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SUPERINTENDENT NOTES by Jack D. Moles



As we approach the spring, I would like to take this opportunity to re-express my feelings on some points of emphasis for our students in grades 8-11 and their parents. I specifically want to combine three ideas into one common thought: class selections, the choice to stay with music, and participation in track and weight training. The common thought I want to express here is that I have a desire see students challenge themselves more. In each of these areas I am sensing that some students may not want to challenge themselves on a higher level. By not facing these challenges, I believe students lower their chances to experience their utmost success.

I have often stressed that students who score high on the ACT are the students who are seeing larger scholarships at graduation time. Last year, for example, Johnson County Central had two graduating seniors who received full-ride (full tuition and room and board) scholarships. A very large part of the reason for these two students receiving such scholarships was high ACT scores.

This year the juniors will all take the ACT as part of the state assessment program. This is the first year of this requirement. Thus, almost every junior will receive an ACT score. Our plans are to provide the ACT for our sophomores as well so they can get experience in the ACT before taking the assessment as a junior.

We see such an importance in raising ACT scores that we make it a priority to offer the Baylor Test Prep class for our students. The Baylor course has been successful in helping students raise their ACT scores. However, this course only succeeds at the highest level when students have challenged themselves with a strenuous course load. All ACT research indicates that the surest way for a student to attain a high ACT score is to take a demanding class load. Why is a high ACT score important? The higher a student scores on the ACT, the more scholarship money he/she is likely to receive. One point on the ACT can mean thousands of dollars more in scholarships.

A high grade point average is wonderful to have and does contribute to larger scholarships, but the key really is a higher ACT score. Our own data, provided by ACT, reveals the following:

1. JCC students who take full advantage of higher level math classes all the way through their senior year have an average on 22.8 on the math portion of the ACT, while those who take three lesser years of math have an average of 13.0.
2. JCC students who take full advantage of higher level science courses all the way through their senior year have an average of 23.4 on the science portion, while those who take three lesser years of science have an average of 20.6.
3. JCC students who challenged themselves more had an average in math and science of 23.1, while those who did not challenge themselves as much had an average of 16.8. If we make a very simplistic and unscientific assumption that every student scored the same on the Reading and English portions of the ACT, then students who challenged themselves in science and math would score almost six points higher on the ACT. That equates to over \$5,000 more in scholarship money **ANNUALLY** to some schools. Is it worth it?

A few years ago I was approached by a parent about a student who had been notified of receiving a fairly large scholarship that would basically pay the student's tuition costs over the next four years. I knew the student had reached a certain level on the ACT, which then qualified the student for this scholarship. When I said that the ACT score was likely what pushed the student "over the top" I was told that I should make sure all parents know this. I replied that I had been pushing this every year and will continue to push it.

I know some students like to take a less demanding course of study in order to protect their grade point averages and class ranks. A survey of over 1,900 colleges and universities asked for the admissions officers to reveal what the most important factors they look for in determining whether to accept high school applicants. Among the most important factors they cited as having "considerable importance" in admission decisions were:

- | | |
|-------------------------------------|-------|
| 1. Grades in College Prep Classes | 74.9% |
| 2. Admission Test Scores (ACT, SAT) | 54.3 |
| 3. Class Rank | 19.2% |

Notice class rank was only 9th on this list, behind such things as a counselor recommendation or the student's demonstrated interests.

So, my challenge to our students in grades 8-11, and their parents, is to challenge themselves with a more difficult course load. This choice cannot be made in the senior year. It must be a point of emphasis upon entry into high school, but it also must be maintained throughout high school. The benefits from this choice are well documented. If classes are avoided to maintain a high GPA or class rank, then it will possibly cost the family thousands of dollars in scholarship money. Of course, we believe the changes we made recently to require high school students to take four years of both math and science will likely help move us in this direction.

The next topic I would again like to address is the choice of whether to remain in music, especially in band. First of all, the arts are a vital part of the educational experience. The arts help to define us as human beings. We find it so important that we have an arts requirement for graduation. Music, especially instrumental music, has been proven to have a direct effect on academic success, especially in math. Research shows that students who are involved in instrumental music perform better in math.

I have a concern when I hear a student may be considering dropping music, especially band, from his/her course of study. I have a belief that the main reason for this is that these students may not want to put in the work that is entailed in participation. When that is the main reason for dropping something, what kind of lesson is being learned or reinforced? One of my continuing points of emphasis has been to challenge our students and move them beyond where they think they can go.

One of my goals is to grow our student participation in the arts, especially in growing participation in the band. A school with a growing band program is most often a school that is improving itself academically. The two definitely go hand-in-hand, thus my emphasis here.

The third topic I would like to address is participation in track and the weight room. First of all, if a student decides to golf I am in total support of that choice. Golf is a great lifetime activity. However, if one of our students plans on playing other sports and is not going out for golf, then he/she should be considering track. Of course, track is good for conditioning, but my belief in the benefits of track goes much deeper than that. Track would help our athletes get on an even playing field with athletes in other schools. I can usually tell which athletes from other schools were likely out for track the previous year and hit the weight room during the summer. Track also helps to build some of the mental and physical "toughness" needed to compete on a high level. Athletes who challenge themselves in track are setting themselves up to have a better chance at experiencing success in other areas.

