

## Committee As A Whole

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

The Committee As A Whole started at 5:30 PM on Monday, December 9, 2024. The meeting was held at Kramer Education Center  
2410 16th Street, Suite A  
Columbus, NE 68601

Candace Becher: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Present

Douglas Willoughby: Present

Marv Zoucha: Absent

- I. CALL TO ORDER
- II. ROLL CALL OF THE BOARD
- III. EXCUSE BOARD MEMBERS
- IV. PLEDGE OF ALLEGIANCE
- V. NOTICE OF OPEN MEETINGS ACT

V.A. President ensures all can hear proceedings

VI. MISSION STATEMENT

Doug Willoughby, Board President, read the Mission Statement.

VII. PUBLIC COMMENT

VIII. GUEST PRESENTATIONS

IX. RECOGNITIONS BY BOARD

X. BUILDING OR DISTRICT PRESENTATION

X.A. Columbus High School Presentation

Dave Hiebner, CHS Principal, shared enrollment numbers for CHS. They have 1340 students, with 17% EL, 12% Special Education, 46% Free and Reduced. There are 77 teachers, 14 certified non-teacher staff and 42 classified staff. Mr. Hiebner talked about the AQUESTT data. CHS has a Good classification. EL students are making progress and have increased testing scores. The chronic absenteeism is showing a decrease in the percentage. Graduation rate was discussed with 9 students dropping out. Four of those students had medical concerns. Mr. Hiebner said they are currently working with Platte Valley Literacy and CCC to help students coming in from other countries with language barriers. He talked about building goals at CHS based on the UpBeat survey data.

XI. CONSENT AGENDA

XI.A. Items to be removed from the Consent Agenda

XI.B. Meeting Minutes

XI.C. Finance Reports

Jason Schapmann, Director of Human Resources and Fiscal Support, shared the financial reports. He said the Special Education reimbursement will be received soon. Revenue is showing a state aid payment, and the detail is showing very standard items for this time of the school year.

XI.D. Staffing Reports

Mr. Schapmann shared the certified staff hire. The contracted preschool teacher has been hired to become the permanent teacher.

Bob Hausmann, North Park Principal, submitted his retirement letter. Chip Kay, Superintendent, said that Mr. Hausmann has made a huge impact in 32 years of education. These will be big shoes to fill. Mr. Hausmann said he wants to go out feeling good about where things are. He will seek other opportunities. 32 years in education.

XI.E. Professional Travel

XII. FOUNDATION REPORT

The Foundation Report shows \$23,077.51 for the month of November, total contributions

for 2024 are \$510,931.62.

The board was asked to approve new members for the Foundation Board. The list of potential candidates was shared.

Nicole Anderson, Foundation Director/Director of Communications submitted a report for the Lighting of the Anchor Event which included music, cookies and hot chocolate.

### XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

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

Teresa Hausmann, Director of Teaching and Learning, reported on the new requirement from LB452 which requires a financial literacy status report. She shared that they have had 358 staff connections in November.

#### XIII.B. Director of Special Education

Jason Harris, Director of Special Education, shared his experience with the CHS Unified Bowlers. They won the state championship and were just returning with a police escort into town. The CHS band was playing for them as they arrived at CHS. An awesome experience for those students.

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

#### XIII.D. Director of Human Resources

#### XIII.E. Director of Operations

Leonard Kwapnioski, Director of Operations said the Kramer project is progressing well.

#### XIII.F. Superintendent

Dr. Kay said he submitted his intent to return letter. He discussed a report that included more information regarding the budget which included information on what is spent year to date with encumbrances. He asked how often the board would like to see this report. More discussion will take place with the finance committee in January. Bond indebtedness report will be available at the next meeting.

### XIV. MONTHLY REVIEW OF POLICIES

Dr. Kay talked about how we would accomplish the policy reviews at each meeting.

### XV. DISCUSSION ITEMS

#### XV.A. School Calendars 25-26 & 26-27

Dr. Kay requested approval of the calendars. The 25-26 calendar reflects 171 academic days and 172 academic days for 26-27. Amount of contact time that CPS has with students is very different than many similar districts.

#### XV.B. Mid-Term Graduation List 2024-2025

Mr. Hiebner said the mid-term graduate list reflex 51 students to graduate. This is about the normal number.

XV.C. CHS Course Description Catalog for 2025-2026

Mr. Hiebner listed the changes in the course description book. This included the removal of courses no longer approved by the NCAA. Some wording was changed. There was an adjustment of the art flowchart. Additions include tech math, computer science 1 and 2, and the Apprentice Program. Honors Biology was removed.

XV.D. TERIP for 2024-2025

Mr. Schapmann said nothing has changed to qualify. 25 people are eligible. CPS has 7 last year. The board will need to decide in January if we aren't going to offer this program next year.

XV.E. Apprentice Program

Mr. Hiebner gave a presentation on the proposed Apprentice Program, He said there have been multiple meetings. This program will give CHS students the opportunity to work in the apprentice program at a company in Columbus. Lucas Wieser, CCC representative, spoke on the registered apprenticeship program under the umbrella of the NDOL.

Mr. Hiebner said employer partners are already on board. This is for the student who knows this is what they want to do as a career.

XV.F. Computer Science 1 and 2

Computer Science 1 and 2 is proposed to be offered in 2025-26. This is an intermediate and capstone course in the Perkins classification. This will be a year-long course and prerequisite to algebra II. Algebra and coding go hand in hand. There are two teachers that will teach the course, Brian Townsend and Adam Whitmore. These two teachers have put these courses together, very positive and filling an important hole needed at CPS. This targets a group of students that we need to provide.

XV.G. Non-Traditional Learning Center Feasibility Study

XVI. ACTION ITEMS FOR THIS MEETING

XVII. BOARD REQUESTS FOR INFORMATION

Bond funding with color.

XVIII. BOARD SHARING

Board Sharing will be next week.

XIX. EXECUTIVE SESSION

The Board did not go into Executive Session.

XX. ADJOURN

The meeting was adjourned at 7:48.

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 9, 2024.

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President

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Secretary



# Columbus High School

Enrollment: 1340

EL %: **17**

SP %: **12**

F/R:% **46**

Teachers: 77

Certified Non-Teacher: 14

Classified: 42



# AQUESTT DATA

| Columbus High School |                      |
|----------------------|----------------------|
| Year                 | State Classification |
| 2021-2022            | Good                 |
| 2022-2023            | Good                 |
| 2023-2024            | Good                 |

| Percent of CHS EL Students Making Progress Towards EL Proficiency |       |
|---|-------|
| 2021-2022   | 24.47 |
| 2022-2023   | 43.3  |
| 2023-2024   | 46.5  |

| CHS<br>Percent of Chronic Absenteeism |                 |                |
|---------------------------------------|-----------------|----------------|
| Year                                  | Rounded Percent | Actual Percent |
| 21-22                                 | 24%             | 24.35          |
| 22-23                                 | 30%             | 29.69          |
| 23-24                                 | 26%             | 25.63          |

| AQuESTT CHS Graduation Rates |                  |                     |                         |
|------------------------------|------------------|---------------------|-------------------------|
|                              | Four Year Cohort | Seven Year Extended | Transition Tenet Rating |
| 21-22                        | 84.20            | 93.15               | 88.58                   |
| 22-23                        | 84.43            | 89.70               | 87.01                   |
| 23-24                        | 87.03            | 89.21               | 88.10                   |
| 24-25                        | 79.30            |                     |                         |



# AQUESTT DATA

**Percent of CHS 11th Grade Students Proficient on ELA ACT**

| Year  | 11th All | 11th EL | 11th Sped |
|-------|----------|---------|-----------|
| 20-21 | 38%      | 8%      | 5%        |
| 21-22 | 41%      | 7%      | 17%       |
| 22-23 | 38%      | 10%     | 13%       |
| 23-24 | 37%      | 5%      | 13%       |

**Percent of CHS 11th Grade Students Proficient on Math ACT**

|       | 11th All | 11th EL | 11th Sped |
|-------|----------|---------|-----------|
| 20-21 | 36%      | 13%     | 0%        |
| 21-22 | 49%      | 7%      | 21%       |
| 22-23 | 34%      | 7%      | 10%       |
| 23-24 | 39%      | 5%      | 4%        |

**Percent of CHS 11th Grade Students Proficient on Science ACT**

| Year  | 11th All | 11th EL | 11th Sped |
|-------|----------|---------|-----------|
| 20-21 | 46%      | 20%     | 5%        |
| 21-22 | 49%      | 14%     | 21%       |
| 22-23 | 46%      | 20%     | 26%       |
| 23-24 | 48%      | 10%     | 17%       |

## Building Goals

- Students have a trusted adult 80% to 85%
- Programming to meet student needs and interests
- Increase parent teacher communication - 75% per Upbeat
- Continue to improve the Data Into Action process

## Engagement and Connection

- Monthly parent newsletter
- Counseling Senior student/parent newsletter
- Positive teacher referrals
- Weekly staff newsletter
- GoDiscoverers.com
- Non-traditional parent/student monthly meetings
- Perkins Advisory Committee including business and industry representatives

Committee As A Whole  
Monday, November 11, 2024 5:30 PM Central

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

Candace Becher: Present  
Michael Jeffryes: Present  
Doug Molczyk: Absent  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Marv Zoucha: Present  
Present: 5, Absent: 1.

### I. CALL TO ORDER

### II. ROLL CALL OF THE BOARD

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

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

Yea: 5, Nay: 0, Absent: 1

Marv Zoucha took the Oath of Office for the CPS School Board.

### III. EXCUSE BOARD MEMBERS

### IV. PLEDGE OF ALLEGIANCE

### V. NOTICE OF OPEN MEETINGS ACT

V.A. President ensures all can hear proceedings

### VI. MISSION STATEMENT

### VII. PUBLIC COMMENT

### VIII. GUEST PRESENTATIONS

### IX. RECOGNITIONS BY BOARD

#### IX.A. 2024 Cross Country State Qualifiers-Erick Alarcon and Melissa Gomez-Vazquez

Cross Country State Qualifiers, Erick Alarcon and Melissa Gomez-Vazquez along with their families, were welcomed. The athletes and coach were given their certificates and congratulated by the board and Dr. Chip Kay, Superintendent.

### X. BUILDING OR DISTRICT PRESENTATION

#### X.A. World Classrooms CMS Washington DC Trip

Amy Haynes, CMS Principal, shared information regarding the World Classrooms Washington DC. This is a company that works outside of the school district to take students

and teachers on a field trip. Mrs. Haynes said there are several teachers interested in chaperoning a trip and all the time would be outside working hours. The company provides a contract that states this is not part of Columbus Public School District. The presentation shared that the company plans all the transportation, destination lodging, meals and events/tours. Money is all handled through the company.

## XI. CONSENT AGENDA

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

### XI.B. Meeting Minutes

### XI.C. Finance Reports

Jason Schapmann, Director of Human Resources and Fiscal Support, talked about the financial reports for the month of October. He said the Bond Fund balance will go down. The first bond payment is due in Dec. There will be some movement in the Nutrition Fund. Revenue detail shows property tax coming into the account. Mr. Schapmann said we will start seeing special education receipts in December. Payments mentioned were to Commonwealth Electric for some work at CHS and CMS.

### XI.D. Staffing Reports

Mr. Schapman shared information from the staff memos. Certified hires consisted of the hiring Ethan McKenna for Ron Haefner. He will retire in December. This was a great hire, Mr. McKenna is the only one with the certifications needed for this position. The classified memo shows more hires than resignations, Mr. Harris, Director of Special Education, said he is hiring special education paras.

### XI.E. Professional Travel

Mr. Schapmann shared the Travel Report which included the Safety Summit where CMS received an award. The highlighted items are listings for personal professional time taken by staff.

## XII. FOUNDATION REPORT

Nicole Anderson, Director of Communications/Foundation, said information shown on the Foundation Report for the month of October. The total for the year to date is \$487,854.11; and for the month is \$66,810.81.

## XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

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

Teresa Hausmann, Director of Teaching and Learning, shared Amplify, reading curriculum information. The mClass is being rolled out. This is a tool in the curriculum used for support. This is the first year CPS has been using this curriculum.

Mrs. Hausmann said the Mechatronics and Robotics pathways have been updated.

Teacher support and/or contacts were 310 for October.

### XIII.B. Director of Special Education

Jason Harris, said he spent last week working on the final reimbursement IDA grant, along with the ESSA funding, which includes Title 1 Reading, Title 2A Professional Development (public and non-public), Title 3 Immigration, Title 4A Safety, Security and Well Rounded Schools. Mr. Harris reminded the group that some of the money goes to the parochial schools. At this time, there are 925 special education students, that is 19%. The number keeps getting higher. Birth thru 21 are receiving services.

Mr. Harris said he is recruiting staff. There have been three hires, potentially a 4th interview scheduled for next week.

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

Sara Colford, Assistant Director of Student Services talked about the After School Program. She shared that there are 15 high school students working at the program. Mrs. Colford said they are excited to work with the students and they bring great energy. She also shared that this program has been recognized through the 21st Century Grant Program and the School Bell Grant. Mrs. Colford said our program is a model for other districts, and many come to visit to see how the operation is facilitated.

### XIII.D. Director of Human Resources

Jason S. Mr. Schapmann talked about the UpBeat Survey results. He explained that any rating above 70% is good. UpBeat will assist in setting up an action plan, and supply a toolkit for help in the areas that need work. This is the first time that classified staff has done the survey. Mr. Schapmann said he will schedule meetings to go over the results.

He said the lunch meeting with LSI students and staff had positive feedback.

### XIII.E. Director of Operations

Leonard Kwapnioski shared information on the CMS issues audio in the auditorium. He said they worked with Jeff Peabody, CHS Band Director, to get it working temporarily. Mr. Kwapnioski explained the sound system will have to be revamped. He said the main component is that everyone that is working with it doesn't really know enough to be successful, there are too many hands in it. The solution will be to have 2 carts, each cart will need to be plugged into the system and nothing else will be available to change on the cart. Community organizations that rent the facility will be able to just plug in, they will bring their own equipment.

Mr. Kwapnioski said there is a problem with the siding curling at the CASSETTE House, it will need to be replaced. He offered a tour of the old CASSETTE House for anyone interested.

#### XIII.F. Superintendent

Chip Kay, Superintendent, talked about changes that will be made to next year's calendar, such as more student contact days and removal of some random planning time. Dr. Kay said the first 2 days of the school year will have modified schedules for orientation. Day 3 will be a full day for all students across the district. The preschool will have its own calendar. He will ask the board to approve the calendars in December for the next two years. Dr. Kay said our goal is not to just meet the required hours but to meet the academic needs of our students.

Superintendent evaluations will be distributed to board members in December. There will also be a two-question survey sent out to staff.

Winter weather protocol will come out next week. School will be called off by 10pm or not until 6am the next morning.

Dr. Kay talked about the community meeting. He said video clips will be sent out via social media to get the information out to more people.

He also shared some information regarding the growth the community is going to be seeing. We will host a panel which will include people that can answer the questions about the new residential building that is happening, along with representation from Scotus and Lakeview. Dr. Kay said this will impact all the schools in the area. CPS will have to make some decisions about boundaries.

#### XIV. DISCUSSION ITEMS

##### XIV.A. Replacement Plasma Cutter for CHS

Dave Hiebner, CHS Principal, talked about the quotes for the plasma table. He said they have tried everything to fix it. Feedback from people that are using this equipment says it works very well. This is the one they want. This would be much like what community companies are using.

##### XIV.B. Resolution for the Surplus and Sale of Real Property

Dr. Kay shared all the rules, statutes etc. He said we will get the process started, we have no time table. Working on getting the MLS number. If we use a realtor, we will take bids.

##### XIV.C. Discoverers of Distinction Review

Mrs. Anderson said the Discoverers or Distinction Event will be April 10, 2025 at Dusters. She is asking the board to approve the people to be inducted.

##### XIV.D. Nebraska Science Standards

Mrs. Hausmann talked about the Nebraska Science Standards, she said there are minimal changes. She will receive training in February, and then start work on making the changes district wide in Science.

#### XIV.E. Rule 17 Program for Columbus Public Schools

Dr. Kay shared the formal proposal for the Rule 17 Program. He said there would be limited placement opportunities. The timeline will be very aggressive. He would like to have it up and running in three weeks. We will start advertising to hire staff. Dr. Kay said we will be saving money based on what we have been paying for student placements. He feels lucky we have a space.

#### XIV.F. Surplus

#### XIV.G. Fundraisers

The board was happy to see the Waffleman fundraiser.

#### XIV.H. Kramer Bids

Mr. Kwapnioski shared some Kramer bids, he said there was an incorrect dollar amount listed. The correct information will be on the next meeting agenda. Mr. Kwapnioski said the flooring bid came in too high. He talked about using local contractors as much as possible.

### XV. ACTION ITEMS FOR THIS MEETING

### XVI. BOARD REQUESTS FOR INFORMATION

### XVII. BOARD SHARING

Board Sharing will be next week.

### XVIII. EXECUTIVE SESSION

The board did not go into Executive Session.

### XIX. ADJOURN

Motion to adjourn Passed with a motion by Theresa Seipel and a second by Marv Zoucha.  
Doug Molczyk: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea,  
Douglas Willoughby: Yea, Marv Zoucha: Yea  
Yea: 5, Nay: 0, Absent: 1  
The meeting was adjourned at 8:38pm.

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 11, 2024.

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President

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Secretary

Regular Meeting  
Monday, November 18, 2024 5:30 PM Central

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

Candace Becher: Present  
Michael Jeffryes: Present  
Doug Molczyk: Absent  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Marv Zoucha: Present  
Present: 5, Absent: 1.

#### I. CALL TO ORDER

#### II. ROLL CALL OF THE BOARD

#### III. EXCUSE BOARD MEMBERS

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

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

#### IV. PLEDGE OF ALLEGIANCE

#### V. NOTICE OF OPEN MEETINGS ACT

V.A. President ensures all can hear proceedings

#### VI. MISSION STATEMENT

Doug Willoughby read the Mission Statement.

#### VII. PUBLIC COMMENT

#### VIII. GUEST PRESENTATIONS

#### IX. RECOGNITIONS BY BOARD

##### IX.A. All State Musicians Recognition

The All State Musicians along with their families were welcomed. The students and directors were given their certificates and congratulated by the board and Dr. Chip Kay, Superintendent.

#### X. BUILDING OR DISTRICT PRESENTATION

##### X.A. Lost Creek Presentation

JP Holys, Principal of Lost Creek Elementary shared enrollment numbers with percentages of EL, free/reduced and special education students. Mr. Holys said there are 28 teachers and 22 classified staff at Lost Creek. Data was shared from AQUESTT, NSCAS ELA and the UpBeat

Survey. Mr. Holys said Lost Creek will be participating in Grandparents Day for kindergarten and 1st grade. There is a lot of staff, student and family engagement events throughout the year such as, open houses, conferences, the book fair, Cookies with Santa, the End of the Year Blowout, morning assemblies, the talent show, field day, music concerts, Read Across America, and Poppys Pumpkin Patch.

