

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

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

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

## Placement Scores Required for CCC English Composition

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

### English 9 (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

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

throughout the class:

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

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

### Human Sciences and Education Career Field

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

### Hospitality and Tourism Career Field

Culinary Arts and Event Planning	
<b>Introductory</b>	Fundamentals of Nutrition and Culinary Essentials
<b>Intermediate</b>	Culinary Skills I
<b>Capstone</b>	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

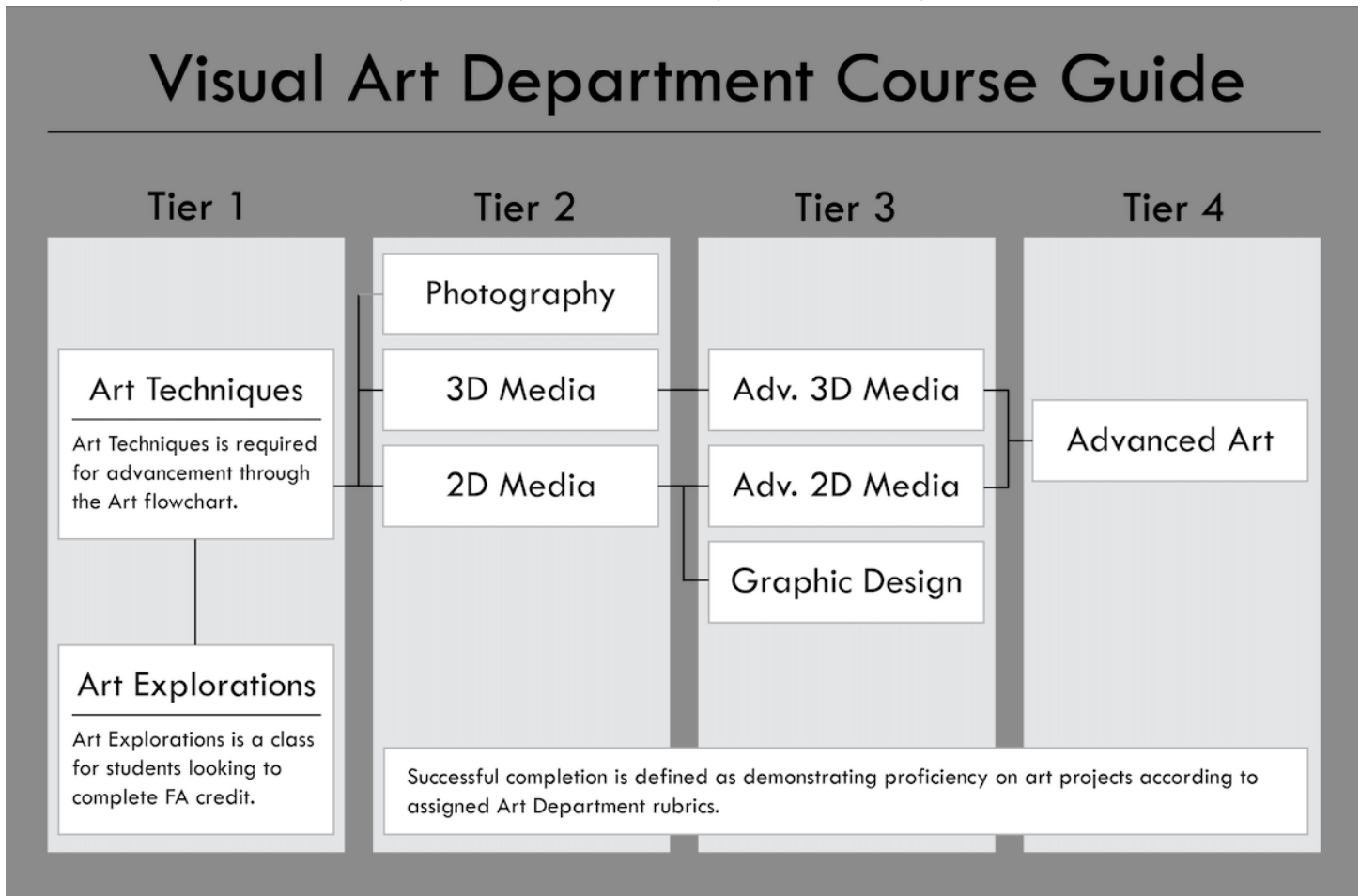
**Credits:** 5

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

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

### Placement Scores Required for CCC Dual Credit

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
<b>FRESHMEN</b>	Fund. of Biology	Biology	
<b>SOPHOMORES</b>	Fund. of Physical Science	Physical Science	Chemistry Honors
<b>JUNIORS</b>	Chemistry Astronomy Animal Behavior Environmental Science	Chemistry Physics Astronomy Animal Behavior Environmental Science Biology Honors	Physics Honors Anatomy & Physiology Environmental Science Biology Honors
<b>SENIORS</b>		Physics Astronomy Animal Behavior Environmental Science Biology Honors	Anatomy & Physiology Environmental Science Biology Honors Physics Honors

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

## Placement Scores Required for CCC Dual Credit

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

# Science

## **Fundamentals of Biology** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** Teacher recommendation

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

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

## **Biology** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

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

## **Fundamentals of Physical Science** (year)

**(½ Earth, ½ Physical)**

**Type:** Graduation Requirement Option

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

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

This hands-on learning-based course will cover the basics of physics and earth science. Students will be placed in this course by teacher recommendation only. This course does NOT meet admission requirements for science in the University of Nebraska system.

## **Physical Science** (year)

**(½ Earth, ½ Physical)**

**Type:** Graduation Requirement Option

**Prerequisite:** 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.

<b>Columbus High School STEM Academy-Skilled and Technical Science Programs of Study &amp; Course Sequence Completion</b>					
<b>Advanced Manufacturing</b>			<b>Engineering Technology</b>	<b>Construction Technology</b>	<b>Automotive Technician</b>