Hitting the weight room is equally important. We have experienced different levels of struggles in each of our sports this year. Do we have inferior athletes? I do not believe that. We have several athletes with a great deal of potential. However, when an athlete knows that his/her opponent has done more to prepare, then the athlete does not have a high enough level of confidence in his/her own abilities. I can guarantee that our athletes who are involved in track and faithfully hit the weight room this summer will be much more confident next year.

I am often presented with reasons for when our teams are not successful. Many times the rationale I hear involves coaching or some athletes not going out. I believe all that our kids who do go out can do is control their own efforts. Thus, if they do not choose to make the efforts during track season and the summer, then they controlled that decision and are not giving themselves the best opportunity to compete at their highest level.

All three of these items, while seemingly independent of each other, fit together. All involve our students, and their parents, in challenging themselves even more. For them to experience success on an individual basis, and for our school to thus experience success, we need all of our students to follow this idea of accepting the challenges.



NEWS FROM PRINCIPAL RICK LESTER

Spring has sprung! We've had a few really nice days and I'm sure the students are looking forward to spring activities. At JCC, prom is just around the corner – prom is scheduled for Saturday, April 1, 2017. Doors will open at 8:00 p.m. parents will be allowed to enter the building for viewing and photos from 8:00 p.m. to 8:45 p.m. The dance will be held from 8:45 p.m. to 11:30 p.m. Hors d' oeuvres will be served.

Prom participants who will be attending Post-Prom activities will be allowed to change into other clothing at the school. They will need to bring this change of clothes to the school with them when they come to Prom. The Post-Prom participants will be transported via busses, provided by JCC. The busses will depart at approximately 12:00 a.m. and the students will return to JCC at approximately 6:00 a.m.

To help insure that we have a safe and drug and alcohol free Prom and Post-Prom, the Johnson County Sheriff's department will be administering breathalyzer test before Prom and before the students enter the buses for Post-Prom activities.

I would also like to remind parents that we have tutoring for students that are in ZAP or students that just want assistance on some school work and need some tutoring – Mrs. Roesener runs this program in the library at 3:45 p.m. to 4:45 p.m. encourage your students to take advantage of this opportunity.

Rich Bacon, Middle School Principal & Athletic Director

The 3rd quarter of school ends on Thursday, March 9. Parent-Teacher Conferences will take place on Thursday, March 16th from 4:00-8:00 p.m. and Friday, March 17th from 8:00 a.m. – 12:00 p.m. Middle school conferences will be held in the old gym at the middle school on a first come first serve basis. With the busy schedule and commitments that parents have, being able to access grades on Power School and easy access to teachers through email, have all contributed to a decline in attendance at Parent-Teacher Conferences. While Power School and email are useful and convenient methods of keeping track of your child's academic progress, they should not replace the opportunity to sit down and talk with your child's teachers. Any time a parent can talk one on one with their child's teachers is time well spent. This is an ideal time for parents and teachers to have a candid conversation about their child's effort, classroom behavior, social development and other issues that are relevant to student learning and development. The dialogue generated at Parent-Teacher Conferences is an important element in a student's learning process that is beneficial to all and I hope all parents will take advantage of this opportunity. We hope to see you on March 16th & 17th.

Students will be taking a number of Nebraska State Accountability (NeSA) assessments starting in late March through the last week of April. Seventh and Eighth grade students will be taking the NeSA-Math Assessment on March 28 and 29, the NeSA-Math Assessment on April 11 and 12 and Eighth graders will take the NeSA-Science Assessment on April 25 and 26. Sixth Grade students will take the NeSA-Reading Assessment on April 11 & 12, and the NeSA-Math Assessment on April 25 & 26. These assessments are very important for our students and the district. Results from these assessments provide data which help guide curriculum decisions for our district. As the testing dates approach there are some things parents can do to help their children be successful on these assessments:

- Make sure your child gets a good night's sleep and eats a good breakfast the morning of the tests.
- Have your child dress in layers – studies show children do better on assessments if they don't have to think about how hot or cold they are.
- Encourage your child to practice the following test-taking strategies: Skip a question and move on if you don't know the answer - you can always come back to that question later; Check your answers carefully; Encourage your child to read on the days leading up to the test. The easiest and best way to prepare your child to do well on tests is to have them read often.
- Encourage your child to take the tests seriously. A lot of important decisions regarding your children are made based on data we receive from these tests. If students don't give their best effort on the standardized tests much our data will be invalid, making it difficult to make decisions that will be in the best interests of our students.

The Johnson County Spelling Contest was held on Saturday, February 4. Earning the right to represent JCC at the county spelling bee were 8th graders Saylor Rother, Jason Kettelhake, Cheshire Burger, Calvin Antholz, & alternates Ruby Valles & Chloe Curry. 7th grade representatives were Kaita Baird, Logan Barras, Vanessa Jimenez, Bella Wolter, & alternates Madison Pingel & Francisco Xayaphonesongkham. Sixth grade representatives of JCC were Dani Anderson, Erika Cabrales, Chayce Oenbring, Rita Ceballos and alternates Mazzie Benedict & Hayden Huskey Congratulations to Cheshire Burger for placing first overall and to all JCC medalists and participants!