#### XI. CONSENT AGENDA

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

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

Yea: 5, Nay: 0, Absent: 1

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

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

Yea: 5, Nay: 0, Absent: 1

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

##### XI.B. Meeting Minutes

##### XI.C. Finance Reports

Jason Schapmann, Director of Human Resources, shared M5 Financial Report. He discussed payments listed on the report.

##### XI.D. Staffing Reports

##### XI.E. Professional Travel

#### XII. FOUNDATION REPORT

The superintendent recommends that the board approve the Foundation Report, as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

Yea: 5, Nay: 0, Absent: 1

#### XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

##### XIII.A. Superintendent

#### XIV. DISCUSSION ITEMS

#### XV. ACTION ITEMS FOR THIS MEETING

##### XV.A. Replacement Plasma Cutter for CHS

The superintendent recommends that the board approve the purchase of a new Replacement Plasma Cutter for CHS. Passed with a motion by Marv Zoucha and a second by Theresa Seipel.

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

Douglas Willoughby: Yea, Marv Zoucha: Yea  
Yea: 5, Nay: 0, Absent: 1

#### XV.B. Resolution for the Surplus and Sale of Real Property

The superintendent recommends that the board approve the Resolution for the Surplus and Sale of Real Property. Passed with a motion by Candace Becher and a second by Marv Zoucha.

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

#### XV.C. Discoverers of Distinction Nominee Approval

The superintendent recommends that the board approve the Discoverers of Distinction Nominees, as submitted. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel.

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

#### XV.D. Nebraska Science Standards

The superintendent recommends that the board approve the Nebraska Science Standards as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

#### XV.E. Approval of the Rule 17 Program for Columbus Public Schools

The superintendent recommends that the board approve the Rule 17 Program for Columbus Public Schools. Passed with a motion by Theresa Seipel and a second by Douglas Willoughby.

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

#### XV.F. Surplus

The superintendent recommends that the board approve the surplus items listed. Passed with a motion by Candace Becher and a second by Marv Zoucha.

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

#### XV.G. Fundraisers

The superintendent recommends that the board approve the Fundraising Application, as submitted. Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

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

#### XV.H. Kramer Bids

The superintendent recommends that the board approve the Kramer Bids, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

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

Yea: 5, Nay: 0, Absent: 1

Leonard Kwapnioski , Director of Operations, updated on the bids with a correction from last meeting.

#### XVI. BOARD REQUESTS FOR INFORMATION

#### XVII. BOARD SHARING

The board welcomed Marv Zoucha, and said they really appreciated his knowledge and look forward to what he will be bringing to the group. All are excited about the State Board Conference this weekend.

#### XVIII. EXECUTIVE SESSION

Motion to go into Executive Session Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

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

Yea: 5, Nay: 0, Absent: 1

The board did go into Executive Session.

#### XIX. ADJOURN

Motion to adjourn Passed with a motion by Michael Jeffryes and a second by Marv Zoucha.

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

Yea: 5, Nay: 0, Absent: 1

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 18, 2024.

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President

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Secretary

Columbus Public Schools  
 Summary of Cash Balances  
 November 30, 2024

|                       | DESCRIPTION                                   | BEGINNING BALANCE | MONTH TO DATE RECEIPTS | MONTH TO DATE EXPENDITURES | END OF MONTH BALANCE | YTD BALANCE PRIOR YEAR |
|-----------------------|---|-------------------|------------------------|----------------------------|----------------------|------------------------|
| General Fund          | Attachment M4a                                |                   |                        | \$ 4,097,089.93            |                      |                        |
|                       | Attachment M5 (prior Bd Mtg)                  |                   |                        | \$ 457,897.45              |                      |                        |
|                       | Innerfund Loan to reimburse Admin Activity    |                   |                        | \$ 236,375.00              |                      |                        |
|                       | Transfer to GP ICS Savings                    |                   | \$ (1,500,000.00)      |                            |                      |                        |
|                       | Transfer from GP ICS Savings                  |                   | \$ 1,506,748.27        |                            |                      |                        |
|                       | Receipts GP checking                          |                   | \$ 450,041.48          |                            |                      |                        |
|                       | <b>GENERAL FUND - GREAT PLAINS STATE BANK</b> | \$ 9,116,037.57   | \$ 456,789.75          | \$ 4,791,362.38            | \$ 4,781,464.94      | \$ 2,088,564.48        |
|                       |   |                   |                        |                            |                      |                        |
|                       | Transfer to GP Checking                       |                   |                        | \$ 1,506,748.27            |                      |                        |
|                       | Transfer from GP Checking                     |                   | \$ 1,500,000.00        |                            |                      |                        |
|                       | Interest                                      |                   | \$ 66.73               |                            |                      |                        |
|                       | <b>GEN FUND - GP ICS SAVINGS</b>              | \$ 6,749.27       | \$ 1,500,066.73        | \$ 1,506,748.27            | \$ 67.73             |                        |
|                       | <b>General Fund - Cash Balance</b>            |                   |                        |                            | \$ 4,781,532.67      |                        |
| Depr Fund             | Love Signs                                    |                   |                        | \$ 18,016.47               |                      |                        |
|                       | Receipts                                      |                   | \$ 4,166.53            |                            |                      |                        |
|                       | Interest                                      |                   |                        |                            |                      |                        |
|                       | <b>DEPRECIATION - GREAT PLAINS STATE BANK</b> | \$ 1,275,014.90   | \$ 4,166.53            | \$ 18,016.47               | \$ 1,261,164.96      | \$ 763,187.85          |
| Temporary Funds -GF   | <b>PAYROLL - PINNACLE BANK</b>                | \$ 250,963.94     | \$ 3,957,988.31        | \$ 3,921,412.46            | \$ 287,539.79        | \$ 251,784.51          |
|                       | <b>PAYFLEX - PINNACLE BANK</b>                | \$ 68,333.22      | \$ 16,458.36           | \$ 15,518.89               | \$ 69,272.69         | \$ 57,461.80           |
| Activities            | Administration                                | \$ 426,736.97     | \$ 245,236.18          | \$ 24,513.41               | \$ 647,459.74        | \$ 924,868.15          |
|                       | Middle School                                 | \$ 154,001.19     | \$ 10,384.61           | \$ 8,937.21                | \$ 155,448.59        | \$ 156,406.77          |
|                       | High School                                   | \$ 689,998.41     | \$ 58,714.57           | \$ 61,350.87               | \$ 687,362.11        | \$ 663,359.82          |
|                       | <b>ACTIVITY FUNDS - COLUMBUS BANK</b>         | \$ 1,270,736.57   | \$ 314,335.36          | \$ 94,801.49               | \$ 1,490,270.44      | \$ 1,744,634.74        |
| Nutrition Fund        | Interest Income                               |                   | \$ 765.55              |                            |                      |                        |
|                       | State Reimbursement                           |                   | \$ 417,205.34          |                            |                      |                        |
|                       | Rct to Expenditures                           |                   | \$ 17,183.39           |                            |                      |                        |
|                       | Return Checks                                 |                   |                        |                            |                      |                        |
|                       | Student/ Staff meals/ alacarte sales          |                   | \$ 92,118.20           |                            |                      |                        |
|                       | <b>NUTRITION FUND - CORNERSTONE BANK</b>      | \$ 115,038.31     | \$ 527,272.48          | \$ 364,585.96              | \$ 277,724.83        | \$ 346,547.30          |
| Bond Fund             | Platte County Treasurer                       |                   | \$ 20,741.51           |                            |                      |                        |
|                       | Butler County Treasurer                       |                   | \$ 138.16              |                            |                      |                        |
|                       | Polk County Treasurer                         |                   |                        |                            |                      |                        |
|                       | Investment Gain                               |                   | \$ 17,798.01           |                            |                      |                        |
|                       | <b>BOND FUND - FNB</b>                        | \$ 4,688,006.28   | \$ 38,677.68           | \$ -                       | \$ 4,726,683.96      | \$ 4,435,961.78        |
| Special Building Fund | <b>Building Fund - FNB - account closed</b>   | \$ -              |                        |                            | \$ -                 |                        |
|                       |   |                   |                        |                            |                      |                        |
|                       | Receipts                                      |                   | \$ 6,951.53            |                            |                      |                        |
|                       | <b>SPECIAL BLDG FUND - BANK OF THE VALLEY</b> | \$ 263,144.70     | \$ 6,951.53            | \$ -                       | \$ 270,096.23        | \$ 50,411.42           |

Columbus Public Schools  
 General Fund Revenue Detail  
 November 30, 2024

| Account Number     | Description                     | Budget            | Month to Date         | Year to Date      | Balance           | Percent |
|--------------------|---------------------------------|-------------------|-----------------------|-------------------|-------------------|---------|
| 01.1.01100.000.000 | Property Taxes                  | (\$26,625,735.00) | (\$143,144.28)        | (\$9,086,703.41)  | (\$17,539,031.59) | 34.13%  |
| 01.1.01115.000.000 | Carline Taxes                   | (\$8,000.00)      | \$0.00                | (\$1,847.33)      | (\$6,152.67)      | 23.09%  |
| 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             | (\$2,345,000.00)  | (\$211,334.21)        | (\$604,058.51)    | (\$1,740,941.49)  | 25.76%  |
| 01.1.01323.000.000 | Tuition, SpEd School Age        | (\$3,250.00)      | \$0.00                | \$0.00            | (\$3,250.00)      | 0.00%   |
| 01.1.01510.000.000 | Interest                        | (\$15,000.00)     | (\$10,904.41)         | (\$40,420.88)     | \$25,420.88       | 269.47% |
| 01.1.01801.000.000 | CASP /Parent Fees               | (\$35,000.00)     | (\$3,550.00)          | (\$22,120.00)     | (\$12,880.00)     | 63.20%  |
| 01.1.01911.000.000 | Local License Fees              | (\$25,000.00)     | \$0.00                | (\$3,735.00)      | (\$21,265.00)     | 14.94%  |
| 01.1.01990.000.000 | Miscellaneous Local Receipts    | (\$20,000.00)     | \$0.00                | \$0.00            | (\$20,000.00)     | 0.00%   |
| 01.1.02110.000.000 | County Fines&License Fees       | (\$150,000.00)    | (\$18,191.10)         | (\$50,188.81)     | (\$99,811.19)     | 33.46%  |
| 01.1.03110.000.000 | State Aid                       | (\$16,417,109.00) | \$0.00                | (\$3,312,427.00)  | (\$13,104,682.00) | 20.18%  |
| 01.1.03120.000.000 | SpEd Receipts from the State    | (\$5,508,698.00)  | \$0.00                | \$0.00            | (\$5,508,698.00)  | 0.00%   |
| 01.1.03130.000.000 | Homestead Exemption             | \$0.00            | (\$18.65)             | (\$78.91)         | \$78.91           | #DIV/0! |
| 01.1.03180.000.000 | Pro-Rate Motor Vehicle          | (\$18,000.00)     | (\$9,545.73)          | (\$9,549.39)      | (\$8,450.61)      | 53.05%  |
| 01.1.03301.000.000 | After School Program            | \$0.00            | \$0.00                | (\$3,396.73)      | \$3,396.73        | #DIV/0! |
| 01.1.03400.000.000 | State Apportionment             | (\$500,000.00)    | \$0.00                | \$0.00            | (\$500,000.00)    | 0.00%   |
| 01.1.03535.000.000 | High Ability Learners Allocati  | (\$25,599.00)     | (\$21,682.00)         | (\$21,682.00)     | (\$3,917.00)      | 84.70%  |
| 01.1.03540.000.000 | State Early Childhood Grant     | (\$150,000.00)    | \$0.00                | (\$136,942.00)    | (\$13,058.00)     | 91.29%  |
| 01.1.03541.000.000 | Early Childhood Endowment Gra   | (\$164,500.00)    | \$0.00                | (\$17,711.00)     | (\$146,789.00)    | 10.77%  |
| 01.1.03599.000.000 | Education Quest College Acces   | \$0.00            | \$0.00                | (\$17,275.17)     | \$17,275.17       | #DIV/0! |
| 01.1.04505.000.000 | ESSA Title I Receipts           | (\$781,419.00)    | \$0.00                | \$0.00            | (\$781,419.00)    | 0.00%   |
| 01.1.04509.000.000 | ESSA Title II Receipts          | (\$140,788.00)    | \$0.00                | \$0.00            | (\$140,788.00)    | 0.00%   |
| 01.1.04510.000.000 | ESSA Title IV SSAE Grant        | (\$38,872.00)     | \$0.00                | \$0.00            | (\$38,872.00)     | 0.00%   |
| 01.1.04516.000.000 | IDEA Preschool Enrollment/Pover | (\$25,237.00)     | \$0.00                | \$0.00            | (\$25,237.00)     | 0.00%   |
| 01.1.04518.000.000 | IDEA Enrollment/Poverty Grant   | (\$1,013,657.00)  | \$0.00                | \$0.00            | (\$1,013,657.00)  | 0.00%   |
| 01.1.04521.000.000 | IDEA Proportionate Share        | (\$124,753.00)    | \$0.00                | \$0.00            | (\$124,753.00)    | 0.00%   |
| 01.1.04525.000.000 | Carl Perkins Grants             | (\$53,095.00)     | \$0.00                | (\$32,326.00)     | (\$20,769.00)     | 60.88%  |
| 01.1.04527.000.000 | ESSA Title III LEP Grant        | (\$96,829.00)     | \$0.00                | \$0.00            | (\$96,829.00)     | 0.00%   |
| 01.1.04528.000.000 | Title III Immigrant             | (\$25,169.00)     | \$0.00                | \$0.00            | (\$25,169.00)     | 0.00%   |
| 01.1.04531.000.000 | ESSA Title IV Part B 21st Cent  | (\$157,550.00)    | \$0.00                | \$0.00            | (\$157,550.00)    | 0.00%   |
| 01.1.04708.000.000 | Medicaid in Public Schools/DS   | (\$45,988.00)     | \$0.00                | (\$17,632.42)     | (\$28,355.58)     | 38.34%  |
| 01.1.04709.000.000 | Medicaid in Public Schools/MAC  | \$0.00            | \$0.00                | (\$12,447.52)     | \$12,447.52       | #DIV/0! |
| 01.1.04994.000.000 | HYC Grant (6994)                | (\$14,230.00)     | \$0.00                | \$0.00            | (\$14,230.00)     | 0.00%   |
|                    |                                 | (\$55,378,478.00) | (\$418,370.38)        | (\$13,391,019.88) | (\$41,987,458.12) | 24.18%  |
|                    | Transfer out                    |                   | \$1,500,000.00        |                   |                   |         |
|                    | Transfer in                     |                   | (\$1,506,748.27)      |                   |                   |         |
|                    | Reimbursement/Refunds           |                   | (\$33,424.20)         |                   |                   |         |
|                    | Interest - other accounts       |                   | \$1,753.10            |                   |                   |         |
|                    | <b>Total Revenue</b>            |                   | <b>(\$456,789.75)</b> |                   |                   |         |

| Check Number | Vendor                               | Amount         |
|--------------|--------------------------------------|----------------|
| 18631        | TIRE OUTLET INC                      | \$10.00        |
| 18632        | SCHOOL DISTRICT #1-PAYROLL           | \$3,798,371.86 |
| 18633        | AMPLIFY EDUCATION, INC.              | \$585.00       |
| 18634        | ASSOCIATED STAFFING, INC             | \$7,873.81     |
| 18635        | BLAZERWORKS, LLC                     | \$20,930.57    |
| 18636        | CITY OF COLUMBUS - FINANCE DEPT      | \$5,178.88     |
| 18637        | DAS STATE ACCTG-CENTRAL FINANCE OCIO | \$330.00       |
| 18638        | DAVLIN, JOSIE                        | \$86.25        |
| 18639        | EAKES OFFICE SOLUTIONS               | \$1,798.19     |
| 18640        | ESU #7                               | \$9,112.07     |
| 18641        | FIRST NATIONAL BANK OMAHA            | \$826.16       |
| 18642        | GENE STEFFY FORD                     | \$277.27       |
| 18643        | JACKSON SERVICES INC.                | \$100.69       |
| 18644        | KAY, CHESTER                         | \$205.31       |
| 18645        | LINCOLN JOURNAL STAR                 | \$2,545.00     |
| 18647        | SAPP BROS PETROLEUM                  | \$1,614.19     |
| 18648        | STEALTH BROADBAND                    | \$2,619.53     |
| 18649        | UNK ACADEMIC AND CAREER SERVICES     | \$150.00       |
| 18650        | PETERSEN, WENDI                      | \$22.50        |
| 18651        | AMAZON CAPITAL SERVICES              | \$2,255.56     |
| 18652        | CAPITAL ONE/WALMART                  | \$274.92       |
| 18653        | HOBBY LOBBY                          | \$111.26       |
| 18654        | HY-VEE FOOD STORES                   | \$288.64       |
| 18655        | SUPER SAVER                          | \$523.13       |
| 18656        | ACCENT FLORAL AND GALLERIA           | \$55.00        |
| 18657        | ASSOCIATED STAFFING, INC             | \$10,701.46    |
| 18658        | CPS FOUNDATION                       | \$58,960.00    |
| 18659        | FIRST NATIONAL BANK OMAHA            | \$784.48       |
| 18660        | FIRST NATIONAL BANK OMAHA            | \$1,432.71     |
| 18661        | FIRST NATIONAL BANK OMAHA            | \$92.65        |
| 18662        | FIRST NATIONAL BANK OMAHA            | \$889.40       |
| 18663        | FIRST NATIONAL BANK OMAHA            | \$619.32       |
| 18664        | FIRST NATIONAL BANK OMAHA            | \$109.89       |
| 18665        | FIRST NATIONAL BANK OMAHA            | \$216.52       |
| 18666        | HILTON OMAHA                         | \$2,131.00     |
| 18667        | PITNEY BOWES - RESERVE ACCOUNT       | \$1,000.00     |
| 18668        | STEALTH BROADBAND                    | \$2,997.53     |
| 18669        | TYLER TECHNOLOGIES                   | \$970.00       |
| 18670        | U AND I SANITATION LLC               | \$2,235.00     |
| 18671        | LOUP POWER DISTRICT                  | \$71,155.25    |
| 18672        | BJOREM SPEECH PUBLICATIONS, LLC      | \$144.50       |
| 18673        | BLASER, TASHA                        | \$813.45       |
| 18674        | BLAZERWORKS, LLC                     | \$20,851.19    |
| 18675        | COLUMBUS ARNOLD MOTOR SUPPLY         | \$96.90        |
| 18676        | EAKES OFFICE SOLUTIONS               | \$24.54        |