<b>Mechatronics &amp; Robotics</b>	<b>Design Technology</b>	<b>Manufacturing Technology</b>			
Basic Electronics	Introduction to Engineering	Linkages	Introduction to Engineering	Introduction to Manufacturing Woods	Introduction to Automotive Technology-1
Advanced Electronic	Engineering Concepts	Manufacturing Processes	Engineering Concepts	Manufacturing Woods	Basic Automotive Technology Service-2
Mechatronics I	Computer-Aided Drafting-Solidworks I Computer Aided Drafting-Solidworks II	Manufacturing Welding	Robotics	Principles of Construction Technology	Intermediate Automotive Technology Service-3
Mechatronics II					
Robotics	Architectural Drafting and Design	Advanced Manufacturing Design	Advanced Robotics 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
<b>9th Grade</b>	Geography	Law Education
<b>10th Grade</b>	World History	Law Education
<b>11th Grade</b>	U.S. History	Psychology, Sociology, AP Psychology
<b>12th Grade</b>	American Government, Economics	Psychology, Sociology, AP Psychology

## **Geography** (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.





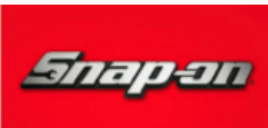



**Grades:** 10, 11, 12

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

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.

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President

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Secretary

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.

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President

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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			
	<b>GEN FUND - GREAT PLAINS STATE BANK</b>	\$ 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			
	<b>GEN FUND- GP SAVINGS</b>	\$ 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	\$ -		
<b>GENERAL FUND - FNB TRUST</b>	\$ 917,171.78	\$ 6,844.71	\$ 214.13	\$ 923,802.36	\$ 952,136.67	
	<b>General Fund -Cash Balance</b>				\$ 5,727,178.37	
Depreciation-	Dividends		\$ 3,956.65			
	Management Fees			\$ 544.42		
	Investment Gain		\$ 13,023.42			
	<b>DEPRECIATION - FNB</b>	\$ 2,331,775.81	\$ 16,980.07	\$ 544.42	\$ 2,348,211.46	\$ 2,293,965.75
Temporary Funds -GF	<b>PAYROLL - PINNACLE BANK</b>	\$ 197,384.41	\$ 3,774,882.24	\$ 3,748,362.74	\$ 223,903.91	\$ 207,128.54
	<b>PAYFLEX - PINNACLE BANK</b>	\$ 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
	<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 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			
	<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 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		
	<b>BOND FUND - FNB</b>	\$ 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			
	<b>SPECIAL BLDG FUND - FNB TRUST</b>	\$ 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		
	<b>SPECIAL BLDG FUND - BANK OF THE VALLE</b>	\$ 2,601,984.16	\$ 12,249.31	\$ 561,119.21	\$ 2,053,114.26	\$ 3,098,524.39
	<b>Special Building Fund - Cash Balance</b>				\$ 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 Allocatio	(\$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>