We had several Middle School students that auditioned for the Meridian Honor Choir and Honor Band. Students selected to perform in the Meridian Honor Choir on April 7 are: Haylee Neemann, Kylie Kleespies, Morgan Moran, Chloe Curry, Logan Barras, Emma Walters, Isabella Wolter, & Jonathan Duncan. Saylor Rother & Vanessa Jimenez were selected for the Honor Band. The public can see these students, along with the entire 7th & 8th grade and 6th grade choirs and bands perform in late March. On Thursday, March 23rd there will be a middle school music concert in the main gym. On Friday, March 24th, the 7th & 8th grade band and choir will be participating in the HTRS Middle School Music Contest. We hope to see you at one of these performances.

Eighth grade students attended the Doane Science Fair on February 16. Students took a science project that was completed in class and presented their project in front of judges. Students also were given demonstrations and presentations on various science and health related topics and received a tour of the Doane campus. Winners of the Science Fair will be invited to the state science day.

Elementary News

J O N R O T H E R
 E M A I L : J O N . R O T H E R @ J C C E N T R A L . O R G
 T W I T T E R : @ J O N R O T H E R



SPECIAL POINTS OF INTEREST:

- Fri. March 3—K-3 Students attending the Peru State College Dr. Seuss Birthday Celebration @ 1:00 p.m.
- Wed. March 8—JCC School Board Mtg., 7:30 p.m. in Cook.
- Thurs. March 9—End of 3rd Quarter.
- Fri. March 10—NO SCHOOL!
- Mon. March 13—NO SCHOOL!
- Thurs. March 16—Parent-Teacher Conferences, 4-8 PM.
- Fri. March 17—NO SCHOOL! Parent-Teacher Conferences, 8 AM-12 PM.

Digital Diligence

When it comes to the digital world, the real in which we live is expansive and constantly changing. When I think of it, a black hole comes to mind: huge, swirling and potentially dangerous. As parents and caregivers, it is our duty to stay technologically literate. What I mean, is to know what is going on, what's out there and what could be a potential hazard.

As a parent, we have to make some tough decisions and choices to make for our children.

- Do we police our children's social media and digital footprint? If so, until what age?
- Even though the game or social media app is rated for older children, do we go ahead and let them have it because "everybody has it"?
- Do we allow them to lie about their age to get an app? What repercussions could this cause in the future?
- How "diligent" do we really need to be?

Well, I can tell you that, up front, it seems easier to just give in, give the kids what they want and leave them alone. *It seems.* But at what cost to you and your child? Your integrity? Their respect for your authority? Their innocence? And once integrity, respect and innocence are gone, they are all very tough to get back. If at all. Look to the future. If we have a hard time (or can't) tell an eight-year-old "no", will we be able to tell a seventeen-year-old "no"? It will get tougher as they get older if respect and authority have not be established.

Anyway, back to technology, apps and devices. Outwork your child. Research the apps, games, programs, shows and music that are out there. Google what they're listening to, watching, playing and wanting. Every day, more and more apps are being developed and released. There are apps to hide and protect other apps. There are apps created to conceal and/or make conversations or pictures anonymous. This can all get pretty sketchy when our children are conversing and sharing information with total strangers, or with people that they *think* are their own age.

"Success comes from knowing that you did your best to become the best that you are capable of becoming."

John Wooden

Be diligent. How hard are you willing to work, and are you able to tell your child "no"?

SUCCESS

Do you want to win or be a winner? Can both exist simultaneously? Can you have one without the other?

Would you rather win or be successful?

Does outscoring the opponent by the time the clock runs out mean you've "won"?

Does success today assure success tomorrow, or in 20 years?

Congratulations to our January 2017 Thunderbirds of the Month!



3rd Grade: Cameron Werner, Isaac Beethe, Charlyn Bobadilla, Danny Kongmanyvong, Ashley Beethe, Eli Buggi



2nd Grade: Trever Bohling, Max Goracke, Molly Weber, Preston Thomas, Regan Campbell-Thies, Amelia Britt, Trinity Williams, Edgar Duarte, Harlee Hardesty



1st Grade: Tegan Topp, Adree Case, Trace Houseman, Aiden Bates, Sylus Desmond, Angelica Daniels



Kindergarten: Janel Leyva, Heidi Reyes, Henry Lueders, Bailee Tell, Wyatt Lueders, Elliott Werner



4th & 5th Grades: Kyle Bartels, Cameron Daniels, Daisy Gardner, Mia Castor, Salena Conley, Madison Jansen, Juanita Grobler, Jovany Cabrales, Alex Cruz, Keegan Jones, Gabe Burki

NOTES FROM THE HIGH SCHOOL COUNSELOR

Mrs. Olivia Reuter

The ACT Becomes the State Assessment for All Juniors

The Nebraska Department of Education has chosen the ACT to replace the NeSA (Nebraska State Accountability Assessment) for all Juniors beginning this current school year. Each junior in the state will be taking the ACT test on Wednesday, April 19th. It is very important that all juniors are in school this day as this test is required.

The state of Nebraska hopes that having all Juniors take the ACT will promote a college going culture and perhaps open opportunities for our students that had previously not considered college as a post-high school option.

Here are some common questions that have been asked by both parents and students across the state of Nebraska regarding this change in assessment for juniors. I have provided the answers to these questions to help you better understand the process.