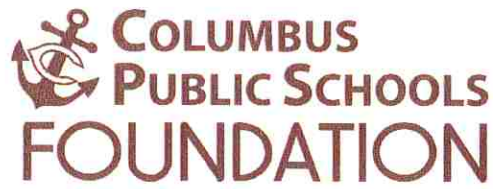
| <b>Check Number</b> | <b>Vendor</b>                   | <b>Amount</b>                |
|---------------------|---------------------------------|------------------------------|
| 18677               | FUN AND FUNCTION                | \$93.94                      |
| 18678               | J.W. PEPPER & SON, INC          | \$64.20                      |
| 18679               | JUNIOR LIBRARY GUILD            | \$3,250.45                   |
| 18680               | KUSH, DENISE                    | \$274.96                     |
| 18681               | LUNCHTIME SOLUTIONS, INC        | \$175.60                     |
| 18682               | MAXIM HEALTHCARE SERVICES, INC. | \$2,405.00                   |
| 18683               | MENARDS-COL                     | \$281.93                     |
| 18684               | NEBUDA SHARPENING SERVICES      | \$351.68                     |
| 18685               | O'REILLY AUTO PARTS-COL         | \$9.97                       |
| 18686               | PACZOSA, MEGAN                  | \$267.33                     |
| 18687               | PLATTE VALLEY PRECAST           | \$55,330.00                  |
| 18688               | PRINTCO GRAPHICS, INC           | \$102.04                     |
| 18689               | ROBERTSON, KATIE                | \$227.23                     |
| 18690               | SCHOLASTIC INC.                 | \$329.67                     |
| 18691               | THE MUSICIANS CHOICE, LLC       | \$129.35                     |
| 18692               | LEGACY 23 APARTMENTS            | \$1,425.00                   |
|                     | <b>Total Fund Expenditures</b>  | <b><u>\$4,097,089.93</u></b> |

## Professional Travel Report - November 2024

Green indicates Personal-Professional

| Employee full Name | Job Start Date | Job End Date | Job Notes to Administrator  |
|--------------------|----------------|--------------|---|
| Jennifer Mulder    | 2024-11-01     | 2024-11-01   | Present at the Nebraska Fall Ed Tech Conference Kearney Nebraska. |
| Angela Luebbe      | 2024-11-04     | 2024-11-04   | Hastings College Career Fair                                      |
| Chip Kay           | 2024-11-04     | 2024-11-04   | Nebraska Association of Public School Foundations - Lincoln       |
| Jason Schapmann    | 2024-11-04     | 2024-11-04   | Hastings College Career Fair                                      |
| Jena Lynn          | 2024-11-04     | 2024-11-04   | fulfill a requirement for a classmetropolitan visit to Omaha      |
| Nicole Anderson    | 2024-11-04     | 2024-11-04   | NAPSF Conference in Lincoln, Nebraska                             |
| Andrew Luebbe      | 2024-11-05     | 2024-11-05   | Leadership Learning Rounds - ESU 7 - at Shell Creek               |
| Janelle Muntz      | 2024-11-06     | 2024-11-06   | Verbal Behavior Training at the ESU in LaVista                    |
| Jeanne Kay         | 2024-11-06     | 2024-11-06   | Verbal Behavior Training at the ESU in LaVista                    |
| Jill Lorenz        | 2024-11-06     | 2024-11-06   | Next Policy Leadership Academy Workshop in North Platte           |
| John Harger        | 2024-11-06     | 2024-11-06   | Facility Directors Meeting in Gretna                              |
| Kathleen Robertson | 2024-11-06     | 2024-11-06   | Verbal Behavior Training at the ESU in LaVista                    |
| Leonard Kwapnioski | 2024-11-06     | 2024-11-06   | Facility Directors Meeting in Gretna                              |
| Michael Grutsch    | 2024-11-06     | 2024-11-06   | Facility Directors Meeting in Gretna                              |
| Carly Whitney      | 2024-11-07     | 2024-11-08   | Special Ed Law Conference Omaha, NE                               |
| Chelsea Werner     | 2024-11-07     | 2024-11-08   | SPED law conference   |
| Chip Kay           | 2024-11-07     | 2024-11-07   | STANCE @ Lincoln  |
| Ginger Darveau     | 2024-11-07     | 2024-11-08   | NSCA Conference in Lincoln  |
| Heather Walla      | 2024-11-07     | 2024-11-08   | Special Ed Law Conference Omaha, NE                               |
| Janelle Ryan       | 2024-11-07     | 2024-11-08   | Special Education Law Conference-Omaha, NE                        |
| Jason Harris       | 2024-11-07     | 2024-11-08   | Special Education Law ConferenceOmaha, NE                         |
| Jessy Hill         | 2024-11-07     | 2024-11-08   | Tri-State Special Education Law Conference Omaha NE               |
| Judith Deepe       | 2024-11-07     | 2024-11-08   | Special Ed Law Conference Omaha, NE                               |
| Kari Ortiz         | 2024-11-07     | 2024-11-08   | SPED Law conference in Omaha                                      |
| Malia White        | 2024-11-07     | 2024-11-08   | Nebraska School Counselor Academy Conference in Lincoln           |
| Robyn Myers        | 2024-11-07     | 2024-11-08   | Special Education Law Conference-Omaha,NE                         |
| Sydney Hansen      | 2024-11-07     | 2024-11-08   | Nebraska School Counselor Conference in Lincoln                   |
| Tricia Romshek     | 2024-11-07     | 2024-11-08   | Nebraska School Counselor Association conference in Lincoln       |
| Trina Gentile      | 2024-11-07     | 2024-11-08   | Nebraska School Counselor Association conference in Lincoln       |
| Wendi Petersen     | 2024-11-07     | 2024-11-08   | Nebraska School Counselor Association conference in Lincoln       |

|                       |            |            |   |
|-----------------------|------------|------------|---|
| Angela Kruse          | 2024-11-08 | 2024-11-08 | Ms. Kruse attended a conference. Nebraska Academy.                              |
| Michelle Figge        | 2024-11-08 | 2024-11-08 | Sped Law Conference   |
| Celeste Ditter        | 2024-11-12 | 2024-11-12 | Guest clinician for the Neligh Oakdale Conferences Choral Clinic                |
| Angela Leifeld        | 2024-11-14 | 2024-11-14 | Going to P/T conference with student at NE Juvenile Detention Center in Madison |
| Jason Harris          | 2024-11-14 | 2024-11-14 | USD Job Fair Vermillion, SD   |
| Kim Loeffelholz       | 2024-11-14 | 2024-11-14 | Madison Detention Center Student Visit  |
| Sara Colford          | 2024-11-14 | 2024-11-14 | USD (Vermillion, SD) Teacher Job Fair   |
| Nicole Anderson       | 2024-11-19 | 2024-11-20 | NebSPRA Annual Conference - Omaha, NE   |
| Celeste Ditter        | 2024-11-20 | 2024-11-22 | I will be attending the NMEA convention in Lincoln, NE                          |
| Chip Kay              | 2024-11-20 | 2024-11-22 | State Education Conference - Omaha  |
| Isaiah May            | 2024-11-20 | 2024-11-20 | NebSPRA in Omaha.   |
| Jason Harris          | 2024-11-20 | 2024-11-22 | State Education Conference Omaha, NE  |
| Jason Schapmann       | 2024-11-20 | 2024-11-22 | NASB/NCSA State Conference; NASBO Meeting                                       |
| Jill Spale            | 2024-11-20 | 2024-11-20 | Madison Detention Center Student Visit  |
| Katherine Juranek     | 2024-11-20 | 2024-11-20 | Madison Detention Center Student Visit  |
| Ryan Sims             | 2024-11-20 | 2024-11-22 | NMEA Convention in Lincoln.   |
| Stephanie Bourek-Hoyt | 2024-11-20 | 2024-11-22 | NMEA Convention in Lincoln.   |
| Nicole Anderson       | 2024-11-21 | 2024-11-22 | NASB Conference in Omaha, NE (Presenter)  |
| David Hiebner         | 2024-11-25 | 2024-11-25 | NDE Skills USA Award Presentation - Lincoln                                     |
| Kim Loeffelholz       | 2024-11-26 | 2024-11-26 | Northeast Community College Field Trip  |
| Robert Hausmann       | 2024-11-26 | 2024-11-26 | NPERS Meeting   |



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

December 2, 2024

Doug Willoughby  
Board of Education  
Columbus Public Schools

Dear President Willoughby 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**

\$2,711.76 - Columbus After School Program Supplies \$755.20 - Classroom Grants  
\$7.90 - Lighting of the Anchor Printing

**Band Boosters**

\$853.87 - Trailer Hitch  
\$4,500.00 - Marching Band Drills

**Post Prom**

\$3,700.00 - Store Prize Purchases

**Lost Creek PTO**

\$80.60 - Staff Appreciation Food

**Sports Boosters**

\$6,000.00 - Summer Weights  
\$3,084.00 - Fall Sport Support

**Centennial PAC**

\$335.00 - Field Trip  
\$50.00 - Pumpkin Decorating Prizes  
\$185.79 - Supplies  
\$174.75 - Ticket Tuesday Supplies

**CMS PAC**

\$462.00 - CMS PAC Scholarship

**North Park PTO**

\$88.14 - Classroom Support  
\$30.00 - Fundraiser Pizza Delivery

**Vocal Music Boosters**

\$12.00 - Variet Show Trophy Plates  
\$46.50 - Fine Arts Poster Printing

The total contributions for the month of November was \$23,077.51

The total contributions for the FY 2024 total is **\$510,931.62**

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

Thank you for your consideration.

Sincerely,

Nicole Anderson  
Director of Marketing & Foundation



# COLUMBUS PUBLIC SCHOOLS FOUNDATION

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

## Board of Directors

Brian Christensen  
**President**

Bob Markham  
**Vice President**

Karin Rieger  
**Secretary/Treasurer**

Steve Anderson

Candy Becher

Amy Blaser

Stan Emerson

Toby Goc

Mike Jeffryes

Morgan Kapels

Dr. Troy Loeffelholz  
Ex-officio

Nicole Anderson  
Executive Director

Members of the CPS Board of Education:

The CPS Foundation board of directors would like to bring forward the following names for approval as potential CPS Foundation board of directors who would fulfill the two open roles.

Karina Perez - Alumni and director of Centro Hispano

Paige Norton - Alumni and engaged community member

Brent Ogle - Current CPS Foundation finance committee member

Dennis Hirschbrunner - Alumni and current member of the Discoverers of Distinction induction committee

Eric Klutman - Alumni and lawyer

Bob Shivley - Alumni and lawyer

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



# COLUMBUS PUBLIC SCHOOLS FOUNDATION

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

## Board of Directors

Brian Christensen  
President

Bob Markham  
Vice President

Karin Rieger  
Secretary/Treasurer

Steve Anderson

Candy Becher

Amy Blaser

Stan Emerson

Toby Goc

Mike Jeffryes

Morgan Kapels

Dr. Troy Loeffelholz  
Ex-officio

Nicole Anderson  
Executive Director

Members of the CPS Board of Education:

The CPS Foundation hosted the Lighting of the Anchor on December 3, 2024 at Columbus High School. Students K-4 participated by singing carols at the anchor as well as the CHS percussion ensemble joined in by coming out to play music. Over 200 cups of hot chocolate was served and lots of happy faces took photos with Santa.

Alumni and class videos will continue to be released on the CHS alumni facebook page weekdays at 7pm into the week of December 16th.

The first grandfriends day was held at Lost Creek this past friday, December 6. 55 adults RSVP'd to join us that day and 47 lunches were purchased by the CPS Foundation. The next grandfriends day will be this wednesday, December 11th with the Lost Creek 1st graders.

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

Columbus Public Schools  
December 2024 Board of Education Meeting

**Financial Literacy Status Report**

*Legal Bill 452, On or before December 31, 2024, and on or before December 31st of each year thereafter, each school district must provide an annual financial literacy status report to its school board.*

Personal Finance is a required, 5-credit semester course for students at Columbus High School. This course helps students become financially responsible, conscientious members of society. Units of study include careers and goals, budgeting and planning, financial institutions, credit, consumer decision-making, insurance and risk management, and postsecondary preparation. The resource that is used to support the curriculum Personal Financial Literacy by Pearson, 3rd edition. The Personal Finance course meets the requirements of the Nebraska Financial Literacy Act.

During the 23-24 school year, 243 out of 249 students completed the Personal Finance course at Columbus High School, with a 98% success rate.

# Columbus

## Public Schools



—  
2508 27th Street  
PO Box 947  
Columbus, NE 68602

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Letter of Intent

December 9, 2024

Dear Mr. Doug Willoughby,

I intend to return as Superintendent of Columbus Public Schools for the 2025-2026 school year.

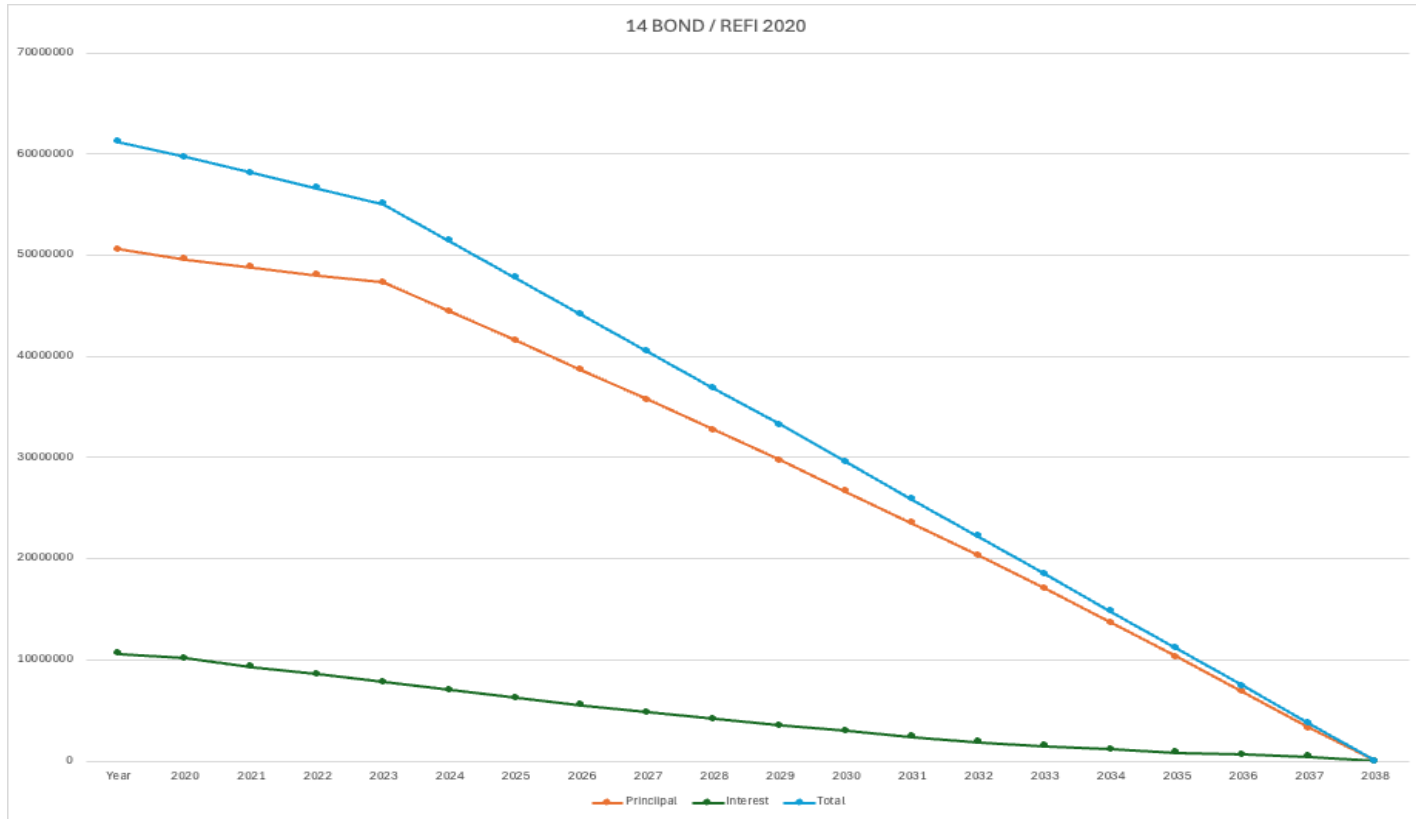


Dr. Chip Kay

# Bond Debt - CPS

## 2014 Bond, Partially Refinanced in 2020 - High School

Refinancing Interest Savings, Life of Bond \$7,581,000, did not add years and kept the refinancing term at the remaining 18-year life of the original 25-year term.



## 2014 Bond, Not Refinanced - Middle School Remodel (Old HS)

Original Principal and Interest = \$9,600,000

Final Payment December 2024 (Paid off in 10 vs. 25-year term)

Early Payment Savings of \$2,886,417

## 2000 Bond, Refinanced in 2012 for Centennial Elementary

The original term was 25 years and was paid off in 2022 3 years early.

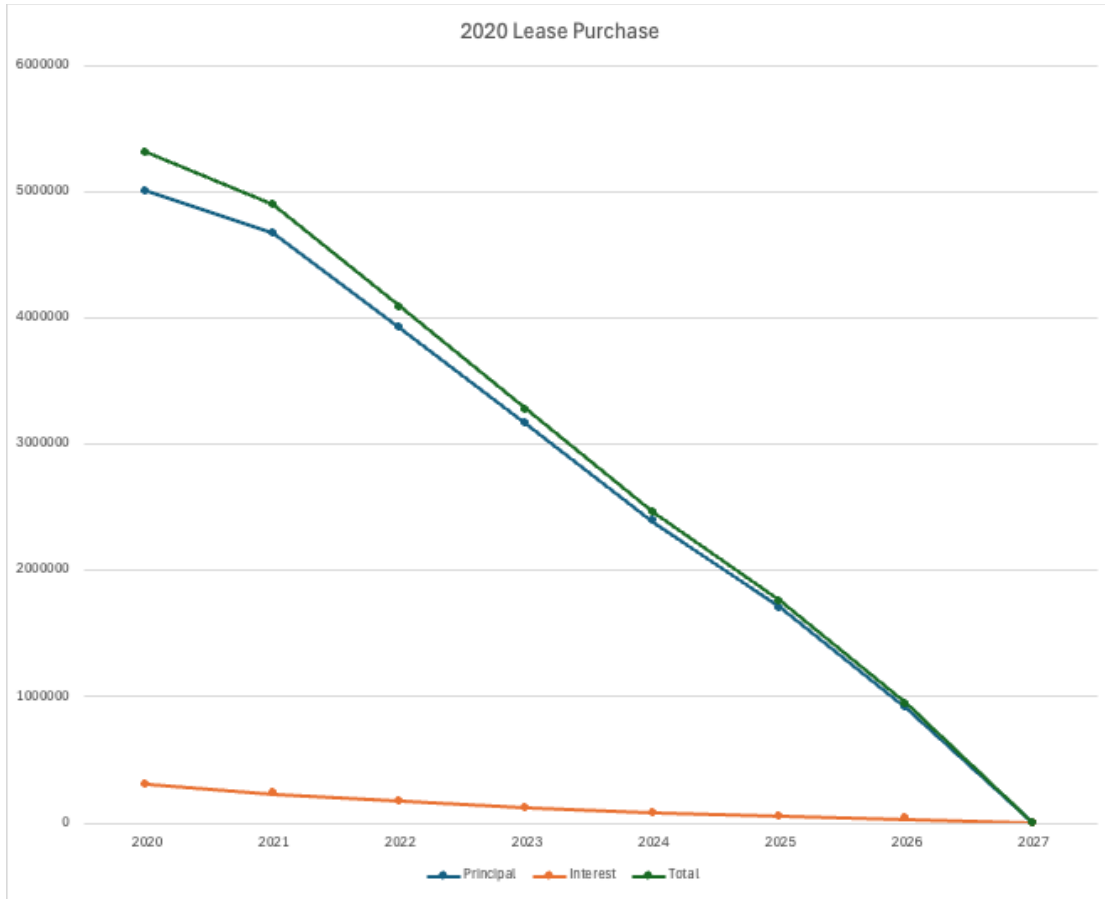
## 2024 QCPUF Bond for Safety and Security / Non-Traditional Learning and Support Center

This draw will be split in two, with the first for \$3.5M at 3.6% for a 10-year term (2034)

First payment in June of 2025 for \$65,975 and then December for \$362,475.