Check Number	Vendor	Amount
13400	AMAZON CAPITAL SERVICES	\$6,615.29
13401	CAPITAL ONE/WALMART	\$551.12
13402	HOBBY LOBBY	\$93.21
13403	HY-VEE FOOD STORES	\$146.69
13404	SUPER SAVER	\$696.12
13405	ADVANCED FIRE & SAFETY	\$1,339.00
13406	AMAZON CAPITAL SERVICES	\$32.47
13407	ASSOCIATED STAFFING, INC	\$7,325.65
13408	CENTRAL COMM COLLEGE-COL	\$61.00
13409	ESU #7 SPECIAL EDUCATION	\$31,774.85
13410	FATHER FLANAGAN'S BOYS' HOME	\$32,375.00
13411	FIRST NATIONAL BANK OMAHA	\$40.00
13412	FIRST NATIONAL BANK OMAHA	\$476.70
13413	FIRST NATIONAL BANK OMAHA	\$874.73
13414	FIRST NATIONAL BANK OMAHA	\$6,656.24
13415	FIRST STUDENT	\$388.79
13416	FRONTLINE TECHNOLOGIES	\$3,200.11
13417	FUN AND FUNCTION	\$152.72
13418	GRADUATE LINCOLN HOTEL	\$1,608.00
13419	HARRIS, JASON	\$91.97
13420	HOYT, JOHN	\$102.00
13421	JACKSON SERVICES INC.	\$148.90
13422	KLEE, SAVANNAH	\$74.75
13423	LOUP POWER DISTRICT	\$45,018.84
13424	MAXIM HEALTHCARE SERVICES, INC.	\$975.00
13425	MURPHY-1099, DAWN	\$985.65
13426	NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIA	\$295.00
13427	NCECBVI	\$4,600.00
13428	ONE SOURCE	\$250.00
13429	PRO-ED, INC.	\$79.00
13430	PYRAMID EDUCATIONAL CONSULTANTS	\$59.00
13431	ROSNO, DUNCAN	\$23.00
13432	SNAP-ON INDUSTRIAL	\$18,409.93
13433	U AND I SANITATION LLC	\$1,860.00
13434	VIVIAL	\$69.90
13435	GIMKIT	\$1,000.00
13436	COLUMBUS AREA CHAMBER COMMERCE	\$500.00
13437	WOODRIVER ENERGY LLC	\$4,555.47
13438	FIRST NATIONAL BANK OF OMAHA	\$385.80
13439	CENGAGE LEARNING	\$100.00
13440	CITY OF COLUMBUS WATER & SANITATION DEPA	\$5,393.61
13441	CITY OF COLUMBUS WATER & SANITATION DEPA	\$51.86
13442	CITY OF COLUMBUS-TRANSFER STATION	\$424.17
13443	COLUMBUS AREA CHAMBER COMMERCE	\$50.00
13444	CULLIGAN	\$13.25
13445	HARRIS, JASON	\$50.00
13446	HOMETOWN LEASING	\$6,749.98
13447	KSB SCHOOL LAW	\$87.00