Q: Will the students have to pay for the test?

A: No, this test will be provided free of charge.

Q: Will this score be a valid score to send to colleges?

A: Yes, the scores will be treated the same as any other National test date. Students will be able to select up to four colleges to send their scores to.

Q: Does my student need to register online?

A: No, the State plans to upload the student information to ACT based on the information the schools already provide them. Students will then have the opportunity to choose colleges where they want the scores reported.

Q: When and where will the students test?

A: All juniors will test here at school on Wednesday, April 19th from 8:15 AM until approximately 12:15 PM. Breakfast will be served to all juniors beginning at 7:45 AM. Students must be on time that day. We must start testing on time. ACT will not allow a student to enter a testing room late. Juniors will be dismissed after testing. There will be no school for freshmen, sophomores, and seniors on test day.

Q: What is different about the ACT than the NeSA?

A: This is a different test in many ways. The NeSA was an untimed, criterion referenced test where the ACT is a strictly timed, normed reference test. The NeSA was taken in segments over the course of several days and the ACT will be given in one sitting on April 19th. The subject areas are similar, students will take Reading, Math, English, Science Reasoning and Writing.

Q: How can my child prepare for the ACT?

A: There are multiple ways your child can prepare for the ACT. Here are several recommendations.

- Register and take the ACT on a national test day. There is a test on April 8th that has a registration deadline of March 3rd. Taking the actual test multiple times is recommended for all students as the familiarity with the questions and format helps most students with each testing opportunity. Registration for the National ACT is found at actstudent.org.

- The school has access to John Baylor Test Prep which students are encouraged to utilize. They can talk to Mr. Lester about getting materials and an account login to use these videos and practice activities to prepare.

- All juniors were all given login information to a free online ACT prep account through their student email. Students are encouraged to use this account as it includes many activities including practice tests to help them prepare to take the ACT.

Q: What happens if my child cannot take the ACT on April 19th for an unavoidable reason?

A: Makeup testing will be available on one day only, May 3rd. However, it is discouraged that schools use the make-up day unless absolutely necessary due to the restrictions we are given by the ACT. ALL Juniors will be required to test, so if there is an unavoidable reason that they cannot test on April 19th, they must be here at school on May 3rd to test.

Q: My child has an IEP will they be able to get accommodations on the test?

A: Yes, if accommodations are allowed in the student's IEP, those requests can be submitted for ACT for approval on the test. If approved by ACT as an allowable accommodation, such as extended time, the student will be tested separately from the group and given the appropriate accommodations. However, all accommodations must be approved by ACT.

Q: How long is each test? Will students be given breaks during testing?

A: Students will take the 45-minute English test and the 60-minute Math test. They will then have a 10-minute break after these tests. After their break, they will then take the 35-minute reading test and the 35-minute science test. After these tests, students will have a second 10-minute break before finishing their testing by taking the 40-minute writing test.

College of Saint Mary Latina Summer Academy

The College of Saint Mary in Omaha is offering a Latina Summer Academy from Sunday, June 11th to Friday, June 16th, 2017 for Latina girls. The best thing is that it only costs \$25 for a full week.

This is an EXCELLENT opportunity for Latina girls who will be sophomores or juniors next school year in 2017-2018. This would look great on a resume, college applications, and future scholarship applications!

As a part of this academy, girls will...

- Stay in a college residence hall for one week
- Explore the origin of food and the impact of nutrition in today's society
- Go on field trips, make new friends, and enjoy great food
- Express yourself through dancing, writing, and community service.
- Dive into some of today's top career fields
- Share a meal and chat with professional women
- Discover the power of self-defense
- End the week with a graduation and a family picnic

Students will be supervised by a highly-qualified faculty and bilingual staff. All girls who are interested in applying should talk to Mrs. Reuter by March 15th.

Seniors: Stay on Track for College by Completing These 2nd-Semester Tasks

Watch your grades. If you slack off and get poor grades, your college admission could be revoked.

Complete the financial aid process. By now, you should have filed your FAFSA (Free Application for Federal Student Aid). If you haven't, apply at fafsa.gov.

Compare financial aid award notifications. The colleges you listed on your FAFSA will send you notifications detailing the financial aid they're offering. Compare the notifications to determine which school provides the best package.

Apply for scholarships. Apply for all of the scholarships you can that Mrs. Reuter has given you. Also, look at scholarship quest at EducationQuest.org to find Nebraska-based scholarships and a list of national scholarship sites.

Make your final college selection. Notify the colleges that you have been accepted to, but are not attending, so they can take you off their mailing list.

Pay attention to deadlines. Be aware of deadlines to accept financial aid and college admission offers, housing deposit, and new-student orientation.

Spring College Fairs

EducationQuest is sponsoring five college fairs this spring. These free events provide an opportunity for juniors to narrow their college choices, and for seniors to make their final college decision.