The second draw will occur in 2025 for the amount necessary to complete the project and not to exceed \$3.9M per resolution.

**2020 Lease Purchase Bond - Kramer Education Center Phase 1 (7-Year Term)**



**2022 Lease Purchase Bond - Kramer Education Center Phase 2 (7-Year Term)**



**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
GENERAL FUND**

For the Year Ended August 31, 2024

|   | <u>Actual</u>     | <u>Original/Final<br/>Budget</u> |
|---|-------------------|----------------------------------|
| FUND BALANCE, Beginning of Year                                 | \$ 10,235,358     | \$ 7,119,330                     |
| <b>CASH RECEIPTS</b>  |                   |                                  |
| Local Sources   |                   |                                  |
| 1100 Taxes Levied   | 24,615,915        | 27,043,716                       |
| 1115 Carline Taxes  | 17,081            | 8,000                            |
| 1120 Public Power District Sales Tax                            | 936,238           | 850,000                          |
| 1125 Motor Vehicle  | 2,368,060         | 2,345,000                        |
| 1140 Penalties and Interest on Taxes                            | 51,868            | -                                |
| 1312 Tuition from Individuals - Regular Education               | 3,800             | -                                |
| 1510 Interest on Investments                                    | 101,567           | 15,000                           |
| 1540 Investment Income From Real Property                       | 20,608            | -                                |
| 1800 Revenue From Community Services Activities                 | 73,454            | 35,000                           |
| 1911 Local License Fees   | 15,990            | 25,000                           |
| Total Local Sources   | <u>28,204,579</u> | <u>30,321,716</u>                |
| Intermediate Sources  |                   |                                  |
| 2110 County Fines and Licenses                                  | <u>289,867</u>    | <u>150,000</u>                   |
| State Sources   |                   |                                  |
| 3110 State Aid  | 14,245,963        | 14,245,963                       |
| 3120 Special Education  | 5,039,801         | 4,541,756                        |
| 3125 Special Education Transportation                           | 235,596           | -                                |
| 3130 Homestead Exemption  | 1,178,580         | -                                |
| 3131 Property Tax Credit  | 1,564,643         | -                                |
| 3155 Textbook Loan  | 24,835            | -                                |
| 3180 Pro-Rate Motor Vehicle                                     | 70,641            | 18,000                           |
| 3400 State Apportionment  | 752,950           | 608,000                          |
| 3535 High Ability Learners                                      | 25,599            | 25,000                           |
| 3540 State Early Childhood                                      | 22,082            | -                                |
| 3541 Early Childhood Endowment Grants                           | 185,255           | -                                |
| 3551 Career Education   | 19,416            | -                                |
| 3599 Other State Categorical Programs                           | 24,282            | 274,702                          |
| 3990 Other State Receipts                                       | -                 | 314,500                          |
| Total State Sources   | <u>23,389,644</u> | <u>20,027,921</u>                |
| Federal Sources   |                   |                                  |
| 4421 IDEA Part-B (611) ARP Base/Enrollment Poverty-Birth-Age 21 | 28,923            | -                                |
| 4423 IDEA Part-B ARP Proportionate Share                        | 13,810            | -                                |
| 4505 Title I, Part A: ESSA Improving Basic Programs             | 590,183           | 1,149,376                        |
| 4509 Title II Part A ESSA Supporting Effective Instruction      | 65,980            | -                                |
| 4516 IDEA Preschool Base/IDEA Enrollment Poverty                | 27,670            | -                                |
| 4518 IDEA Base  | 792,943           | 1,097,950                        |
| 4521 IDEA Part-B Proportionate Share                            | 112,750           | -                                |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
GENERAL FUND**

For the Year Ended August 31, 2024

|  | <u>Actual</u>     | <u>Original/Final<br/>Budget</u> |
|--|-------------------|----------------------------------|
| <b>CASH RECEIPTS (Continued)</b>                           |                   |                                  |
| Federal Sources (Continued)                                |                   |                                  |
| 4524 Other Federal Non-Categorical Grants                  | -                 | 14,230                           |
| 4525 Carl Perkins  | 114,848           | 45,199                           |
| 4527 Title III, Part A ESSA English Language Acquisition   | 84,586            | -                                |
| 4528 Title III ESSA Immigrant                              | 56,444            | -                                |
| 4531 Title IV, Part B ESSA 21st Century                    | 149,163           | -                                |
| 4708 MIPS  | 94,933            | 45,988                           |
| 4709 MAAPS   | 44,936            | -                                |
| 4969 Title IV Part A                                       | 55,790            | -                                |
| 4988   | 35,983            | -                                |
| 4995   | 11,795            | -                                |
| 4997 ESSER II  | 652,423           | -                                |
| 4998 ESSER III   | 4,137,017         | 981,000                          |
| Total Federal Sources                                      | <u>7,070,177</u>  | <u>3,333,743</u>                 |
| <br>Non-Revenue Receipts                                   |                   |                                  |
| 5200 Fund Transfers In                                     | -                 | -                                |
| 5301 Insurance Adjustments                                 | 8,542             | -                                |
| Total Non-Revenue Receipts                                 | <u>8,542</u>      | <u>-</u>                         |
| <br>Total Cash Receipts                                    | <u>58,962,808</u> | <u>53,833,380</u>                |
| <br>TOTAL FUNDS AVAILABLE                                  | <u>69,198,166</u> | <u>60,952,710</u>                |
| <br><b>DISBURSEMENTS</b>                                   |                   |                                  |
| Instruction  |                   |                                  |
| 1100 Regular Instructional                                 | 7,103,371         | 23,507,404                       |
| 1115 Career Academy Programs                               | 68,446            | -                                |
| 1125 Regular Instructional Programs School Age             | 336,031           | -                                |
| 1150 Limited English Proficiency Programs                  | 5,272,060         | -                                |
| 1160 Poverty Programs                                      | 10,732,549        | -                                |
| 1190 Early Childhood Educational Programs                  | 834,003           | -                                |
| 1200 Special Education School Age                          | 6,061,933         | 6,249,869                        |
| 1291 Special Education: Ages 3-5                           | 3,205             | -                                |
| 1300 Summer School   | 179,179           | -                                |
| Support Services - Students                                |                   |                                  |
| 2110 Attendance & Social Work Services                     | 260,025           | 3,050,175                        |
| 2120 Guidance Services                                     | 561,315           | -                                |
| 2130 Health Services                                       | 506,412           | -                                |
| 2141 Psychological Services - SPED School Age              | 447,828           | 1,769,825                        |
| 2142 Psychological Services - SPED Ages 3-5                | 713               | -                                |
| 2151 Speech Pathology/Audiology Services - SPED School Age | 935,950           | -                                |
| 2152 Speech Pathology/Audiology Services - SPED School Age | 7,603             | -                                |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
GENERAL FUND**

For the Year Ended August 31, 2024

|  | <u>Actual</u> | <u>Original/Final<br/>Budget</u> |
|--|---------------|----------------------------------|
| <b>DISBURSEMENTS (Continued)</b>                             |               |                                  |
| Support Services - Students (Continued)                      |               |                                  |
| 2161 Occupational Therapy - SPED School Age                  | 184,404       | -                                |
| 2162 Occupational Therapy - SPED Age 3-5                     | 19,133        | -                                |
| 2163 Occupational Therapy - SPED Ages 0-2                    | 56,597        | -                                |
| 2171 Physical Therapy - SPED School Age                      | 90,923        | -                                |
| 2172 Physical Therapy - SPED Ages 3-5                        | 17,764        | -                                |
| 2173 Physical Therapy - SPED Ages 0-2                        | 43,680        | -                                |
| 2181 Visually Impaired - SPED School Age                     | 128,224       | -                                |
| 2182 Visually Impaired - SPED Ages 3-5                       | 1,046         | -                                |
| 2183 Visually Impaired - SPED Ages 0-2                       | 2,703         | -                                |
| 2190 Student - Other   | 1,247,268     | -                                |
| Support Services - Instruction                               |               |                                  |
| 2211 School Improvement                                      | 9,600         | 3,250,187                        |
| 2212 Instruction & Curriculum Development                    | 918,690       | -                                |
| 2213 Instructional Staff Training                            | 130,975       | -                                |
| 2220 Library/Media Services                                  | 516,742       | -                                |
| 2223 Audio/Visual Services                                   | 23,686        | -                                |
| 2230 Instruction - Related Technology                        | 941,620       | -                                |
| 2240 Academic Student Assessment                             | 18,556        | -                                |
| 2290 Support Services - Other                                | 32,663        | -                                |
| Support Services - General Administration                    |               |                                  |
| 2310 Board of Education                                      | 172,354       | 110,000                          |
| 2320 Executive Administration                                | 487,486       | 486,576                          |
| 2330 District Legal Services                                 | 27,950        | 52,500                           |
| 2410 Office of the Principal                                 | 2,835,780     | 2,738,145                        |
| Central Services   |               |                                  |
| 2510 Fiscal Services   | 1,134,671     | 2,002,229                        |
| 2560 Public Information Services                             | 208,854       | -                                |
| 2570 Personnel Services                                      | 541,073       | -                                |
| 2580 Administration Technology Service                       | 141,692       | -                                |
| 2590 Central Services - Other                                | 99,542        | -                                |
| Operation and Maintenance of Plant                           |               |                                  |
| 2610 Operation of Buildings                                  | 4,030,007     | 4,695,425                        |
| 2620 Maintenance of Buildings                                | 648,759       | -                                |
| 2630 Care & Upkeep of Grounds                                | 181,218       | -                                |
| 2650 Vehicle Operation, Maintenance, and Purchasing          | 19,562        | 11,000                           |
| 2660 Security  | 60,863        | -                                |
| 2670 Safety  | 16,805        | -                                |
| Student Transportation                                       |               |                                  |
| 2710 Regular Pupil Transportation                            | 462,136       | 541,854                          |
| 2712 School Age SPED Pupil Transportation                    | 374,348       | 641,371                          |
| 2713 Vehicle Operation & Purchasing - Ages 3-5 SPED          | 124,824       | -                                |
| 2730 Vehicle Servicing & Maintenance - Regular Instructional | 42,426        | -                                |
| 2732 Vehicle Servicing and Maintenance - School Age SPED     | 13,021        | -                                |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
GENERAL FUND**

For the Year Ended August 31, 2024

|   | <u>Actual</u>                   | <u>Original/Final<br/>Budget</u> |
|---|---------------------------------|----------------------------------|
| <b>DISBURSEMENTS (Continued)</b>                          |                                 |                                  |
| Student Transportation (Continued)                        |                                 |                                  |
| 2790 Other Student Transportation Services - Regular Edu. | -                               | -                                |
| 2900 Other Support Services                               | 1,665                           | 25,000                           |
| Private & State Categorical Programs                      |                                 |                                  |
| 3300 Community Service Operations                         | 71,057                          | 800,059                          |
| 3500 Private & State Categorical Programs                 | -                               | 273,536                          |
| 3535 High Ability Learners                                | 16,010                          | -                                |
| 3540 State Early Childhood                                | 158,370                         | -                                |
| 3541 Early Childhood Endowment Grants                     | 176,109                         | -                                |
| 3551 Career Education                                     | 19,033                          | -                                |
| 3599 Other State Categorical Programs                     | 38,025                          | -                                |
| Facilities Acquisitions & Construction                    |                                 |                                  |
| 4300 Architecture & Engineering                           | 12,412                          | -                                |
| 4900 Other Facilities Acquisition & Construction          | 21,625                          | -                                |
| Debt Service  |                                 |                                  |
| 5000 Debt Service   | 371,599                         | -                                |
| Federal Programs  |                                 |                                  |
| 6200 Title I, Part A: Improving Basic Programs            | 569,391                         | -                                |
| 6310 Title II, Part A ESEA/ESSA Supporting Effective Ins. | 105,412                         | -                                |
| 6406 IDEA Part B (619) Base Allocation                    | 25,203                          | -                                |
| 6408 IDEA Part B (611) Base Enrollment/Poverty            | 903,529                         | -                                |
| 6412 IDEA Part B Proportionate Share                      | 149,208                         | -                                |
| 6700 Carl Perkins   | 32,379                          | -                                |
| 6925 Title III, Part A ESEA/ESSA English Language Acq.    | 106,754                         | -                                |
| 6968 Title IV, Part B ESEA/ESSA 21st Century              | 157,550                         | -                                |
| 6969 Title IV, Part A ESEA/ESSA Student Support           | 51,529                          | -                                |
| 6988 ARP ESSER III - Afterschool                          | 274,017                         | -                                |
| 6998 ESSER III  | 1,089,595                       | 3,626,278                        |
| Transfers   |                                 |                                  |
| 8000 Transfers  | 84,319                          | 60,000                           |
| Non Program Expenditures                                  |                                 |                                  |
| 9003 Interfund Loan to Special Building Fund              | 236,375                         | -                                |
| Total Disbursements                                       | <u>53,989,434</u>               | <u>53,891,433</u>                |
| <br>FUND BALANCE, End of Year                             | <br><u>\$ 15,208,732</u>        | <br><u>\$ 7,061,277</u>          |
| <br><b>ANALYSIS OF FUND BALANCE:</b>                      |                                 |                                  |
| <b>Cash</b>   |                                 |                                  |
| Checking & Savings Accounts                               | \$ 6,911,778                    |                                  |
| <b>Cash at County Treasurers</b>                          | <u>8,296,954</u>                |                                  |
| <br><b>TOTAL FUND BALANCE</b>                             | <br><u><u>\$ 15,208,732</u></u> |                                  |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
DEPRECIATION FUND**

For the Year Ended August 31, 2024

|                                  | <u>Actual</u>           | <u>Original/Final<br/>Budget</u> |
|----------------------------------|-------------------------|----------------------------------|
| FUND BALANCE, Beginning of Year  | \$ 1,638,710            | \$ 1,942,655                     |
| <b>CASH RECEIPTS</b>             |                         |                                  |
| Interest on Investments          | 46,777                  | -                                |
| Transfers from General Fund      | 532,800                 | -                                |
| Total Cash Receipts              | <u>579,577</u>          | <u>-</u>                         |
| <br>TOTAL FUNDS AVAILABLE        | <br><u>2,218,287</u>    | <br><u>1,942,655</u>             |
| <b>DISBURSEMENTS</b>             |                         |                                  |
| General Supplies                 | 804,428                 | -                                |
| Vehicles                         | 68,255                  | -                                |
| Total Disbursements              | <u>872,683</u>          | <u>1,942,655</u>                 |
| <br>FUND BALANCE, End of Year    | <br><u>\$ 1,345,604</u> | <br><u>\$ -</u>                  |
| <b>ANALYSIS OF FUND BALANCE:</b> |                         |                                  |
| <b>Cash</b>                      |                         |                                  |
| Checking & Savings Accounts      | <u>\$ 1,345,604</u>     |                                  |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
ACTIVITIES FUND**

For the Year Ended August 31, 2024

|                                  | <u>Actual</u>        | <u>Original/Final<br/>Budget</u> |
|----------------------------------|----------------------|----------------------------------|
| FUND BALANCE, Beginning of Year  | \$ 2,054,221         | \$ 2,062,504                     |
| <b>CASH RECEIPTS</b>             |                      |                                  |
| Interest on Investments          | 3,519                | -                                |
| Activity Receipts                | 1,273,589            | 1,200,000                        |
| Transfer from General Fund       | 84,319               | 60,000                           |
| Total Cash Receipts              | <u>1,361,428</u>     | <u>1,260,000</u>                 |
| <br>TOTAL FUNDS AVAILABLE        | <br><u>3,415,649</u> | <br><u>3,322,504</u>             |
| <b>DISBURSEMENTS</b>             |                      |                                  |
| Activity Disbursements           | <u>1,946,834</u>     | <u>1,600,000</u>                 |
| FUND BALANCE, End of Year        | <u>\$ 1,468,814</u>  | <u>\$ 1,722,504</u>              |
| <b>ANALYSIS OF FUND BALANCE:</b> |                      |                                  |
| <b>Cash</b>                      |                      |                                  |
| Checking and savings accounts    | <u>\$ 1,468,814</u>  |                                  |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**

Columbus, Nebraska

**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE  
MODIFIED CASH BASIS - ACTUAL AND BUDGET  
SCHOOL NUTRITION FUND**

For the Year Ended August 31, 2024

|   | <u>Actual</u>        | <u>Original/Final<br/>Budget</u> |
|---|----------------------|----------------------------------|
| FUND BALANCE, Beginning of Year               | \$ 806,315           | \$ 880,741                       |
| <b>CASH RECEIPTS</b>                          |                      |                                  |
| Interest on Investments                       | 9,097                | 12,000                           |
| Daily sales                                   | 808,047              | 1,300,000                        |
| State Reimbursements                          | 9,461                | 135,000                          |
| Federal Reimbursements                        | 1,882,732            | 1,700,000                        |
| Transfer from General Fund                    | -                    | -                                |
| Total Cash Receipts                           | <u>2,709,338</u>     | <u>3,147,000</u>                 |
| <br>TOTAL FUNDS AVAILABLE                     | <br><u>3,515,653</u> | <br><u>4,027,741</u>             |
| <b>DISBURSEMENTS</b>                          |                      |                                  |
| Salaries and Benefits                         | 1,462,771            | 1,541,731                        |
| Purchased Professional and Technical Services | 13,825               |                                  |
| Purchased Property Services                   | 33,742               |                                  |
| Other Purchased Services                      | 1,233,069            | 1,827,216                        |
| General Supplies                              | 19,276               | -                                |
| Utility Energy Services                       | 332                  | -                                |
| Food  | 77,026               | -                                |
| Software and Technology                       | 7,256                | -                                |
| Furniture and Fixtures                        | 2,334                | -                                |
| Dues and Fees                                 | 805                  | -                                |
| Miscellaneous                                 | 31,471               | -                                |
| Total Disbursements                           | <u>2,881,905</u>     | <u>3,368,947</u>                 |
| FUND BALANCE, End of Year                     | <u>\$ 633,747</u>    | <u>\$ 658,794</u>                |
| <b>ANALYSIS OF FUND BALANCE:</b>              |                      |                                  |
| <b>Cash</b>                                   |                      |                                  |
| Checking and savings accounts                 | <u>\$ 633,747</u>    |                                  |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**  
Columbus, Nebraska  
**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE**  
**MODIFIED CASH BASIS - ACTUAL AND BUDGET**  
**BOND FUND**

For the Year Ended August 31, 2024

|                                  | Actual       | Original/Final<br>Budget |
|----------------------------------|--------------|--------------------------|
| FUND BALANCE, Beginning of Year  | \$ 4,160,463 | \$ 2,216,280             |
| <b>CASH RECEIPTS</b>             |              |                          |
| Local Sources                    |              |                          |
| Taxes Levied                     | 3,347,723    | 3,606,866                |
| Carline Taxes                    | 2,310        | -                        |
| Public Power District Sales Tax  | 126,619      | -                        |
| Penalties and Interest on Taxes  | 8,442        | -                        |
| Interest on Investments          | 134,815      | -                        |
| Total Local Sources              | 3,619,908    | 3,606,866                |
| State Sources                    |              |                          |
| Homestead Exemption              | 156,569      | -                        |
| Property Tax Credit              | 208,504      | -                        |
| Pro-Rate Motor Vehicle Tax       | 10,164       | -                        |
| Total State Sources              | 375,237      | -                        |
| Total Cash Receipts              | 3,995,145    | 3,606,866                |
| TOTAL FUNDS AVAILABLE            | 8,155,608    | 5,823,146                |
| <b>DISBURSMENTS</b>              |              |                          |
| Other Professional Services      | 1,797        | -                        |
| Redemption of Principal          | 2,735,000    | 3,188,206                |
| Interest on Long-Term Debt       | 875,305      | 874,855                  |
| Total Disbursements              | 3,612,103    | 4,063,061                |
| FUND BALANCE, End of Year        | \$ 4,543,505 | \$ 1,760,085             |
| <b>ANALYSIS OF FUND BALANCE:</b> |              |                          |
| <b>Cash</b>                      |              |                          |
| Checking & Savings Accounts      | \$ 3,466,032 |                          |
| <b>Cash at County Treasurers</b> | 1,077,474    |                          |
| <b>TOTAL FUND BALANCE</b>        | \$ 4,543,505 |                          |

The notes are an integral part of these financial statements.