Check Number	Vendor	Amount
13448	LINCOLN JOURNAL STAR	\$403.26
13449	LOUP POWER DISTRICT	\$212.89
13450	NASCD	\$40.00
13451	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$3,332.38
13452	PRESTO-X-COMPANY	\$19.02
13453	QUALITY SOUND & COMMUNICATIONS INC	\$16.17
13454	RADIO ACCOUNTING SERVICE	\$450.00
13455	VERIZON WIRELESS	\$402.15
13456	WOODRIVER ENERGY LLC	\$5,824.42
13457	WOODRIVER ENERGY LLC	\$114.51
13458	SOUTHWEST COMMUNITY COLLEGE	\$400.00
13459	ACE HARDWARE-COLUMBUS	\$24.96
13460	ALLEN, ETHAN	\$74.81
13461	BATES, LINDSEY	\$242.26
13462	BLASER, AMY	\$256.51
13463	BOMBERGER, KYLA	\$33.00
13464	BOMGAARS	\$264.39
13465	COFFEY, ALANNAH	\$160.32
13466	COLE, CRYSTAL	\$162.10
13467	COLLABORATIVE CLASSROOM	\$10,260.00
13468	COLUMBUS ARNOLD MOTOR SUPPLY	\$189.72
13469	COLUMBUS MUSIC	\$749.15
13470	CYZA, NICOLE	\$256.50
13471	DONOGHUE, TRACY	\$384.76
13472	DUSH, REGINA	\$192.38
13473	EAKES OFFICE SOLUTIONS	\$1,226.03
13474	ELECTRONIC ENGINEERING	\$7,748.00
13475	FOLLETT CONTENT SOLUTIONS, LLC	\$1,746.79
13476	FOREMAN SUPPLY INC	\$19.50
13477	FREEMAN, TYLER	\$224.44
13478	GALLEY, SHANNON	\$211.97
13479	GEHRING CONST. & READY MIX CO.	\$20.00
13480	GETTYSBURG FLAG WORKS	\$506.98
13481	GRAFE, TARA	\$256.51
13482	GREAT PLAINS BUILDING SUPPLY CO.	\$7.48
13483	HOLLIS, EMILY	\$256.50
13484	IMAGE TECH & PRINTING	\$114.75
13485	INNESS, SARAH	\$211.97
13486	JARECKI, KAY	\$256.51
13487	JARESKE, KELSEY	\$224.44
13488	KIM, ERIKA	\$18.00
13489	KOHL, CHELSEY	\$224.44
13490	LITERACY RESOURCES, LLC	\$961.20
13491	LOVELESS, STACY	\$256.51
13492	LUNCHTIME SOLUTIONS, INC	\$35.00
13493	MAXIM HEALTHCARE SERVICES, INC.	\$1,950.00
13494	MENARDS-COL	\$775.04
13495	MICEK, ERICA	\$160.32

Check Number	Vendor	Amount
13496	MUCHMORE, KELLY	\$256.51
13497	MUELLER, PAM	\$160.31
13498	NCS PEARSON INC	\$258.82
13499	NSBA - NEBRASKA STATE BAND MASTERS ASSN	\$400.00
13500	PACZOSA, MEGAN	\$461.35
13501	PAITZ, TONYA	\$148.00
13502	PAPER TIGER, INC.	\$45.00
13503	RETZLAFF, JESSICA	\$256.50
13504	RIVERSIDE INSIGHTS	\$250.00
13505	RIVERSIDE PORTABLES, LLC	\$285.00
13506	RODRIGUEZ, CHRISTIE	\$40.38
13507	RUTT'S HEATING & AIR CONDITIONING, INC -	\$204.25
13508	SCHMITT MUSIC	\$126.84
13509	SCHOOL SPECIALTY, LLC	\$13.65
13510	SETTLES, ERIN	\$224.44
13511	SGH REDGLAZE HOLDINGS INC	\$11,082.00
13512	SOTO, REYNA	\$81.00
13513	STAROSCIK, KRISTINE	\$213.76
13514	STEMPEK, SHELLEY	\$272.54
13515	STEMPEK, STACI	\$272.54
13516	TAYLOR, BROOKE	\$320.63
13517	TELLEZ, GAMALIEL	\$384.76
13518	TEPLY, TAMMY	\$352.70
13519	THE MUSICIANS CHOICE, LLC	\$1,195.37
13520	THYSSENKRUPP ELEVATOR CORPORATION	\$641.25
13521	TIRE OUTLET INC	\$326.00
13522	TRANE	\$2,453.75
13523	TRUCK CENTER COMPANIES	\$8,483.46
13524	TWOREK, DANIEL	\$256.51
13525	TWOREK, KRYSTAL	\$100.25
13526	VOSS LIGHTING	\$110.46
13527	WEMHOFF, ASHLEY	\$609.20
13528	WOODWORKER'S HARDWARE	\$241.20
13529	WRIGHT, ABBEY	\$256.51
13530	ZIMMERMAN, ALYSSA	\$124.69
13531	AHRENS, KYLER	\$42.67
13532	ASSOCIATED STAFFING, INC	\$4,219.03
13533	CENTRAL NEBRASKA REHAB. SERV	\$50,929.44
13534	COLUMBUS SCHOOL LUNCH FUND-CHS	\$1,212.14
13535	COLUMBUS TELEGRAM	\$741.00
13536	CULLIGAN	\$27.97
13537	EDUPOINT EDUCATIONAL SYSTEMS	\$2,121.00
13538	ESU #7	\$12,251.70
13539	GONE, RAJ	\$94.89
13540	HILTON OMAHA	\$604.00
13541	JACKSON SERVICES INC.	\$168.05
13542	JEFFRYES, WESTON	\$37.89
13543	LOUP POWER DISTRICT	\$131.98