[Lincoln Area College Fair](#) - Sunday, March 19, 1-3 p.m., Southeast Community College

[Grand Island Area College Fair](#) – Sunday, March 26, 1-3 p.m., Pinnacle Bank Expo Center

[Scottsbluff Area College Fair](#) – Sunday, April 2, 1-3 p.m., Western Nebraska Community College

[Omaha Area College Fair](#) – Sunday, April 9, 1-3 p.m., University of Nebraska Omaha Sapp Fieldhouse

[Tri-State Area College Fair](#) (South Sioux City) – Sunday, April 23, 1-3 p.m., Marina Center

Before you attend, register for a barcode at NebraskaCollegeFairs.org. Print the barcode (or download it to your smartphone) and take it to the fair. College reps will scan it to retrieve your demographic information – and you won't have to complete their information cards.

Johnson County Central Fundraiser for the Tecumseh Aquatic Association made a big Splash!

Johnson County Central students eagerly supported a local fundraiser this school year to help the community food banks and the Tecumseh Aquatic Association. Students teamed up with local banks; Farmers Bank of Cook, Tecumseh Federal Bank, and American National Bank of Tecumseh to raise money for the Association.



Members of the Tecumseh Federal Bank, American National Bank, the Tecumseh Aquatic Association and high school faculty at Johnson County Central Schools are from left to right: Steve Darling of the Tecumseh Federal Bank; Patti Holthus of the Tecumseh Aquatic Association Diane Newman of the Tecumseh Aquatic Association; JCC High School Principal Rick Lester, JCC Middle School Guidance Counselor Marsha Bacon, JCC High School Guidance Counselor Olivia Reuter, Karen Lempka of the American National Bank and Elementary Principal Jon Rother.

Students in grades PK-12 were able to donate money in their classrooms to help raise funds for a new swimming pool in Tecumseh. Students in grades PK-3 in Tecumseh and grades 4-8 in Cook participated in a donation competition. The grade level that raised the most money earned an extra recess period the following week. In addition on Friday, February 3 students were able to pay \$1.00 to wear a hat in school. School staff supported the cause as well with their \$5.00 donations to wear jeans during the school day.

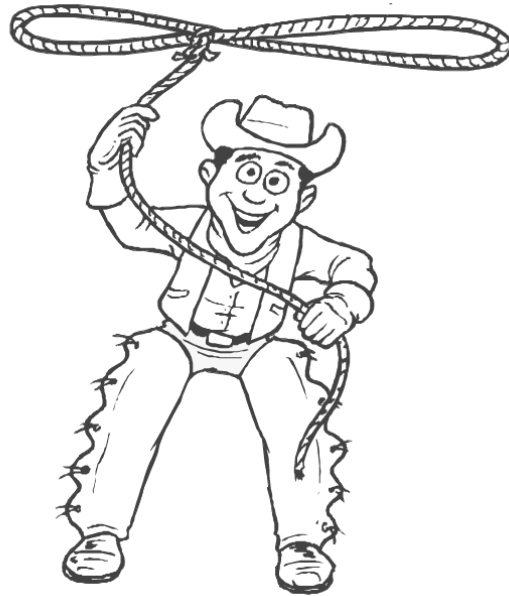
In an effort to support our local community resources and to “fill our pool” students were able to donate food that will be distributed to local food pantries. SENCA of Tecumseh and the Osage Food Bank will both received food donations from students. The local bank participants provided funds for the donated food items towards the school fundraiser. Assisting the school with the fundraiser efforts was Kerner True Value who provided swimming pools for each site. Students placed their donated items in the swimming pools.

All JCC students were involved in the success of the fundraiser. To help inform students and families about fundraising campaign, the JCC Middle School Student Council helped organize posters and collect money in Cook and throughout the school. Two JCC students; Saylor Rother and Vanessa Jimenez created designs for the student weekly bulletins encouraging students to donate food and money for the fundraiser.



Representatives from the Farmers Bank of Cook join JCC’s Middle School students who collected this small pool of food as a fundraiser for Tecumseh Aquatic Association for the construction of a new swimming pool in Tecumseh. In the back row left to right are: Madelyn Harrifeld, Freddie Gonzalez, Middle School Principal Rich Bacon, Farmers Bank of Cook Representative Scott Hestermann, Farmers Bank of Cook Representative Lori Panko, Ava Berkebile, Kimberly Orozco; Front row left to right: Aiden Weber, Calvin Antholz, Saylor Rother, Hayley Neemann. Not pictured, Shayla Thompson and Student Council Sponsor Dean Wellensiek.

Kindergarten Round-Up



WHEN: Thursday, May 4, 2017
9:00-11:30 a.m.

WHERE: Johnson County Central Elementary Building in Tecumseh.

WHO: Children residing in the Johnson County Central school district who are, or will be, age 5 on or before July 31, 2017.

Individual letters will be sent in April to the parents of all Kindergarten ready students residing in Johnson County Central's school district. If you do not receive a letter, please call the school and let us know that you will be attending the 2017 Kindergarten Round-Up.

If applying for early registration (child will be 5 years old on or after August 1 and on or before October 15), JCC must have received your written request by March 24, 2017.

Middle School Reading Mrs. Meints

The second semester has been off to a great start and the third quarter has flown by. The 7th graders have been reading stories for a unit about themes in oral tradition. Their next unit will be over types of nonfiction, and we will learn about different types of writing, as well as the text structure.