**Columbus Public Schools District No. 1**  
Columbus, Nebraska  
**STATEMENT OF CASH RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE**  
**MODIFIED CASH BASIS - ACTUAL AND BUDGET**  
**SPECIAL BUILDING FUND**  
For the Year Ended August 31, 2024

|                                  | Actual            | Original/Final<br>Budget |
|----------------------------------|-------------------|--------------------------|
| FUND BALANCE, Beginning of Year  | \$ 539,513        | \$ 371,270               |
| <b>CASH RECEIPTS</b>             |                   |                          |
| Local Sources                    |                   |                          |
| Taxes Levied                     | 999,960           | 1,088,000                |
| Carline Taxes                    | 687               | -                        |
| Public Power District Sales Tax  | 37,666            | -                        |
| Penalties and Interest on Taxes  | 2,324             | -                        |
| Interest on Investments          | 7,406             | -                        |
| Total Local Sources              | 1,048,043         | 1,088,000                |
| State Sources                    |                   |                          |
| Homestead Exemption              | 47,318            | -                        |
| Property Tax Credit              | 62,947            | -                        |
| Pro-Rate Motor Vehicle Tax       | 2,963             | -                        |
| Total State Sources              | 113,228           | -                        |
| Non-Program Receipts             |                   |                          |
| Interfund Loan from General Fund | 236,375           | -                        |
| Total Cash Receipts              | 1,397,646         | 1,088,000                |
| TOTAL FUNDS AVAILABLE            | 1,937,160         | 1,459,270                |
| <b>DISBURSMENTS</b>              |                   |                          |
| Property Services                | 17,988            | -                        |
| Capital Outlay                   | 583,031           | 384,710                  |
| Redemption of Principal          | 578,075           | 1,074,560                |
| Interest on Long-Term Debt       | 124,883           | -                        |
| Total Disbursements              | 1,303,976         | 1,459,270                |
| FUND BALANCE, End of Year        | \$ 633,184        | \$ -                     |
| <b>ANALYSIS OF FUND BALANCE:</b> |                   |                          |
| <b>Cash</b>                      |                   |                          |
| Checking & Savings Accounts      | \$ 308,460        |                          |
| <b>Cash at County Treasurers</b> | 324,724           |                          |
| <b>TOTAL FUND BALANCE</b>        | <b>\$ 633,184</b> |                          |

The notes are an integral part of these financial statements.

# Columbus Public Schools District #1

## Chip Summary Report

From Date: 9/1/2024

To Date: 12/31/2024

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance

| Account Number     | Description                           | GL Budget       | Range To Date  | YTD            | Balance        | Encumbrance  | Budget Balance | % Bud   |
|--------------------|---------------------------------------|-----------------|----------------|----------------|----------------|--------------|----------------|---------|
| 01.2.01100.000.000 | Regular Education                     | \$7,286,786.00  | \$2,107,052.16 | \$2,107,052.16 | \$5,179,733.84 | \$121,605.22 | \$5,058,128.62 | 69.42%  |
| 01.2.01115.000.000 | Career Coordinator                    | \$91,611.00     | \$21,540.00    | \$21,540.00    | \$70,071.00    | \$25.00      | \$70,046.00    | 76.46%  |
| 01.2.01125.000.000 | Alternate Education                   | \$385,722.00    | \$92,799.30    | \$92,799.30    | \$292,922.70   | \$12,149.48  | \$280,773.22   | 72.79%  |
| 01.2.01150.000.000 | English Learners                      | \$5,173,537.00  | \$1,384,658.56 | \$1,384,658.56 | \$3,788,878.44 | \$0.00       | \$3,788,878.44 | 73.24%  |
| 01.2.01160.000.000 | Poverty Education Program             | \$10,595,056.00 | \$2,739,953.93 | \$2,739,953.93 | \$7,855,102.07 | \$482.96     | \$7,854,619.11 | 74.13%  |
| 01.2.01190.000.000 | Early Childhood Education             | \$696,342.00    | \$240,693.98   | \$240,693.98   | \$455,648.02   | \$2,168.07   | \$453,479.95   | 65.12%  |
| 01.2.01200.000.000 | Special Education                     | \$7,317,618.00  | \$2,080,955.72 | \$2,080,955.72 | \$5,236,662.28 | \$23,756.55  | \$5,212,905.73 | 71.24%  |
| 01.2.01291.000.000 | Resource Coach - SPED                 | \$0.00          | \$4,516.80     | \$4,516.80     | (\$4,516.80)   | \$0.00       | (\$4,516.80)   | 0.00%   |
| 01.2.01300.000.000 | Summer School                         | \$212,492.91    | \$0.00         | \$0.00         | \$212,492.91   | \$0.00       | \$212,492.91   | 100.00% |
| 01.2.02110.000.000 | Social Workers                        | \$374,906.00    | \$94,153.66    | \$94,153.66    | \$280,752.34   | \$15.89      | \$280,736.45   | 74.88%  |
| 01.2.02120.000.000 | School Counselors                     | \$924,530.00    | \$161,574.84   | \$161,574.84   | \$762,955.16   | \$4,101.55   | \$758,853.61   | 82.08%  |
| 01.2.02130.000.000 | School Health Services                | \$573,064.00    | \$179,511.54   | \$179,511.54   | \$393,552.46   | \$389.36     | \$393,163.10   | 68.61%  |
| 01.2.02141.000.000 | Psychological Services, SpEd S        | \$508,853.00    | \$112,214.49   | \$112,214.49   | \$396,638.51   | \$0.00       | \$396,638.51   | 77.95%  |
| 01.2.02142.000.000 | Psychological Services, SpEd A        | \$20,000.00     | \$947.70       | \$947.70       | \$19,052.30    | \$0.00       | \$19,052.30    | 95.26%  |
| 01.2.02151.000.000 | Speech Services, SpEd School A        | \$908,601.00    | \$343,243.06   | \$343,243.06   | \$565,357.94   | \$0.00       | \$565,357.94   | 62.22%  |
| 01.2.02152.000.000 | Speech Services, SpEd Ages 3-5        | \$0.00          | \$3,710.29     | \$3,710.29     | (\$3,710.29)   | \$0.00       | (\$3,710.29)   | 0.00%   |
| 01.2.02161.000.000 | Occupational Therapy Services,        | \$200,000.00    | \$42,511.74    | \$42,511.74    | \$157,488.26   | \$0.00       | \$157,488.26   | 78.74%  |
| 01.2.02162.000.000 | Occupational Therapy Services,        | \$30,000.00     | \$9,443.36     | \$9,443.36     | \$20,556.64    | \$0.00       | \$20,556.64    | 68.52%  |
| 01.2.02163.000.000 | Occupational Therapy Services,        | \$70,000.00     | \$3,215.51     | \$3,215.51     | \$66,784.49    | \$0.00       | \$66,784.49    | 95.41%  |
| 01.2.02171.000.000 | Physical Therapy Services, SpE        | \$100,000.00    | \$17,826.52    | \$17,826.52    | \$82,173.48    | \$0.00       | \$82,173.48    | 82.17%  |
| 01.2.02172.000.000 | Physical Therapy Services, SpE        | \$20,000.00     | \$5,720.01     | \$5,720.01     | \$14,279.99    | \$0.00       | \$14,279.99    | 71.40%  |
| 01.2.02173.000.000 | Physical Therapy Services, SpE        | \$50,000.00     | \$12,873.83    | \$12,873.83    | \$37,126.17    | \$0.00       | \$37,126.17    | 74.25%  |
| 01.2.02181.000.000 | Visually Impaired Services, Sp        | \$135,000.00    | \$28,919.00    | \$28,919.00    | \$106,081.00   | \$0.00       | \$106,081.00   | 78.58%  |
| 01.2.02182.000.000 | Visually Impaired Services, Sp        | \$2,500.00      | \$0.00         | \$0.00         | \$2,500.00     | \$0.00       | \$2,500.00     | 100.00% |
| 01.2.02183.000.000 | Visually Impaired Services, Sp        | \$3,000.00      | \$842.00       | \$842.00       | \$2,158.00     | \$0.00       | \$2,158.00     | 71.93%  |
| 01.2.02190.000.000 | Extra Curricular Activities           | \$1,344,816.00  | \$348,407.47   | \$348,407.47   | \$996,408.53   | \$360.09     | \$996,048.44   | 74.07%  |
| 01.2.02195.000.000 | Unified Coach Stipend                 | \$27,000.00     | \$0.00         | \$0.00         | \$27,000.00    | \$0.00       | \$27,000.00    | 100.00% |
| 01.2.02211.000.000 | School Improvement                    | \$9,600.00      | \$0.00         | \$0.00         | \$9,600.00     | \$0.00       | \$9,600.00     | 100.00% |
| 01.2.02212.000.000 | Instruction & Curriculum Devel        | \$1,068,964.00  | \$479,738.42   | \$479,738.42   | \$589,225.58   | \$3,323.16   | \$585,902.42   | 54.81%  |
| 01.2.02213.000.000 | Instruction Staff Training            | \$213,064.00    | \$17,472.25    | \$17,472.25    | \$195,591.75   | \$100.00     | \$195,491.75   | 91.75%  |
| 01.2.02220.000.000 | School Media Services                 | \$1,025,989.00  | \$175,776.71   | \$175,776.71   | \$850,212.29   | \$15,946.64  | \$834,265.65   | 81.31%  |
| 01.2.02223.000.000 | Sound & Light Technicians             | \$26,800.00     | \$0.00         | \$0.00         | \$26,800.00    | \$0.00       | \$26,800.00    | 100.00% |
| 01.2.02230.000.000 | Technology Services                   | \$1,070,918.00  | \$315,569.88   | \$315,569.88   | \$755,348.12   | \$17,643.09  | \$737,705.03   | 68.89%  |
| 01.2.02240.000.000 | Academic Student Assessments          | \$42,800.00     | \$4,117.42     | \$4,117.42     | \$38,682.58    | \$3,890.80   | \$34,791.78    | 81.29%  |
| 01.2.02290.000.000 | Building-Specific Personnel Ex        | \$33,250.00     | \$28,342.72    | \$28,342.72    | \$4,907.28     | \$0.00       | \$4,907.28     | 14.76%  |
| 01.2.02310.000.000 | Board of Education                    | \$167,000.00    | \$17,078.38    | \$17,078.38    | \$149,921.62   | \$4,538.05   | \$145,383.57   | 87.06%  |
| 01.2.02320.000.000 | Superintendent                        | \$467,240.00    | \$110,606.63   | \$110,606.63   | \$356,633.37   | \$960.09     | \$355,673.28   | 76.12%  |
| 01.2.02330.000.000 | Legal Services                        | \$55,000.00     | \$11,233.84    | \$11,233.84    | \$43,766.16    | \$18,868.00  | \$24,898.16    | 45.27%  |
| 01.2.02410.000.000 | Principals                            | \$2,916,829.00  | \$786,165.19   | \$786,165.19   | \$2,130,663.81 | \$8,776.71   | \$2,121,887.10 | 72.75%  |
| 01.2.02510.000.000 | Business Operations                   | \$1,150,382.00  | \$256,828.77   | \$256,828.77   | \$893,553.23   | \$62,093.79  | \$831,459.44   | 72.28%  |
| 01.2.02560.000.000 | Communications & Marketing            | \$291,432.00    | \$59,313.97    | \$59,313.97    | \$232,118.03   | \$20,070.25  | \$212,047.78   | 78.94%  |
| 01.2.02570.000.000 | Human Resources                       | \$638,077.00    | \$186,987.15   | \$186,987.15   | \$451,089.85   | \$9,477.99   | \$441,611.86   | 69.21%  |
| 01.2.02580.000.000 | Computer Leases                       | \$142,000.00    | \$0.00         | \$0.00         | \$142,000.00   | \$0.00       | \$142,000.00   | 100.00% |
| 01.2.02590.000.000 | Foundation                            | \$111,706.00    | \$28,102.22    | \$28,102.22    | \$83,603.78    | \$1,485.00   | \$82,118.78    | 73.51%  |
| 01.2.02610.000.000 | Building Operations                   | \$4,045,683.00  | \$1,364,801.37 | \$1,364,801.37 | \$2,680,881.63 | \$396,276.80 | \$2,284,604.83 | 56.47%  |
| 01.2.02620.000.000 | Maintenance Services                  | \$679,601.00    | \$173,896.05   | \$173,896.05   | \$505,704.95   | \$0.00       | \$505,704.95   | 74.41%  |
| 01.2.02630.000.000 | Grounds                               | \$188,065.00    | \$48,838.22    | \$48,838.22    | \$139,226.78   | \$0.00       | \$139,226.78   | 74.03%  |
| 01.2.02650.000.000 | Non-Student Transportation            | \$11,000.00     | \$6,996.96     | \$6,996.96     | \$4,003.04     | \$2,264.92   | \$1,738.12     | 15.80%  |
| 01.2.02660.000.000 | Security - School Resource Officer(s) | \$160,000.00    | \$0.00         | \$0.00         | \$160,000.00   | \$0.00       | \$160,000.00   | 100.00% |
| 01.2.02670.000.000 | School Safely                         | \$35,000.00     | \$5,071.41     | \$5,071.41     | \$29,928.59    | \$0.00       | \$29,928.59    | 85.51%  |