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
13544	NCSA	\$120.00
13545	OMAHA MUSIC THERAPY LLC	\$8,270.64
13546	PINNACLE BANK OMAHA	\$165.00
13547	PIPER SANDLER & CO	\$20,266.40
13548	PLUNKETTS PEST CONTROL	\$630.00
13549	POSTMASTER	\$398.00
13550	RYAN, JANELLE	\$140.00
13551	SCHOOL LIBRARY JOURNAL	\$54.99
13552	SERVICEMASTER BY SHEVLIN	\$36,371.76
13553	SIFFRING LANDSCAPING & GARDEN CENTER, LL	\$1,979.98
13554	SUBSCRIPTION SERVICES OF AMERICA INC.	\$633.58
13555	UNL CAREER SERVICE	\$150.00
13556	WOODWORKER'S HARDWARE	\$80.40
13557	AMAZON CAPITAL SERVICES	\$5,773.16
13558	CAPITAL ONE/WALMART	\$1,046.19
13559	HOBBY LOBBY	\$311.79
13560	HY-VEE FOOD STORES	\$617.68
13561	SUPER SAVER	\$859.84
	<b>Total Expenditure</b>	<b><u><u>\$410,050.61</u></u></b>

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

<b>Name</b>	<b>Position</b>	<b>Building</b>	<b>Replaces</b>
<b>Gutierrez, Sharon</b>	<b>STEM</b>	<b>CMS</b>	<b>Long term contracted sub</b>
<b>Alswager, Jessica</b>	<b>Math</b>	<b>CMS</b>	<b>Long term contracted sub</b>
<b>Davidchik, Sarah</b>	<b>A+ Program</b>	<b>CHS</b>	<b>Long term contracted sub</b>
<b>Kay, Jeanne</b>	<b>Pre-K</b>	<b>WP</b>	<b>Long term contracted sub</b>

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

<b>Name</b>	<b>Position</b>	<b>Building</b>	<b>Type</b>



# Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

The Administration has hired the following Classified employees:

NAME	TITLE	LOCATION	HIRE DATE
Sarah Pueppke	ASP Lead Staff	Middle School	11/28/2022
Jeff Bures	Night Custodian (part-time to start)	High School	11/29/2022
Segan Graham	Para Sped High Needs (Preschool)	West Park	12/5/2022
Stephanie Bauer	ASP Lead Staff	North Park	11/30/2022
Samantha Spencer	Elementary Attendance Monitor	Emerson	12/5/2022
Jade Wielgus	Para Sped	Emerson	12/5/2022
Annette Borer	ASP Lead Staff	Middle School	12/12/2022 (add to her para position for FT)
Mackenzie Divis	ASP Door Monitor	North Park	12/7/2022
Cielo Hernandez	ASP Lead Staff	Centennial	TBD
Deborah McDowell	Para Sped High Needs	Middle School	12/12/2022

The Administration has accepted the following Classified resignations/retirements:

NAME	TITLE	LOCATION	TERM DATE
Fernanda Perez	Food Service Cook & Server	Middle School	12/2/2022
Kim Buss	Para Sped	Emerson	11/22/2022
Carrie Scheel	Para Sped High Needs	West Park	12/2/2022
Joan Von Ruden Kruger	Para Preschool	Centennial	12/9/2022 (RETIREE)
Denise Miller	Food Service Kitchen Mgr	High School	12/21/2022 (RETIREE)
Ruby Miller	Para Media	Lost Creek	12/22/2022 (RETIREE)



# Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

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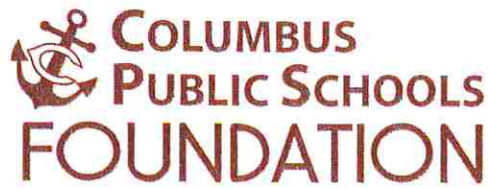
Matt Bilek	Custodial Supervisor	High School	12/6/2022
Amber Shroyer	Para Sped & ASP Lead Staff	Lost Creek	12/7/2022

*Last Update 12/7/2022*

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	Izaguire-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, Liti	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
				<b>\$5,048.50 Total</b>



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

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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,

A handwritten signature in black ink that reads "Nicole Anderson".

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

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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



## CURRICULUM EVALUATION

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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

## ~~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.

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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

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

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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

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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.

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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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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
<b>Total</b>	<b>45</b>	<b>95</b>	<b>140</b>



# December 9th - Select-a-Session PD

## Sessions

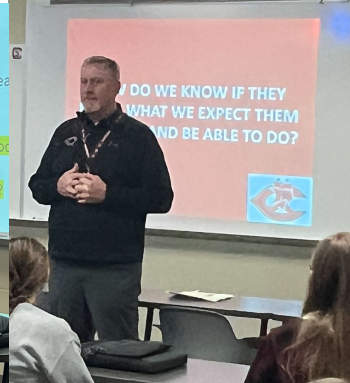
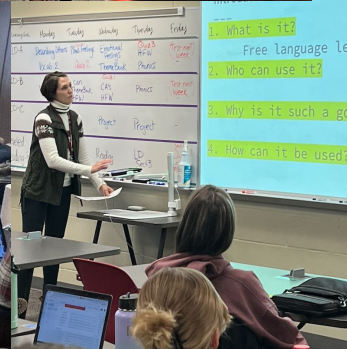
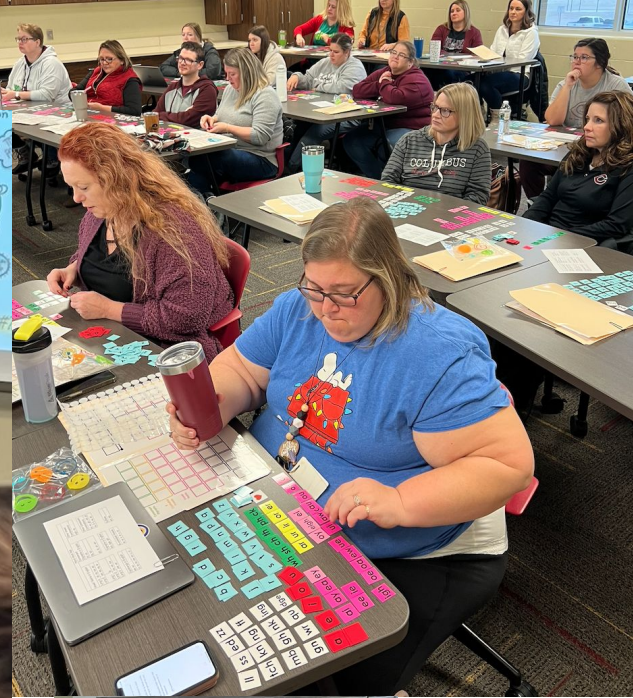
- 42 Individual Sessions Offered