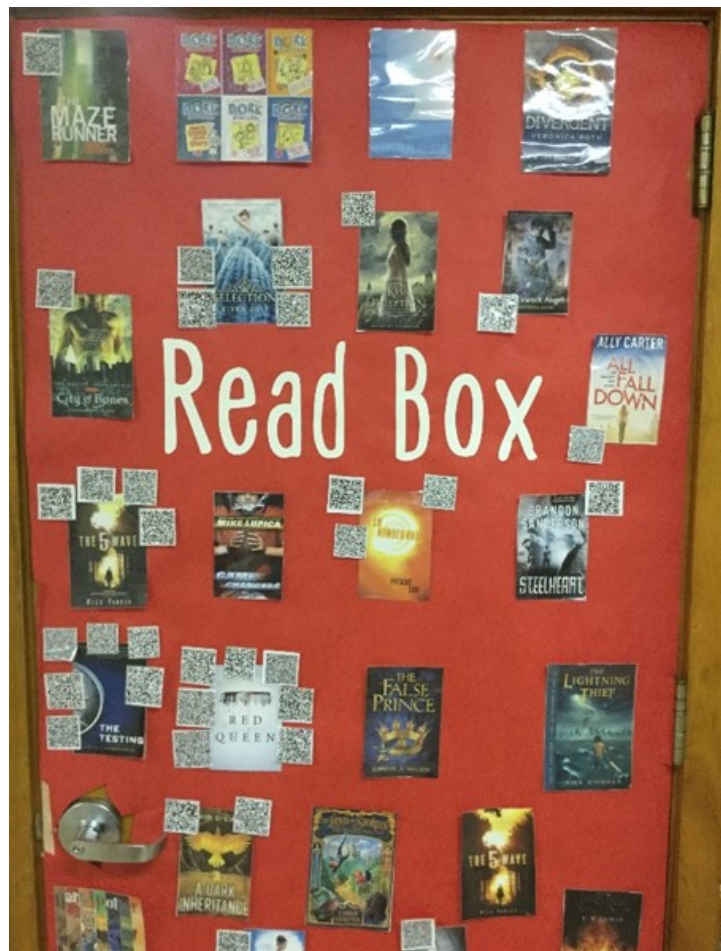
The 8th grade students have been learning about themes in American stories. The next unit they will be doing will be types of nonfiction. Earlier this year the 8th grade students created book trailers using the iMovie app on their iPads. They worked with a partner and selected a book that they had read and created a trailer to share with the rest of their class. They did an amazing job on these.

In February, the 7th and 8th grade students used a QR code app to create book reviews for books that they enjoyed. We took these codes and created a display using their book reviews. We were able to incorporate the book trailers by inserting them into the QR codes so that all students and staff can view them.

Book Trailer



Student book reviews



High School Mathematics

Ben Swanson

I thought I would reintroduce myself to those who may not have had a student in high school yet at JCC. I have taught High School/Junior High mathematics at Tecumseh Public Schools/Johnson County Central Public Schools for 16 years now. I am a graduate of the University of Nebraska-Lincoln in 1999 with a B.S. in Mathematics. In the past I have also coached many sports here which include: junior high boys/girls basketball, junior high track and field, and high school volleyball. Currently I am the Head Coach for boys and girls golf, and an assistant coach for boys basketball. This school year, I see approximately 80 students per day in Applied Math 1 and 2, and Beginning and Advanced Algebra. Here is what we have been up to in these classes this Spring Semester.

In Applied Math 1, students have been studying a wide variety of topics so far this spring semester. Since returning from the holiday break, students in this class have learned about methods of gathering data and the many types of graphs used to display this data. Currently, we have been studying percent. Students have worked percent problems ranging from sales tax and discounts, property and income tax, to sales commission and calculating percent of change. Up next, they will begin working on topics in algebra such as graphs of functions and linear equations.

In Applied Math 2, the semester started with learning about rate of change and the slope of a line. This led to graphing linear equations and inequalities, and then an introduction to the graphs of parabolas. We have since switched over to geometry topics and have been graphing transformations of geometric figures such as translations, reflections, and rotations. Soon we will return to topics in algebra as we learn how to solve problems involving systems of equations.

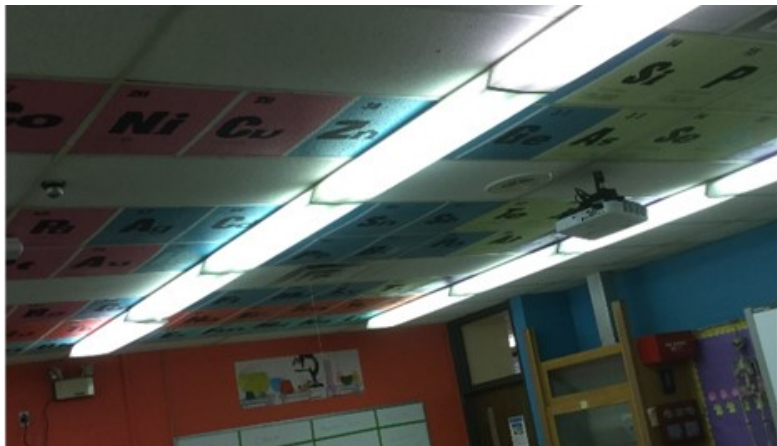
In Beginning Algebra, January began with solving inequality statements. This included inequalities involving compound statements and absolute value. Next was learning how to solve problems involving two unknowns using a system of equations and inequalities. To solve these systems, students have used graphing, substitution, and elimination methods. This has allowed for a great opportunity for technology use in the classroom as there are several great graphing calculator apps available on the students' iPads.