# Columbus Public Schools District #1

## Chip Summary Report

From Date: 9/1/2024

To Date: 12/31/2024

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance

| Account Number      | Description                        | GL Budget       | Range To Date   | YTD             | Balance         | Encumbrance  | Budget Balance  | % Bud   |
|---------------------|------------------------------------|-----------------|-----------------|-----------------|-----------------|--------------|-----------------|---------|
| 01.2.02710.000.000  | Transportation Operations & Pu     | \$477,021.00    | \$94,822.02     | \$94,822.02     | \$382,198.98    | \$156,728.00 | \$225,470.98    | 47.27%  |
| 01.2.02712.000.000  | Transp. Operations & Purchasin     | \$417,993.00    | \$117,983.73    | \$117,983.73    | \$300,009.27    | \$75.00      | \$299,934.27    | 71.76%  |
| 01.2.02713.000.000  | Transp. Operations & Purchasin     | \$151,901.00    | \$33,245.84     | \$33,245.84     | \$118,655.16    | \$0.00       | \$118,655.16    | 78.11%  |
| 01.2.02730.000.000  | Transportation Service & Maint     | \$43,000.00     | \$16,868.17     | \$16,868.17     | \$26,131.83     | \$16.98      | \$26,114.85     | 60.73%  |
| 01.2.02732.000.000  | Transp. Service & Maint., SpEd     | \$17,000.00     | \$4,895.27      | \$4,895.27      | \$12,104.73     | \$112.48     | \$11,992.25     | 70.54%  |
| 01.2.02733.000.000  | Transp. Service & Maint., SpEd     | \$0.00          | \$863.53        | \$863.53        | (\$863.53)      | \$0.00       | (\$863.53)      | 0.00%   |
| 01.2.02790.000.000  | School Field Trips                 | \$8,500.00      | \$283.64        | \$283.64        | \$8,216.36      | \$0.00       | \$8,216.36      | 96.66%  |
| 01.2.03300.000.000  | Textbook Loan - Non Public Schools | \$0.00          | \$842.21        | \$842.21        | (\$842.21)      | \$0.00       | (\$842.21)      | 0.00%   |
| 01.2.03301.000.000  | After School Program               | \$270,000.00    | \$102,801.57    | \$102,801.57    | \$167,198.43    | \$2,331.85   | \$164,866.58    | 61.06%  |
| 01.2.03305.000.000  | Child Development Center           | \$0.00          | (\$8,450.47)    | (\$8,450.47)    | \$8,450.47      | \$794.88     | \$7,655.59      | 0.00%   |
| 01.2.03535.000.000  | High Ability Learners              | \$25,599.00     | \$1,880.93      | \$1,880.93      | \$23,718.07     | \$800.00     | \$22,918.07     | 89.53%  |
| 01.2.03540.000.000  | NDE Early Childhood Grant          | \$0.00          | \$7,126.82      | \$7,126.82      | (\$7,126.82)    | \$32,873.18  | (\$40,000.00)   | 0.00%   |
| 01.2.03541.000.000  | NDE Sixpence Grant                 | \$164,500.00    | \$41,760.11     | \$41,760.11     | \$122,739.89    | \$4,630.94   | \$118,108.95    | 71.80%  |
| 01.2.03599.000.000  | Education Quest Grant              | \$0.00          | \$102.04        | \$102.04        | (\$102.04)      | \$0.00       | (\$102.04)      | 0.00%   |
| 01.2.04600.000.000  | Site Improvements                  | \$0.00          | \$9,372.52      | \$9,372.52      | (\$9,372.52)    | \$0.00       | (\$9,372.52)    | 0.00%   |
| 01.2.06200.000.000  | ESSA Title I                       | \$781,419.50    | \$197,108.14    | \$197,108.14    | \$584,311.36    | \$27.66      | \$584,283.70    | 74.77%  |
| 01.2.06210.000.000  | ESSA Title I Accountability        | \$0.00          | \$18,840.18     | \$18,840.18     | (\$18,840.18)   | \$0.00       | (\$18,840.18)   | 0.00%   |
| 01.2.06310.000.000  | ESSA Title IIA                     | \$140,735.00    | \$32,935.10     | \$32,935.10     | \$107,799.90    | \$0.00       | \$107,799.90    | 76.60%  |
| 01.2.06406.000.000  | IDEA Preschool Ages 3 & 4          | \$25,237.00     | \$10,942.87     | \$10,942.87     | \$14,294.13     | \$0.00       | \$14,294.13     | 56.64%  |
| 01.2.06408.000.000  | IDEA                               | \$1,013,657.00  | \$262,525.97    | \$262,525.97    | \$751,131.03    | \$527.00     | \$750,604.03    | 74.05%  |
| 01.2.06412.000.000  | IDEA Proportionate Share           | \$124,753.00    | \$69,044.35     | \$69,044.35     | \$55,708.65     | \$0.00       | \$55,708.65     | 44.66%  |
| 01.2.06700.000.000  | Carl Perkins CTE Grant             | \$53,095.00     | \$1,974.33      | \$1,974.33      | \$51,120.67     | \$32,101.96  | \$19,018.71     | 35.82%  |
| 01.2.06925.000.000  | ESSA Title III English Languag     | \$96,829.00     | \$20,831.23     | \$20,831.23     | \$75,997.77     | \$0.00       | \$75,997.77     | 78.49%  |
| 01.2.06926.000.000  | ESSA Title III Immigrant Educa     | \$25,169.00     | \$6,224.19      | \$6,224.19      | \$18,944.81     | \$0.00       | \$18,944.81     | 75.27%  |
| 01.2.06940.000.000  | Head Start                         | \$144,266.00    | \$27,301.84     | \$27,301.84     | \$116,964.16    | \$0.00       | \$116,964.16    | 81.08%  |
| 01.2.06968.000.000  | ESSA Title IVB 21st Community      | \$157,550.00    | \$40,592.39     | \$40,592.39     | \$116,957.61    | \$54.70      | \$116,902.91    | 74.20%  |
| 01.2.06969.000.000  | ESSA Title IV Student Support      | \$38,872.00     | \$19,594.00     | \$19,594.00     | \$19,278.00     | \$500.00     | \$18,778.00     | 48.31%  |
| 01.2.06988.000.000  | ESSER ELO Grant                    | \$0.00          | \$5,569.48      | \$5,569.48      | (\$5,569.48)    | \$0.00       | (\$5,569.48)    | 0.00%   |
| 01.2.06994.000.000  | Homeless Youth Grant               | \$14,230.00     | \$14,053.21     | \$14,053.21     | \$176.79        | \$0.00       | \$176.79        | 1.24%   |
| 01.2.08000.000.000  | Transfer to Activities Fund        | \$61,000.00     | \$0.00          | \$0.00          | \$61,000.00     | \$0.00       | \$61,000.00     | 100.00% |
| <b>Grand Total:</b> |                                    | \$55,854,161.41 | \$15,266,158.24 | \$15,266,158.24 | \$40,588,003.17 | \$944,344.09 | \$39,643,659.08 | 70.98%  |

End of Report

# 2025-2026 Columbus Public Schools K-12

| July 2025 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 | 31 |    |    |

| July  |                                 |
|-------|---------------------------------|
| 4     | Independence day                |
| 14-16 | New Certified Staff Orientation |

| August 2025 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    |    |    | 1  | 2  |
| 3           | 4  | 5  | 6  | 7  | 8  | 9  |
| 10          | 11 | 12 | 13 | 14 | 15 | 16 |
| 17          | 18 | 19 | 20 | 21 | 22 | 23 |
| 24          | 25 | 26 | 27 | 28 | 29 | 30 |
| 31          |    |    |    |    |    |    |

| August |  |
|--------|--|
| 1 & 4  | New Teacher Days                                 |
| 5      | Breakfast & Convocation & Building Staff Meeting |
| 6-7    | Professional Development                         |
| 8-11   | Teacher/Building Planning                        |
| 12-13  | K-12 Modified Schedule*                          |

| September 2025 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | Sa |
|                | 1  | 2  | 3  | 4  | 5  | 6  |
| 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 28             | 29 | 30 |    |    |    |    |

| September |                       |
|-----------|-----------------------|
| 1         | Labor Day - No School |
| 26        | Early Dismissal K-12  |
| 29-30     | PTC                   |

| October 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

| October |  |
|---------|--|
| 1-2     | PTC  |
| 2-3     | No School                                      |
| 16      | 45* (43) Days - End of Quarter / PM - Planning |
| 17      | Professional Development & Planning            |

| November 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            |    |    |    |    |    |    |

| November |              |
|----------|--------------|
| 11       | Veterans Day |
| 26-28    | No School    |
| 27       | Thanksgiving |

| December 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 | 31 |    |    |    |

| December |  |
|----------|--|
| 5        | Professional Development & Holiday Luncheon    |
| 19       | 41 Days - End of Quarter / PM - Teacher Grades |
| 22-31    | No School                                      |
| 24       | Christmas Eve                                  |
| 25       | Christmas Day                                  |
| 31       | New Year's Eve                                 |

| January 2026 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |

| January |                                  |
|---------|----------------------------------|
| 1       | New Year's Day                   |
| 1-2     | No School                        |
| 5       | Teacher Professional Development |
| 6       | Teacher Planning                 |

| February 2026 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |

| February |                      |
|----------|----------------------|
| 13       | Early Dismissal K-12 |
| 16-19    | PTC                  |
| 19-20    | No School            |

| March 2026 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |

| March |  |
|-------|--|
| 6     | 41 Days - End of Quarter / PM - Planning |
| 9-13  | No School Spring Break                   |
| 16    | Professional Development & Planning      |

| April 2026 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |

| April |                                       |
|-------|---------------------------------------|
| 3-6   | Holiday (Good Friday/Easter)          |
| 7     | Junior ACT                            |
| 24    | Teacher Workday / NSAA District Music |

| May 2026 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    |    |    |    | 1  | 2  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 |
| 31       |    |    |    |    |    |    |

| May   |   |
|-------|---|
| 17    | Graduation  |
| 20    | 44* (43) Days - Quarter / PM - Staff Honors Convocation |
| 21-22 | Teacher Grades & End of Year Requirements               |
| 25    | Memorial Day  |

| June 2026 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 |    |    |    |    |

| June |  |
|------|--|
|------|--|

| Color Key                                 |  |
|---|--|
| Professional Development - No School = 15 |  |
| Early Dismissal / Teacher Worktime = 6    |  |
| No School (Students & Teachers) = 23      |  |
| Parent-Teacher Conferences                |  |
| Make-Up Days Due to Weather (May 26-29)   |  |
| Early Dismissal / Collaboration = 32 Days |  |

|                          |    |    |     |
|--------------------------|----|----|-----|
|                          | S1 | S2 |     |
| Student Days (8/12-5/20) | 86 | 85 | 171 |
| Teacher Days (8/5-5/22)  | 95 | 93 | 188 |

Note: 168 Academic Days (84/84)

### Additional Notes:

- Grades are due the first Tuesday school is in session following a quarter/semester. (10/21, 1/6, 3/17, 5/26)
- Counts as a contract day due to Parent-Teacher Conferences
- Tentative Pre-School Starting/Ending Dates

# 2026-2027 Columbus Public Schools K-12

| July 2026 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |

| July  |                                 |
|-------|---------------------------------|
| 4     | Independence day                |
| 13-15 | New Certified Staff Orientation |

| January 2027 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    |    |    | 1  | 2  |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| January |                                  |
|---------|----------------------------------|
| 1       | New Year's Day                   |
| 1-2     | No School                        |
| 4       | Teacher Professional Development |
| 5       | Teacher Planning                 |

| August 2026 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    |    |    |    | 1  |
| 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | 31 |    |    |    |    |    |

| August |  |
|--------|--|
| 3-4    | New Teacher Days                                 |
| 6      | Breakfast & Convocation & Building Staff Meeting |
| 7-10   | Professional Development                         |
| 11     | Teacher/Building Planning                        |
| 12-13  | K-12 Modified Schedule                           |

| February 2027 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            |    |    |    |    |    |    |

| February |           |
|----------|-----------|
| 15-18    | PTC       |
| 18-19    | No School |

| September 2026 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | Sa |
|                |    | 1  | 2  | 3  | 4  | 5  |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 |
| 27             | 28 | 29 | 30 |    |    |    |

| September |                       |
|-----------|-----------------------|
| 7         | Labor Day - No School |
| 25        | AM - PD / PM - TBD    |
| 28-30     | PTC                   |

| March 2027 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 | 31 |    |    |    |

| March |  |
|-------|--|
| 5     | 41 Days - End of Quarter / PM - Planning |
| 8-13  | No School Spring Break                   |
| 15    | AM - PD / PM - Planning                  |
| 26-29 | Holiday (Good Friday/Easter)             |

| October 2026 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |

| October |  |
|---------|--|
| 1       | PTC                                      |
| 1-2     | No School                                |
| 15      | 43 Days - End of Quarter / PM - Planning |
| 16      | AM - PD / PM - Planning                  |

| April 2027 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    |    | 1  | 2  | 3  |
| 4          | 5  | 6  | 7  | 8  | 9  | 10 |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 |
| 25         | 26 | 27 | 28 | 29 | 30 |    |

| April |                          |
|-------|--------------------------|
| 16    | Professional Development |

| November 2026 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 |    |    |    |    |    |

| November |              |
|----------|--------------|
| 11       | Veterans Day |
| 25-27    | No School    |
| 26       | Thanksgiving |

| May 2027 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

| May |   |
|-----|---|
| 16  | Graduation  |
| 20  | 45 Days - Quarter / PM - Staff Honors Convocation |
| 31  | Memorial Day                                      |
| 21  | Teacher Grades & End of Year Requirements         |

| December 2026 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 | 31 |    |    |

| December |  |
|----------|--|
| 4        | Professional Development & Holiday Luncheon    |
| 22       | 43 Days - End of Quarter / PM - Teacher Grades |
| 22-31    | No School                                      |
| 24       | Christmas Eve                                  |
| 25       | Christmas Day                                  |
| 31       | New Year's Eve                                 |

| June 2027 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 |    |    |    |

| June |  |
|------|--|
|------|--|

| Color Key |   |
|-----------|---|
|           | Professional Development - No School      |
|           | Early Dismissal / Teacher Worktime        |
|           | No School (Students & Teachers)           |
|           | Parent-Teacher Conferences                |
|           | Make-Up Days Due to Weather (May 24-28)   |
|           | Early Dismissal / Collaboration = 30 Days |

|              |    |    |     |    |     |
|--------------|----|----|-----|----|-----|
| Student Days | S1 | S2 | 86  | 86 | 172 |
| Teacher Days | 95 | 93 | 188 |    |     |

DRAFT VERSION - FINAL VERSION TO BE APPROVED IN DECEMBER OF 2025

|                                |
|--------------------------------|
| Columbus High School           |
| Mid-Term Graduate List 2024-25 |
|                                |
| Acosta, Andrea                 |
| Aerts, Aubree                  |
| Arevalo, Allison               |
| Blanchard, Zackary             |
| Blanco-Cue, Kevin              |
| Boulton, Aurora                |
| Brandt, Tessa                  |
| Caranci, Sarah (Lilly)         |
| Carter, Ryan                   |
| Coria-Garcilazo, Estefany      |
| De Leon, Nataly                |
| Garcia-Gutierrez, Gabriel      |
| Garcia-Ortiz, Moises           |
| Gonzalez-Manzano, Quetzalli    |
| Guerra-Garza, Lizbeth          |
| Hill, Lexus                    |
| Ixquiactap, Jose               |
| Jarecki, Jacob                 |
| Jimenez-Hernandez, Rosa        |
| Luna-Spindola, Daniel          |
| Marker, Hailey                 |
| Matulka, Colby                 |
| Mejia-Paiz, Said               |
| Mendoza, Melanie               |
| Merrill, Makenzie              |
| Montes-Frias, Alison           |
| Morales-Osoria, Jose           |
| Moralez-Romero, Karen          |
| Moseman, Connor                |

|                          |
|--------------------------|
| Ortiz-Espinoza, Alan     |
| Pate, Fayth              |
| Pettit, Zachary          |
| Pritchard, Journey       |
| Ramaekers, Grant         |
| Ramos-Perez, Lis         |
| Rhein, Eve               |
| Romero, Fernando         |
| Romero-Portillo, Colette |
| Schroder, Lindsay        |
| Stempek, Jordyn          |
| Svatora, Jackson         |
| Swank, Jaden             |
| Terman, Julz             |
| Thelen, Cash             |
| Therkildsen, Hailey      |
| Urkoski, Kale            |
| Vazquez, Janitxio        |
| Velazques, Esteban       |
| Weverka, Dedryk          |
| Wilcox, Gracie           |
| Wood, Serenity           |
| Wright, Anabelle         |

**Columbus High School  
Course Description Book  
2025-26 Outline of Changes**

| <b>Page Number</b>                                   | <b>Change</b>  |
|--|--|
| <ul style="list-style-type: none"><li>• 12</li></ul> | <ul style="list-style-type: none"><li>• Removal of courses no longer approved by the NCAA</li></ul>                                |
| <ul style="list-style-type: none"><li>• 17</li></ul> | <ul style="list-style-type: none"><li>• Removed IEP and included program approval</li></ul>  |
| <ul style="list-style-type: none"><li>• 28</li></ul> | <ul style="list-style-type: none"><li>• Adjustment of Art flowchart to match other departments</li></ul>                           |
| <ul style="list-style-type: none"><li>• 39</li></ul> | <ul style="list-style-type: none"><li>• Addition of Technical math section that would be a full year and not dual credit</li></ul> |
| <ul style="list-style-type: none"><li>• 44</li></ul> | <ul style="list-style-type: none"><li>• Removal of Honors Biology</li></ul>  |
| <ul style="list-style-type: none"><li>• 53</li></ul> | <ul style="list-style-type: none"><li>• Addition of Computer Science 1 and 2</li></ul>   |
| <ul style="list-style-type: none"><li>• 54</li></ul> | <ul style="list-style-type: none"><li>• Addition of CCC/NDOL Registered Apprenticeships</li></ul>                                  |

# **Columbus High School**

**A Special Welcome to the  
Class of 2029**



**2025-2026 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

@counselors\_CHS

### **CHS Facebook:**

Columbus High School@ColumbusHighSchoolNE

# Columbus High School

Home of the Discoverers



Welcome Students!

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

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

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

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

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

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

revised 11/15/2024

# Graduation Requirements

Columbus High School runs a 7-period day bell schedule, which allows for more consistency throughout the student's day and a better balance of class sizes from one period to the next. Students can earn 70-credits per year. FAFSA must be completed for graduation.

| <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, Engineering Concepts, Intro to Manufacturing Woods, Linkages, Manufacturing Processes, Intro to Engineering, and Web Design.

# **Mid-term Graduation**

Seniors considering midterm graduation must fill out an application to be reviewed by their counselor and the building principal. Applications for Midterm Graduation are to be submitted **no later than 2 weeks after the start of the seventh (7) semester or date put forth by the district.** All applications for Midterm graduation will be submitted to the Columbus Public Schools Board of Education for approval at their December Board meeting. Approved seniors who have earned 225 credits by the end of the first semester may take their diploma at the end of January or participate in the May graduation ceremony. Please refer to the student handbook for guidelines for students choosing to graduate at mid-term.