## 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

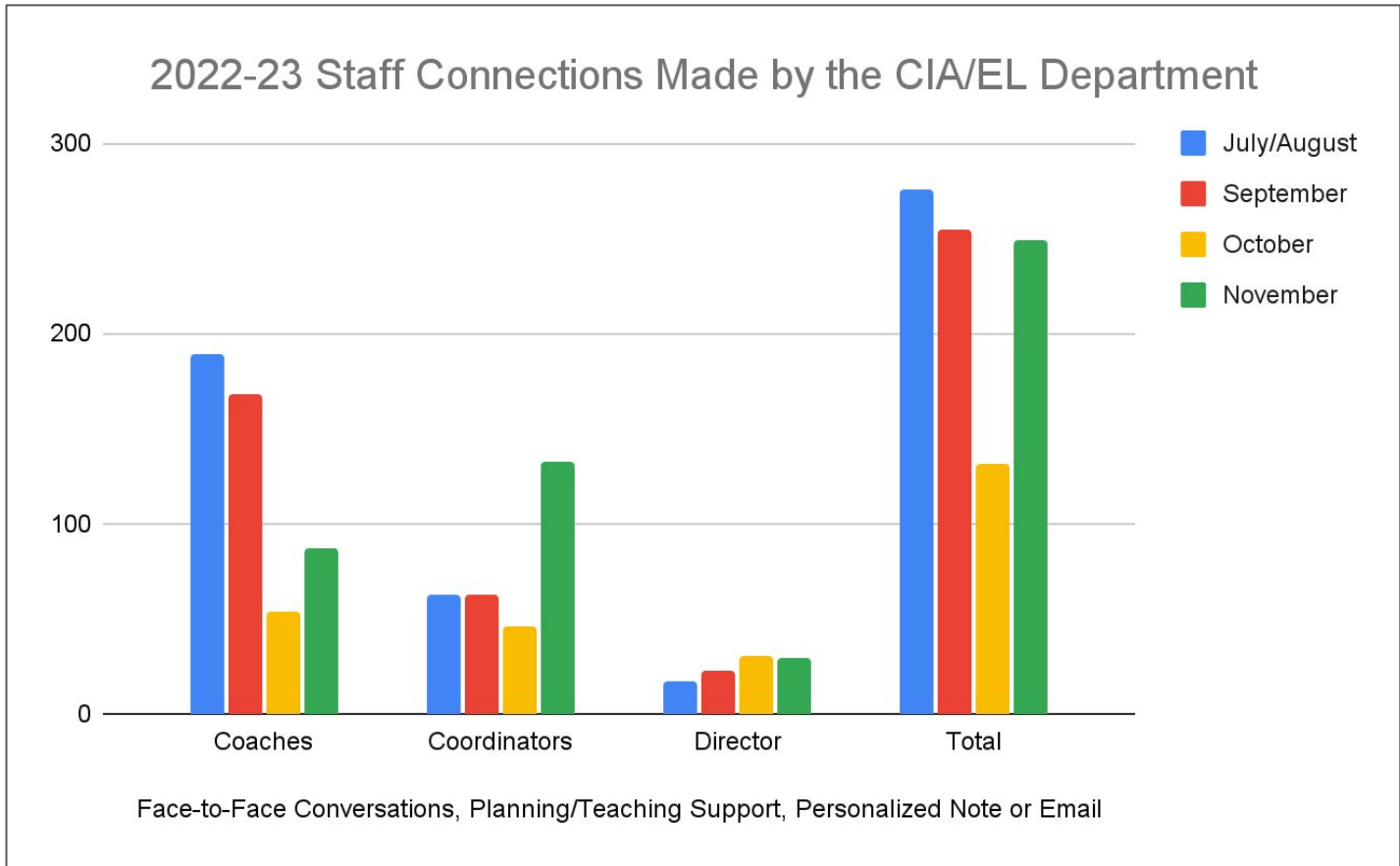
Percent of CPS Students Proficient on NSCAS ELA							
	3rd All	4th All	5th All	6th All	7th All	8th All	11th All
17-18	58%	62%	49%	41%	46%	36%	35%
18-19	60%	55%	40%	39%	42%	43%	39%
20-21	43%	52%	40%	38%	40%	49%	38%
21-22	46%	42%	42%	34%	33%	40%	41%

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

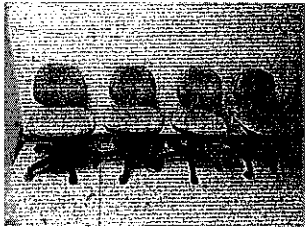

Does the building principal give full approval for this plan?  Yes  No

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 \_\_\_\_\_

DATE	12/2/2022
BUILDING	CMS
PROGRAM	
PRINCIPAL/DIRECTOR SIGNATURE	<i>Amy Day</i>
Description of materials to surplus:  4 rolling chairs - Broken - do not roll correctly. 1 stationary chair - Broken 20 dictionaries - out of date - do not use	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	Rolling Chairs - 4 - Broken - Do Not Roll Correctly.	Throw Away. Custodian will dispose of.
	Stationary Chair - Broken	Throw Away. Custodian will dispose of.