Finally, in Advanced Algebra, we resumed our coverage of quadratic equations. Students learned how to solve these 2nd degree functions using graphing, factoring, completing the square, and the quadratic formula. We then took an in-depth look at the equations and graphs of parabolas and circles. Most recently we have been examining polynomial functions.

Juniors in the State of Nebraska will no longer be taking the Nebraska State Assessment exams (NeSA), but rather will be taking the ACT test on April 19th. Many of the students in Advanced Algebra are juniors, so we will be spending some time in early April reviewing topics for the math portion of the ACT.

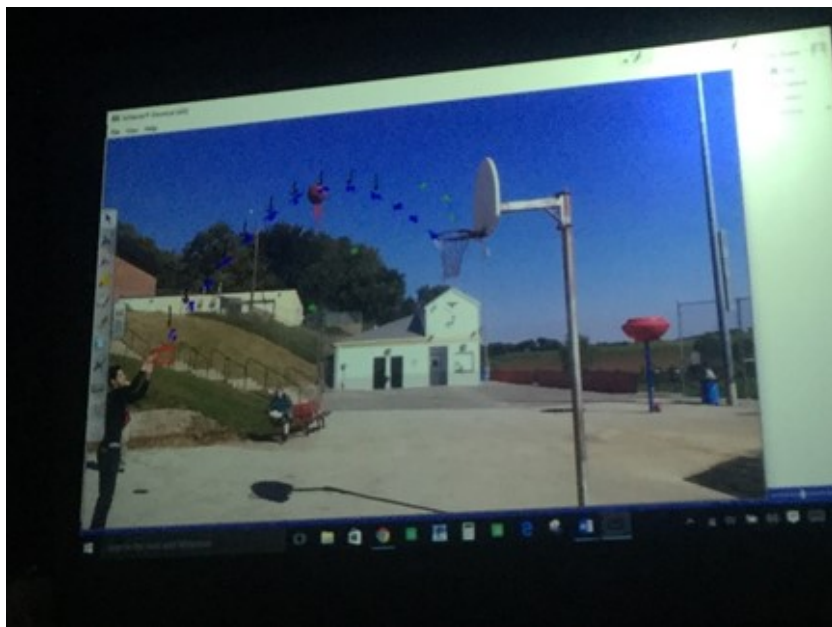
High School Science by Dr. Boone

The year is going by fast. It is almost the end of the 3rd quarter and it will soon be time for prom and graduation. We had two teams attend the Science Bowl at Wayne State in February but due to illness we ended up combining the two teams and competing as only one team.



The chemistry classes started the year by creating the periodic table on the ceiling. Each student was responsible for researching the 3 elements on their tile and reporting to class. The resulting ceiling is both colorful and functional as it is easy to “look up” the information such as atomic number and mass. Currently the class has been integrating math and science as they balance equations and do stoichiometry (for those of you who are my age, that is the term they now use for figuring how much of each compound is used or created in a chemical equation – I tell the kids they just changed to bigger words so they sound smarter than we were at their age). I think their favorite lab this semester was the pancake lab where we calculated the “moles” of ingredients needed to make pancakes and calculated theoretical and actual % yield. They now understand that if they can follow a recipe and figure out how to make a “double batch” of chocolate chip cookies they can figure out a chemical equation. They are now finishing up acid/base reactions, including a titration lab and calculation of pH. We will start learning about gas properties this coming week with more math as we discuss the effects of volume, pressure and temperature.

Physics class has just finished studying conservation laws of momentum and energy. Topics covered this quarter, included momentum, work, kinetic & potential energy and power. The physics class has designed their own “rockets” to test the theories on conservation of momentum and energy that we will attempt to launch sometime next week, weather permitting. Our last test was an “epic fail” as we (mostly me) ended up with the baking soda/vinegar “fuel” spraying out on us rather than powering our rocket. We will be studying waves next and will tackle electrical and magnetic fields and circuits next quarter.



Picture is from first semester evaluating the laws of motion as one student shoots a basketball while another student videos, then the arc is evaluated by the class on the smartboard.



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Anatomy & physiology finished up the brain, peripheral nervous system, heart and lung this quarter. We will do blood before moving on to endocrine, reproductive and renal next quarter. Students are currently working on researching and reporting to the class on a cardiovascular or pulmonary disease.

We also are working to get CPR instruction for the class before the end of the year. *Pictures: Some of the students in 2nd period anatomy are pictured with their muscle projects from last semester. Students from 8th period are seen doing a pig dissection.*



Junior High Girls Basketball

Julie Beach

“Day by Day” was our team motto for this 2017 Junior High Girls Basketball season. Everyday we worked hard to be better than we were the day before. By doing so, we were playing our very best at the end of our very short, 2 month season. Everyday at practice, and during games, we looked for ways to improve. With a lot of focus on the basics and fundamentals of the game, we became a more aggressive and competitive team.

With 18 girls (eight 8th graders, and ten 7th graders) out for Junior High Basketball, we had an ‘A-Team’ and a ‘B-Team’. Throughout the season we really focused on, and learned how to be a TEAM, and discovered how important it is to work together.