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

## **Registration**

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

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

### **Schedule Changes**

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

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

Any schedule change that does not meet these criteria is subject to denial. Remember, full year courses are just that: full year. Schedules are developed in the summer based on course requests. Students are expected to remain in a class second semester if it is a full-year course. The following guidelines have been developed for making schedule changes:

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

# Grading Procedures

## Class Rank and Grade Point Average

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

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

# Early Entry College Opportunities

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

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

Criteria for enrollment:

1. Check with college to verify students meet age and/or grade level requirements.
2. Students must have attained a 2.5 cumulative grade point average.
3. Students must meet eligibility requirements while in high school. ACT test scores, and MAPS test scores will be used to determine eligibility. CHS no longer gives the MAPS test so students who have not taken the ACT will need to make arrangements with CCC to take the MAPS test at the college

## **CCC Classes Taken at CHS Campus**

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

## **Dual Credit-CCC and Nebraska Wesleyan**

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

| <b>Early Entry Comparison Table</b> |  |  |  |
|-------------------------------------|--|--|--|
|                                     | <b>Dual Credit (DC)<br/>(CHS Instructors)</b>  | <b>Dual Credit<br/>(CCC Instructors)</b>   | <b>College Credit Only<br/>(CCC Instructors)</b>   |
| <b>Description</b>                  | Earn CHS credit and college credit at the same time through CCC or Nebraska Wesleyan University (NWU) by taking a CHS class. | Take a CCC class in the Counseling 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   |
| Personal Financial Planning                            | BSAD 1360    | 3               | Personal Financial Planning   |
| Principles of Construction Technology                  | CNST 1200    | 1               | Construction Safety   |
| Advanced Construction Technology                       | CNST 1400    | 2               | Residential Components  |
| Computer-Aided Drafting-Solidworks II                  | DSGN 1430    | 3               | Parametric Design: SolidWorks   |
| US History - Dual Credit                               | HIST 2020    | 3               | American History II   |
| Certified Nursing Assistant                            | HLTH 1200    | 3               | Certified Nursing Assistant   |
| Basic Electronics                                      | INDT 1100    | 3               | Concepts of Electronics I   |
| Advanced Electronics                                   | INDT 1120    | 3               | Concepts of Electronics II  |
| Mechatronics I   | INDT 1190    | 2               | Fluid Power Systems   |
| Mechatronics II  | INDT 2140    | 3               | Applications of Fluid Power   |
| Introduction to Programmable Logic Controllers Systems | INDT 1200    | 3               | Introduction to Programmable Controls   |
| Technical Math   | MATH 1020    | 3               | Technical Math  |
| College Algebra  | MATH 1150    | 3               | College Algebra   |
| Pre-Calc with Trigonometry                             | MATH 1410    | 5               | Pre-Calculus  |
| Calculus   | MATH 1600    | 5               | Analytic Geometry & Calculus I  |
| AP Calculus  | MATH 2070    | 5               | Analytic Geometry & Calculus II   |
| Probability and Statistics                             | MATH 2170    | 3               | Applied Statistics  |
| Honors Physics   | PHYS 1410    | 5               | General Physics I   |
| * English 12 Advanced Composition                      | ENGL 1010    | 3               | English Comp  |
| * Speech   | SPCH 1110    | 3               | Public Speaking   |
| Early Childhood Courses                                | ECED 1110    | 3               | Infant/Toddler Development  |
| <b>Total CCC College Credits Offered at CHS</b>        |              | 73              | <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<br/>(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.<br>UNO – One unit chosen from any of the above academic disciplines.<br>UNL – Mathematics: one additional unit that builds on a knowledge of algebra.  |
| <b>TOTAL UNITS</b>               | <b>16 units</b> |  |

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

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

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

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

# **NCAA Approved Courses**

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

## **English**

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

## **Mathematics**

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

## **Science**

Biology  
Chemistry  
Chemistry Honors  
Physics  
Physics Honors  
Physical Science  
Anatomy and Physiology  
Astronomy  
Environmental Science  
Animal Behavior

## **Social Science**

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

## **Additional Core Classes**

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

## Career Specialties Chart - Four-Year Plans

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

\*Refer to the Course Description Handbook for prerequisites

| General Studies   | Business   | Communications   | Health Sciences   | Human Services  | Skilled & Technical Sciences   |
|---|--|--|---|---|--|
| *Animal Behavior 11-12<br>*Astronomy 11-12<br>*Intro to Athletic Strength & Conditioning 9<br>*Athletic Strength & Conditioning I (9- 10)<br>*Athletic Strength & Conditioning II (11/12)<br>*Band-Fall/Spring Concert 9-12<br>*Band-Jazz 10-12<br>*Band-Symphonic 10-12<br>*Band-Varsity 9-12<br>*Calculus 12<br>*Calculus I/II AP 12<br>Anchor Chorus Fall/Spring 9-10<br>Captain’s Chorale (11-12)<br>*College Algebra 11-12<br>*Concert Choir 10-12<br>*German I,II,III or IV 9-12<br>Guitar 10-12<br>*JAG 10-12<br>*Lifetime Activities 11-12<br>*Music Exploration (9-12)<br>*Navigator’s Chorus Fall/Spring 10-12<br>*New World Singers 11-12<br>*Percussion 9-12<br>*Physics Honors 11<br>*PreCalculus w/Trigonometry 11-12<br>*Probability & Statistics 11-12<br>*Spanish I,II,III,IV,V 9-12<br>*Technical Math 12<br>Theatre 9-11<br>Anchor Choir Fall/Spring 9-10<br>*Weights 11-12<br>*Work-Place Experience 12 | *Accounting I, II, 10-12<br>*Accounting III, IV, 11-12<br>*Entrepreneurship, 11-12<br>Information Technology Applications I, 9-10<br>*Information Technology Applications II, 10-12<br>Introduction to Business, 9-10<br>Keyboarding Applications, 9-10<br>*Marketing Management, 10-12<br>Personal Finance, 11-12<br>Personal Financial Planning, 11-12<br>*Principles of Marketing, 10-12<br>*Probability & Statistics, 11-12<br>*Foundations of Web Design, 11-12 | *English 12 – AP Literature I, 12<br>*English 12 – AP Literature II, 12<br>*Graphic Design, 11-12<br>*Newspaper & Media, 10-12<br>*Photography, 10-12<br>*Yearbook, 10-12<br>*2D Media, 10-12<br>*3D Media, 10-12<br>*Advanced 2D, 11-12<br>*Advanced 3D, 11-12<br>*Advanced Art, 12<br>Art Techniques, 9-11<br>Art Exploration, 9-12<br>Digital Media, 10-12<br>Video Production, 10-12 | *Animal Behavior, 12<br>*Anatomy & Physiology, 11-12<br>*Certified Nursing Assistant, 10-12<br>*Chemistry, Honors, 10-12<br>*Culinary Skills I, 10-12<br>*Culinary Skills II, 11-12<br>*Environmental Science, 11-12<br>Fundamentals of Nutrition Culinary Essentials, 9-12<br>Health Sciences I, 10-12<br>*Health Sciences II, 10-12<br>*Health Sciences III, 12<br>Human Growth & Development, 10-12<br>*Weights, 11-12<br>*Wellness, 11-12 | Child Development, 9-11<br>*Culinary Skills I, 10-12<br>*Culinary Skills II, 11-12<br>*Early Childhood Education & Services, 10-12<br>*Early Childhood Practicum, 11-12<br>Fundamentals of Nutritional Culinary Essentials, 9-12<br>*Human Development and Cognition, 11-12<br>Human Growth & Development, 10-11<br>Introduction to Professional Education, 11-12<br>Law Education, 9-10<br>*PK-12 Instructional Design, 11-12<br>Psychology, 11-12<br>Sociology, 11-12 | *Introduction to Programmable Logic Controllers Systems, 11-12<br>*Basic Electronics, 10-12<br>*Advanced Electronics, 10-12<br>*Mechatronics I, 11-12<br>*Mechatronics II, 11-12<br>*Robotics, 11-12<br>*Advanced Robotics, 11-12<br>Introduction to Engineering, 9<br>Engineering Concepts, 11-12<br>Computer-Aided Drafting – Solidworks I, 10-12<br>Computer-Aided Drafting – Solidworks II, 11-12<br>Architectural Drafting & Design, 11-12<br>Linkages, 9-10<br>*Manufacturing Processes, 10-12<br>*Manufacturing Welding, 10-12<br>*Advanced Manufacturing Design, 11-12<br>Introduction to Manufacturing Woods, 9-10<br>*Manufacturing Woods, 10-12<br>*Principles of Construction Technology, 11-12<br>*Advanced Construction Technology, 12<br>*Introduction to Automotive Technology, 11-12<br>*Basic Automotive Technology Service, 11-12<br>*Intermediate Autos Technology Service, 12<br>*Advanced Automotive Technology Service, 12<br>*Technical Math, 12 |

## Business

|                               | Introduction  | Intermediate   | Capstone                              |
|-------------------------------|---|--|---------------------------------------|
| Accounting                    | Introduction to Business<br>Personal Finance<br>Personal Financial Planning | Accounting I   | Accounting II                         |
| Advanced Accounting           | Accounting III  | Accounting IV  | Work-Place Experiences                |
| Finance                       | Introduction to Business<br>Personal Finance<br>Personal Financial Planning | Accounting I   | Probability & Statistics<br>Economics |
| Entrepreneurship              | Introduction to Business  | Accounting I<br>Principles of Marketing<br>Economics | Entrepreneurship                      |
| Marketing<br>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<br>Design                         | Probability & Statistics              |
| Video Production              | Digital Media   | Video Production                                     | Foundation of Web Design              |

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

# Business

## **Career Seminar** (semester)

**Type:** Required for Freshmen

**Prerequisites:** None

**Grade:** 9

**Credits:** 5

**Lab Fee:** None

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

## **Personal Finance** (semester)

**Type:** Required

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course will help students become financially responsible, conscientious members of society. Units of study include careers and goals, budgeting and planning, financial institutions, credit, consumer decision-making, insurance and risk management, and postsecondary preparation.

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

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

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

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Keyboarding Applications** (semester)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This course emphasizes BASIC keyboarding skills. Students will develop touch typing techniques and proper key stroking while

developing compositions and proofreading skills as well as speed and accuracy. This course is recommended for students with limited computer experience and/or keyboarding skill.

## **Introduction to Business** (semester)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

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

## **Principles of Marketing** (semester)

**Type:** Elective

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

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course introduces basic marketing concepts and business skills. Units of study include marketing scope and concept, economics, market segmentation, selling and marketing careers.

## **Marketing Management** (semester)

**Type:** Elective

**Prerequisite:** Completion of Principles of Marketing

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

# Business

## **Entrepreneurship** (semester)

**Type:** Elective

**Prerequisite:** Completion of Principles of Marketing 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 mode

## **Accounting I & II** (each a semester)

**Type:** Elective

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

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Accounting III & IV** (year)

**Type:** Elective

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

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Information Technology Applications I**

(semester)

**Type:** Elective

**Prerequisite:** None

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

**Credits:** 5

**Lab Fee:** None

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

## **Information Technology Applications II**

(semester)

**Type:** Elective

**Prerequisite:** Information Technology Applications I

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Digital Media** (semester)

**Type:** Elective

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

# Business

## **Video Production** (semester)

**Type:** Elective

**Prerequisite:** Digital Media

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

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

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

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

# Educational Support Services

Classes in this section require program approval.

## **Academic Support** (semester)

**Type:** Elective

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

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

**Credits:** None

**Lab Fee:** None

Academic Support offers academic assistance based on the individual needs of students. Remedial and tutorial support is provided for students receiving instruction through regular curriculum. Students will use class time to work towards IEP goals. Students will also have the opportunity to meet with NE Vocational Rehabilitation Services to help plan for post secondary options.

## **Behavioral Skills** (semester)

**Type:** Elective

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

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

**Credits:** 5

**Lab Fee:** None

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

## **Job Site** (year)

**Type:** Elective

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

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Curriculum 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

## **EL English A & B** (semester)

**Type:** Required

**Prerequisites:** Teacher Recommendation

**Credits:** 5 English per semester

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

**Lab Fee:** None

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

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

(semester)

**Type:** Required Elective

**Prerequisites:** Teacher Recommendation

**Credits:** 5 Elective per semester

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

**Lab Fee:** None

ELD A uses the materials to focus on the study of the English Language. Students will focus on language to survive in the community and school. Students will learn basic English skills such as phonics, pronunciation, simple grammar, and vocabulary. Students who are new to this country and are assessed to be at this level are required to take this course. Students will be placed in this class based on the ELPA, ELPA screener, and other curricular placement assessments.

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

(semester)

**Type:** Required Elective

**Prerequisites:** Teacher Recommendation

**Credits:** 5 Elective per semester

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

**Lab Fee:** None

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

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

(semester)

**Type:** Required Elective

**Prerequisites:** Teacher Recommendation

**Credits:** 5 Elective per semester

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

**Lab Fee:** None

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

# Educational Support Services

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

**Type:** Required

**Prerequisites:** Teacher Recommendation

**Credits:** 5 English per semester

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

**Lab Fee:** None

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

# English

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

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

## Placement Scores Required for CCC English Composition

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

### **English 9** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

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

throughout the class:

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

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

# English

## **English 10** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

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

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

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

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

(year)

**Type:** Graduation Requirement Option

**Prerequisite:** Teacher Recommendation

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

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

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

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

## **English 11** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 will use current literature containing social themes relevant to contemporary man. Emphasis will be placed on writing skills, vocabulary improvement, and comprehension and interpretation of literature. A grammar review prior to the ACT test will be given. Core strategies that will be utilized throughout the class:

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

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

# English

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

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 Honors emphasizes both reading and writing to help students better understand the strong connection between both types of learning activities. Students will build upon the skills learned in English 10 and will engage with more complex, informational and literary texts and write for varying purposes. A grammar review prior to the ACT test will be given. Core strategies that will be utilized throughout the class:

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

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

## **English 12** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** None

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

English 12 will read various literary selections. These selections will deal with social themes relevant to contemporary man. Students will also be expected to compose a variety of writing assignments relevant to the literary selections. These assignments will be used to improve the student's writing ability in reference to organization, mechanics of grammar, and syntax. Core strategies that will be utilized throughout the class:

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

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

## **Speech** (semester)

**Type:** Graduation Requirement

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **English 12 Advanced Placement**

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

**Type:** Graduation Requirement Option

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

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

AP Literature I is primarily a survey of major English writers and their works in order to provide students with some background for the Advanced Placement test. In addition, emphasis will be placed on the philosophical ideas presented in these works to see how they represent their place in history and how they have influenced American and British thought. The students will also be exposed to various writing forms, in particular the writing of explications of literary works. Colleges participating in the Advanced Placement program waive requirements and give credit for high achievement on the AP test. Students will be given the option of taking the Advanced Placement test; those taking the test will have to pay the cost of test administration.

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

# English

## **English 12 Advanced Placement**

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

**Type:** Graduation Requirement Option

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

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

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

# English-Electives

## **Yearbook** (year)

**Type:** Elective

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

**Grades:** 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

The staff's major goal is the publication of the yearbook. Students sell and design advertising, do layouts, write copy and headlines, and take and edit pictures. Students are expected to complete the entire year's course unless specific arrangements are made with the advisor. Staff members will be expected to complete work outside of the school day/week. This class does not fulfill English entrance requirements at UNL, UNK, or UNO. **This class does not satisfy English graduation requirements.**

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

**Type:** Elective

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

**Grades:** 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

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

# **Family and Consumer Sciences**

## **Human Sciences and Education Career Field**

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

## **Hospitality and Tourism Career Field**

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

# Family and Consumer Sciences

## **Child Development** (semester)

**Type:** Elective

**Prerequisite:** None

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

**Credits:** 5

**Lab Fee:** None

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

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

**Type:** Elective

**Prerequisite:** Child Development

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course covers the study of human development through various theories (physical, mental, emotional, moral, and social) through the entire lifespan. Students will learn about appropriate, healthy development from conception through early adulthood along with developmental concerns and milestones for each age group. Special topics include families, values and their developmental influence, current issues and trends in modern society, supports and services that may be utilized in cases of developmental deficiencies or delays, and brain development throughout the lifespan.

## **Early Childhood Education and Services**

(semester)

**Type:** Elective

**Prerequisite:** Child Development

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

acquired from class. Students also have the opportunity to become certified with "Safe with You" training.

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

**Type:** Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Fundamentals of Nutrition Culinary Essentials** (semester)

**Type:** Elective

**Prerequisite:** None

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

**Credits:** 5

**Lab Fee:** None

This 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.

## **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.

# Fine Arts

Course offerings in the area of fine arts listed in this section are divided into four subheadings:

## **Arts-Visual, Music-Instrumental, Music-Vocal, and Theatre.**

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

# 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:** 11, 12

**Credits:** 5

**Lab Fee:** \$10.00

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

## **2D Media** (semester)

**Type:** Tier 2 Elective

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

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

## **3D Media** (semester)

**Type:** Tier 2 Elective

**Prerequisite:** Art Techniques

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

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

## **Advanced 2D** (semester)

**Type:** Tier 3 Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

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

## **Graphic Design** (semester)

**Type:** Tier 3 Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$10.00

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

## **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

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

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

**Prerequisites:** None

**Grades:** 9-12

**Credits:** 5-10

**Lab Fee:** None

Anchor Chorus is an introductory choir class for freshman-seniors. This class will primarily focus on our concert performances for its main learning goal, but also includes singing fundamentals and learning how to read music. I want my students to look forward to coming to class everyday knowing that they are going to do something fun while learning what makes music and singing so awesome!

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

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

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

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

**Grades:** 10-12

**Credits:** 5-10

**Lab Fee:** None

Anchor Chorus is a Junior Varsity choir class for sophomores-seniors. This class builds upon the skills built in Anchor Chorus and features more challenging (and fun!) music and performance opportunities. This class is designed to prepare students who want to continue to the highest level of vocal music at CHS while still appealing to students who just want to take choir for fun.

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

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

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

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

**Grades:** 11-12

**Credits:** 10

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

The CHS Captain's Chorale is the Varsity Choir at CHS. This group strives to push the boundaries of what high school choirs are capable of in terms of both vocal performance and musicianship. Students that get into this ensemble are treated to some of the most amazing experiences Nebraska choral music has to offer, including trips, collaborations with college and other high school choirs, honor choirs, competitions, and a variety of other benefits. Since 2017, this ensemble has performed at Carnegie Hall in New York City, The Grand Ole Opry in Nashville, and Vanderbilt University.

This group gives 2-3 graded public performances per semester but also includes multiple other performance opportunities. We perform in choir robes that are maintained by CHS, so a small \$10 class fee is included to help maintain their quality.

# Fine Arts

## Music-Vocal

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

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

**Prerequisites:** None

**Grades:** 9-12

**Credits:** 5

**Lab Fee:** None

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

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

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

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

**Grades:** 11-12

**Credits:** 10

**Lab Fee:** None

The New World Singers are an auditioned group of Captain's Chorale students. This group focuses on other styles of vocal music outside of traditional choral music, such as vocal jazz, pop a cappella, and barbershop. Students in this group will learn an additional 15-20 songs over the course of a school year and give many more performances than the normal choir student. This includes choral festivals, private parties, and community outreach. This class also features a competitive season of four to five festivals and contests. The New World Singers are one of the most well known vocal groups in the state of Nebraska and have been honored with many competitive victories and high profile public performances.

# Fine Arts

## Theatre

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

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

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 5

**Lab Fee:** None

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

### **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.

### **Stage Performance** (semester)

**Type:** Elective

**Prerequisite:** Theatre I

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

# Health Sciences Pathway

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

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

**Type:** Elective

**Prerequisites:** None

**Grades:** 10,11,12

**Credits:** 5

**Lab Fee:** TBD

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

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

**Fall 2022 Nursing Assistant (HLTH-1200-DC611)**

**Type:** Elective

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

**Grades:** 10, 11, 12

**Credits:** 5

**CCC Credits:** 3

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

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

This course will offer the student a course in basic nursing knowledge and skills for the nurse assistant in a healthcare setting. This course includes hands-on skill training as well as quizzes and a final comprehensive test. It meets federal and state requirements for Nurse Aide Training and Competency Evaluation Programs. Students are required by State and Federal guidelines to attend a minimum of 76 classroom hours (includes 1 hour for abuse/neglect training required by the State of Nebraska). This will require a commitment to time spent outside the normal classroom hours. Your time spent within scheduled class time will be recorded. The State written/skills testing is NOT part of the Central Community College or Columbus High School grade. Students must have a class average of 70% or better and complete all class time to sit for State testing.

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

**Type:** Elective

**Prerequisites:** Health Sciences I

**Grades:** 10,11,12

**Credits:** 5

**Lab Fee:** TBD

Health Sciences II is an intermediate course that continues with the information and skills needed in the healthcare industry from Health Sciences I. In the course, students will learn content about the basic human structures and functions, as well as regulatory, transportation, maintenance, and reproductive systems in the human body. Students will explore health professions, investigate local needs in the healthcare field, research post-secondary education for appropriate careers, learn about legal and ethical issues, and also cultural and ethnic differences within the healthcare environment. 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  |   |
| <b>10th Grade</b>     | Geometry   | Algebra II  |   |
| <b>11th Grade</b>     | Algebra II   | Pre-Calculus with Trigonometry, College Algebra, or Prob & Stats                                  | Pre-Calculus with Trigonometry, 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 Honors & 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)<br>MATH 1410 Pre-Calculus (5)<br>MATH 2170 Applied Statistics (3) |
| Math  | Math     |   |
| 25    | 259      | MATH 1600 Analytic/Geometry & Calculus (5)  |

# Mathematics

## **Algebra I** (year)

**Type:** Graduation Requirement Elective

**Prerequisite:** 8th grade General Math

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

**Credits:** 10

**Lab Fee:** None

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

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

## **Geometry** (year)

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

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

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

## **Algebra II** (year)

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra I and Geometry, 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.

## **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

## **College Algebra** (Semester)

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

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

**Type:** Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Technical Math** (semester or year)

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

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

**Type:** Elective

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

**Grades:** 12

**Credits:** 5 or 10

**Lab Fee:** None

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

## **Calculus I-Honors** (year)

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

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

**(5.0 Grade Scale)**

**Type:** Elective

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

# Mathematics

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

## **Advanced Placement**

**[DC Option - CCC Math 1600 Fall & CCC Math 2070 Spring (5 credits)]**

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

**(5.0 Grade Scale)**

**Type:** Elective

**Prerequisite:** Pre-Calc 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 Central Community College. By paying tuition costs to the college, students can receive college credit for completing the course (Calculus I and Calculus II).

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

**Probability and Statistics** (semester)

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

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

**Type:** Graduation Requirement Elective

**Prerequisite:** Algebra II and Geometry

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

# Physical Education & Health

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

| <b>PE Requirements</b>  |  |
|---|--|
| Required for all CHS students not participating in a school sponsored athletic activity | Required (one semester) for CHS students participating in school sponsored athletic 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 athletic activity

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

**Grades:** 9

**Credits:** 5 per semester

**Lab Fee:** None

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

## **Fitness 10** (semester)

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

**Prerequisite:** Completion of Fitness 9

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

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

## **Health** (semester)

**Type:** Required

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

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

# Physical Education & Health

## **Weights** (semester)

**Type:** Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Wellness** (semester)

**Type:** Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Wellness will include learning the importance of health and fitness. Exercise will include treadmill work, stationary bike work, aerobic and anaerobic activities. Classroom activities will include nutrition education. 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 athletic activity

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

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

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

## **Athletic Strength Training and Conditioning 2** (semester)

**Type:** Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## Science Flowchart

| RECOMMENDED GRADE LEVEL | BASIC   | GENERAL   | HONORS  |
|-------------------------|---|---|---|
| FRESHMEN                | Fund. of Biology  | Biology   |   |
| SOPHOMORES              | Fund. of Physical Science   | Physical Science  | Chemistry Honors  |
| JUNIORS                 | Chemistry<br>Astronomy<br>Animal Behavior<br>Environmental Science<br>Fundamentals of Chemistry | Chemistry<br>Physics<br>Astronomy<br>Animal Behavior<br>Environmental Science | Physics Honors<br>Anatomy & Physiology<br>Environmental Science |
| SENIORS                 |   | Physics<br>Astronomy<br>Animal Behavior<br>Environmental Science              | Anatomy & Physiology<br>Environmental Science<br>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:** Biology

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

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

## **Chemistry** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** Physical science

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

# **Science**

## **Chemistry-Honors** (year)

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Option

**Prerequisite:** Biology, teacher recommendation.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Physics** (year)

**Type:** Graduation Requirement Option

**Prerequisite:** Biology and chemistry courses.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Physics-Honors** (year)

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

**(5.0 Grade Scale)**

**Type:** Graduation Requirement Option

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

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

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

## **Animal Behavior** (semester)

**Type:** Graduation Requirement Option

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

# **Science**

**Astronomy** (semester)

**Type:** Graduation Requirement Option

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

### **Environmental Science** (semester)

**Type:** Graduation Requirement Option

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

### **Anatomy & Physiology** (year)

**Type:** Graduation Requirement Option

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

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

### **Fundamentals of Chemistry**

**Type:** Graduation Requirement Elective

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

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Skilled & Technical Sciences**

The STEM Academy at CHS, made up of science, technology, engineering and mathematics concepts

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

| <b>Columbus High School STEM Academy-Skilled and Technical Science Programs of Study &amp; Course Sequence Completion</b> |                                       |                                 |  |                                       |  |
|---|---------------------------------------|---------------------------------|--|---------------------------------------|--|
| <b>Advanced Manufacturing</b>   |                                       |                                 | <b>Engineering Technology</b>                            | <b>Construction Technology</b>        | <b>Automotive Technician</b>                 |
| <b>Mechatronics &amp; Robotics</b>  | <b>Design Technology</b>              | <b>Manufacturing Technology</b> |  |                                       |  |
| Basic Electronics   | Introduction to Engineering           | Linkages                        | Introduction to Engineering                              | Introduction to Manufacturing Woods   | Introduction to Automotive Technology-1      |
| Advanced Electronic   | Engineering Concepts                  | Manufacturing Processes         | Engineering Concepts                                     | Manufacturing Woods                   | Basic Automotive Technology Service-2        |
| Mechatronics I  | Computer-Aided Drafting-Solidworks I  |                                 |  |                                       |  |
| Mechatronics II   | Computer Aided Drafting-Solidworks II | Manufacturing Welding           | Robotics   | Principles of Construction Technology | Intermediate Automotive Technology Service-3 |
| 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 (Meet Fine/Applied Arts requirement)**Prerequisite:** Students interested in the STEM area are

encouraged to enroll in this course.

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

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

## **Engineering Concepts** (semester)

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

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

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

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

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

(year)

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

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This course is an introduction to the basic fundamentals needed to represent physical objects accurately using the graphic language. It will enable students to plan, sketch, and express themselves graphically. At the completion of this class, students will experience using 2D and 3D programs to complete the assignments. Students who are enrolled in skills and technical science classes, or the Linkages program, or plan to enter some area of the drafting profession, or seek

employment in any form of industry will benefit from this class. Computer-Aided Drafting-Solidworks I is part of the Linkages II certification.

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

[DC Option-CCC-DSGN 1430 (3 credits)] (year)

**Type:** Elective

**Prerequisite:** Completion of SolidWorks I

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Architectural Drafting and Design** (year)

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

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

# **Skilled & Technical Sciences**

## **Linkages** (semester)

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

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** \$10.00-\$20.00-includes machinist hammer and

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

### **Manufacturing Processes** (semester)

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

**Prerequisite:** Linkages

**Grades:** 10, 11, 12

**Credits:** 5

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

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

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

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

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

### **Advanced Manufacturing Design** (year)

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

**Type:** Elective

# **Skilled & Technical Sciences**

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

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

**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.**

**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 Science**

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

**Type:** Elective

**Prerequisite:** Completion of Robotics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Advanced concepts of mechanical systems, structures,

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

## **Computer Science 1**

**Type:** Elective

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

**Grades:** 10-12

**Credits:** 10

**Lab Fee:** None

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

## **Computer Science 2**

**Type:** Elective

**Prerequisite:** Computer Science 1

**Grades:** 11-12

**Credits:** 10

**Lab Fee:** None

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

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

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

**Type:** Elective

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

**Grades:** 11-12

**Lab Fee:** None

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

### **Purpose**

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

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

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

Mechatronics

Welding

### **CHS Course Prerequisites**

Mechatronics

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

Welding

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

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

**CHS Academic and Behavioral Prerequisites**

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

# Social Studies

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

## **Geography** (semester)

**Type:** Required

**Prerequisite:** None

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

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

## **World History** (year)

**Type:** Required

**Prerequisite:** None

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

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

## **American Government** (semester)

**Type:** Requirement

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **EL American Government** (semester)

**Type:** Required

**Prerequisite:** Teacher Recommendation/EL Student

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **US History** (year)

**Type:** Required

**Prerequisite:** None

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

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

# Social Studies

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

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

**Type:** Required

**Prerequisite:** CCC Tuition Payment

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

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

## **Economics** (semester)

**Type:** Required

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Fundamentals of Economics** (semester)

**Type:** Required

**Prerequisite:** Teacher Recommendation

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

## **Law Education** (semester)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

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

## **Sociology** (semester)

**Type:** Elective

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Sociology is a study of human behavior and is useful in helping students understand the complex world in which they live. The Sociology curriculum is designed to achieve the goals of the four sociological domains established by the American Sociological Association. The domains of study include the sociological perspective and methods of inquiry; social structure: culture, institutions, and society; social relationships: self, group, and socialization; stratification and inequality.

## **Psychology** (semester)

**Type:** Elective

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

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

# Wayne State College STEP Program Education Pathway

## Program Description

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

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

**Education** (semester)

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

**Type:** Elective

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Wayne State Tuition

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

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

**Cognition** (semester)

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

**Type:** Elective

**Prerequisites:** EDU 150

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Wayne State Tuition

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

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

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

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

**Type:** Elective

**Prerequisites:** EDU 150

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** Wayne State Tuition

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

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

# Work Based Learning Experiences

## **WPE (Work Place Experiences)** (semester)

**Type:** Elective

**Prerequisite:** Coordinator approval required.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

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

## **JAG (Jobs for America's Graduates)**

(semester)

**Type:** Elective

**Prerequisite:** Coordinator approval required.

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

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

## Career Certifications Available to CHS Students

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

# World Languages

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

## **Spanish I** (year)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

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

## **Spanish II** (year)

**Type:** Elective

**Prerequisite:** Spanish I

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

**Credits:** 10

**Lab Fee:** None

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

## **Spanish III** (year)

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

**Type:** Elective

**Prerequisite:** Spanish III

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Spanish IV** (year)

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

**Type:** Elective

**Prerequisite:** Spanish III

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **Spanish V** (year)

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

**Type:** Elective

**Prerequisite:** Spanish IV

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

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

# World Languages

## **German I** (year)

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

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

## **German II** (year)

**Type:** Elective

**Prerequisite:** German I

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

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

## **German III** (year)

**Type:** Elective

**Prerequisite:** German II

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

German III is a continuation of the second year German course. Students are expected to have retained what they learned in German II. Students will study grammar and vocabulary, and they will continue to develop proficiency in the four basic skills: listening, speaking, reading and writing. Students are expected to use German as much as possible. 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.

## TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM POLICY 2024-2025

### A. PURPOSE

The purpose of this Temporary Early Retirement Incentive Program (“TERIP”) is to encourage eligible certificated employees of Columbus Public Schools (“School District”) who are considering an early-leaving decision to accelerate their retirement plans effective at the end of the 2024-2025 school year. Objectives include, but are not limited to, the following:

1. To offer financial incentives that will assist long-term employees considering early retirement or early leaving decisions to complete such decisions.
2. To reduce costs to the School District by replacing employees with lesser salaried employees or by eliminating positions.
3. To buy-out the tenure rights (i.e., continuing contract rights) of certificated staff, and in effect, make payments to secure the release of unexpired contracts of employment in exchange for permanent certificated employees giving up their constitutional and contractual rights to tenure and relinquishing such tenure rights.

### B. QUALIFICATIONS

1. **Permanent Certificated Employee:** To be a participant a person must be employed by the School District, as of date of acceptance of the person’s application, in a position requiring that the employee have a certificate issued by the Nebraska Department of Education. By permanent, the definition would mean the employee is in year 4 or greater of service to Columbus Public Schools.
2. **Full-Time Equivalency:** A “certificated employee” is defined for purposes of this TERIP as a person employed at least one-half time or more. As such, employees who are employed on a less than .50 F.T.E. basis are not eligible.
3. **Rule of 85 Eligibility:** To be a participant a person must be eligible for retirement under the School Employees Retirement Act without reduction of benefits under such Act, on the basis of being at least fifty-five (55) years of age and the sum of the person’s attained age and creditable service under that Act totals eighty-five (85). Age and creditable service are to be determined as of September 1, 2025.

Creditable service with the School District shall mean employment with the School District as a certificated employee through the employee’s final year of service. Years of service need not be consecutive. Board approved military service, sabbatical and/or approved leave of absence, or other leave required to be granted according to law, shall be included as creditable years of service with the School District. In determining years of creditable service with the School District, part-time employment is counted at the

## TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM POLICY 2024-2025

full-time equivalency specified for each contract year.

**4. Prior Retirement:** To be a participant the person must not be currently receiving retirement benefits through NPERS. This should be the first bona-fide retirement.

**5. Terminated Employee's Ineligibility:** An employee who has received written notice of possible cancellation, termination or non-renewal for reasons other than reduction in force shall not be eligible and may not participate in this program, unless after a hearing before the Board of Education it is determined that the employee's contract should not be cancelled, non-renewed or terminated. An employee who has received written notice of possible termination for reason of a reduction in force shall be eligible and may participate in this program if, but only if, said employee expressly waives all rights to which he or she may be entitled under the reduction in force law including, without limitation, substantive and procedural rights, staff development assistance and retirement incentive plan benefits, and recall rights.

### C. ENROLLMENT REQUIREMENTS

**1. Resignation:** Participants in the program shall resign their employment with the School District effective at the end of the 2024-2025 school year.

**2. Application and Agreement:** Each eligible employee who wishes to participate in the TERIP must properly complete, execute, and submit an Application and Agreement form to the Superintendent on or before Friday, February 14, 2025. **FAILURE TO SUBMIT THE APPLICATION AND AGREEMENT WITHIN THE TIME FRAME SPECIFIED SHALL RESULT IN THE REJECTION OF SUCH APPLICATION OR AGREEMENT.**

The Superintendent shall review the employee's record to determine eligibility. If eligible, the Board of Education shall approve the Application and Agreement, except as may be otherwise provided herein, at such time as deemed appropriate.

**3. Acceptance or Rejection of Applications:** The Board of Education of the School District, in its sole and absolute discretion, reserves the right to accept or reject any or all applications based on financial exigencies, availability of funds, budget, expenses, revenue, and other school finance issues. The Board of Education may grant preferences if numerous applications are filed based on: (1) length of service with the School District, (2) programs to be offered, (3) areas of certification and endorsement, (4) state and federal regulations which may mandate certain employment practices, (5) special qualifications which may require specific training and/or experience, (6) contributions to activity programs, (7) qualifications based on past performance and competence as determined by the Principal and/or Superintendent through employee evaluation procedures and review of any prior disciplinary action of incidents, (8) the

## TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM POLICY 2024-2025

organizational and educational impact created by multiple part time certificated employees and (9) salary levels of the applicant.

### D. BENEFITS

**1. Early Retirement Benefit:** A qualified certificated employee who has requested and been accepted for participation in the TERIP shall receive an early retirement benefit administered by the School District's third-party administrator.

**2. Source of Funds:** The Certificated Employee shall be paid the sum of **\$38,524.41**, subject to adjustment to a greater amount pursuant to subparagraph (d) below. Such sum is based on the single health (retired, \$1,050 deductible, or as updated by EHA) and single dental premiums published by the Educators Health Alliance and in effect for the 2025-2026 school year and including a 7% increase each year for the 2026-27 and 2027-28 school years:

- i) 2025-26 = \$11,983.08 (\$966.81 monthly health premium plus \$31.78 monthly dental premium, multiplied by 12)
- ii) 2026-27 = \$12,821.90 (25-26 plus 7% increase)
- iii) 2027-28 = \$13,719.43 (26-27 plus 7% increase)
- iv) If EHA premiums increase more than 7% during either year two or three of this agreement, the School District will pay the actual calculated premium amounts.
- v) Payments shall be made on or about September 20th of each designated school year in section(s) i, ii, and iii as a nonelective contribution to the school district 403(b) plan, not directly to the retiree.

**3. Income Tax Consequences:** The payments are made as nonelective contributions to the School District's 403(b) Plan, and under Section 1.403(b)-4(d)(1) of the Treasury Regulations, the former employee is deemed to have includable compensation for the taxable year of the employee in which he or she ceases to be an employee and through the end of each of the next five (5) taxable years. The employer shall not make any withholding for income, FICA, or Social Security taxes from the employer nonelective contribution according to Code Section 403(b) and its accompanying Treasury Regulations. In the event the School District or a participant are called upon to pay the federal government or the State of Nebraska, or any other state or federal authority, sums or payments that were not but should have been withheld from or contributed in relation to the early retirement benefit, including retirement contributions, FICA, FUTA, or state or federal unemployment contributions, the participant shall indemnify and hold the School District harmless from any and all sums which it is called up onto pay, including the employee's and employer's share thereof and any and all penalties and interest arising from either the employee's share or employer's share thereof.

**TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM POLICY  
2024-2025**

**4. COBRA Rights:** Pursuant to COBRA, a participant will have the opportunity to continue participation in the School District's group health insurance plan for at least eighteen (18) months following resignation of employment upon payment by the employee of the monthly insurance premiums.

**E. WAIVER AND RELEASE OF CLAIMS**

Employees who participate in the TERIP shall be required to waive and release the School District from claims and rights as provided for in the Application and Agreement adopted as a part of this TERIP policy. The Superintendent shall give the requisite notices to eligible employees as required by law in order for the waiver and release to be fully enforceable.

The Superintendent shall deliver to all eligible certificated employees a copy of this TERIP Policy and a copy of the attendant Application and Agreement at least forty-five (45) days prior to the application deadline and provide eligible employees any additional information required by law.

A copy of the Application and Agreement shall also be made available at the Superintendent's office.

**F. TERM OF PROGRAM**

The TERIP program and policy, and all new benefits provided herein, have been repealed and shall expire and be of no force and effect as of September 1, 2025.

The school board must review and take action by January 31, 2025 to offer the TERIP program for the 2025-2026 school year.



COLUMBUS PUBLIC SCHOOLS  
COLUMBUS HIGH SCHOOL

**TO: Columbus Public Schools Board of Education**

**FROM: Dave Hiebner, Columbus High School Principal**

**RE: CHS/CCC/NDOL Apprenticeship Program**

Columbus High School is seeking approval to add an apprenticeship program through Central Community College and the Nebraska Department of Labor. This course would be an elective for students in the Mechatronics and Welding Pathway.

Below is the description of the course:

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

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

**Type:** Elective

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

**Grades:** 11-12

**Lab Fee:** None

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

***Purpose***

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

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

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

*Mechatronics*

*Welding*

#### ***CHS Course Prerequisites***

*Mechatronics*

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

*Welding*

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

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

#### ***CHS Academic and Behavioral Prerequisites***

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

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**COLUMBUS PUBLIC SCHOOLS**  
**COLUMBUS HIGH SCHOOL**

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**TO: Columbus Public Schools Board of Education**

**FROM: Dave Hiebner, Columbus High School Principal**

**RE: Computer Science 1 and 2**

Columbus High School is seeking approval to add two courses, Computer Science 1 and Computer Science 2 for the 2025-26 school year. These courses would be electives for students interested in the Computer Science Pathway.

Below are the descriptions of both courses:

### ***Computer Science 1***

**Type:** Elective

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

**Grades:** 10-12

**Credits:** 10

**Lab Fee:** None

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

### ***Computer Science 2***

**Type:** Elective

**Prerequisite:** Computer Science 1

**Grades:** 11-12

**Credits:** 10

**Lab Fee:** None

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

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