The team played in two tournaments this year, one at home, and another in Palmyra. The A-team finished in 2nd place at the JCC Tourney, beating Conestoga in overtime, and then losing a tough fought battle against Weeping Water. The B-Team also participated in the JCC Tournament, and they won both of their games, winning 1st Place. The A-Team later competed in the Palmyra Fun Day Tournament, and won 2nd Place. Some individuals participated in some fun competitions at the tournament. Participants were Dakotah Luddemann & Shayla Thompson in the Dribbling Obstacle Course; Zadio Plager & Saylor Rother in the Free Throw Shooting Contest, and Hayley Neemann & Morgan Moran participated in the 3-point Shooting Contest.

Overall, the girls had a great, fun, and improving season. With summer quickly approaching, it is our hope that the girls will use the offseason to become stronger, quicker, and to become better shooters and defenders, and overall better athletes!

This year is flying by and we are working hard and learning many new things in second grade.

To celebrate the 100th day of school, we read several different poetry selections, did some counting activities to 100, and did some creative writing about the number 100. Second graders decided 100 was a pretty big number, especially if they could live to be 100!

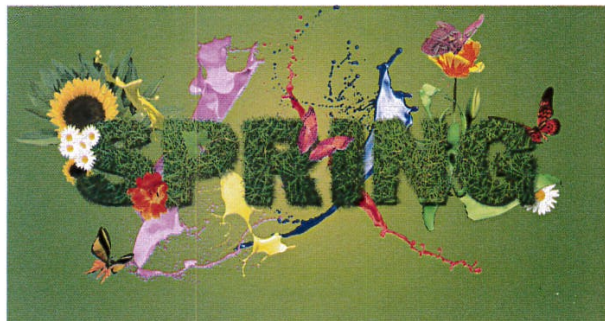
In social science we read the story, “Martin Luther King Day”. It is a biography about Martin Luther King Jr. We learned many things about the civil rights movement. Currently we are studying two of the most famous presidents, George Washington and Abraham Lincoln. We are going to finish our study of presidents by each reporting on another president and sharing facts about him. We will also write letter to President Trump in honor of Presidents’ Day.

“Love is...” Was the topic for a writing activity this month. To a second grader love could mean many things including: help with homework, getting kissed good-bye, getting to stay up late, or taking out the trash, just to name a few. It was interesting to see what great ideas they came up with.

In Math we are constantly working on memorizing our addition and subtraction facts. In addition to learning our facts we are daily reviewing counting money, looking for number patterns, and reading thermometers. Saxon math keeps us excited about learning math with lots of hand-on activities.

We continue to read for the Accelerated Reading Program. We have earned several rewards because we are reading, reading, reading! Reading has been so contagious this year in second grade. Keep reading Second Graders!

Think Spring from the Second Grade and Mrs. Hemmingsen.



March 2017

Sun

Mon

Tue

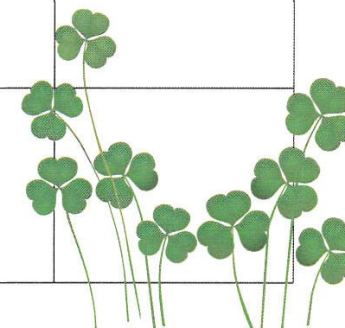
Wed

Thu

Fri

Sat

			1 ECNC HS Art Show @ Wells Fargo Bank in Lincoln through 3/21	2 JH Wrestling @ Auburn HS 4:30 pm	3 Dr. Seuss Birthday Celebration @ Peru State College 1:00 pm	4 JH Wrestling @ Norris HS 9:30 am
5	6 JH & HS ECNC Quiz Bowl @ Conestoga HS 8:00 am	7 District Career Dev. Events @ Beatrice 5th Grade Water Celebration @ Peru State College 9:00 am HS Top Ten Banquet @ HS Gym 6:30 pm	8 Info. Meeting for Cheer Parents @ HS Cafeteria 6:30 pm Board of Education Meeting 7:30 pm	9 END OF 3RD QUARTER Motivational Speaker 8-12 Grade @ HS Gym 10:00 am	10 NO SCHOOL SPRING BREAK	11 JH Wrestling @ Nebraska City HS 9:00 am
12	13 NO SCHOOL SPRING BREAK	14 HS Cheerleading Tryouts @ HS Gym 6:45 am District Speech @ Lincoln Southwest HS 8:00 am HS Vocal Music @ Beatrice 1:30 pm JH Wrestling @ Freeman HS 4:30 pm	15 HS Cheerleading Tryouts @ HS Gym 6:45 am	16 HS Cheerleading Tryouts @ HS Gym 6:45 am Parent/Teacher Conferences 4-8 pm @ Both Sites	17 NO SCHOOL Parent/Teacher Conferences 8:00am- 12:00 pm Both Sites HS Cheer Tryouts 1:00 pm	18 V Track @ Nebraska Wesleyan Univ. 9:30 am
19	20 NO PRESCHOOL	21 HS MUDECAS Music @ Lewiston 8:00 am	22 NESA READING TESTING for 4th & 5th Grade	23 State Speech @ UNK 8:00 am NESA READING TESTING for 4th & 5th Grade MS Music Contest Concert @ MS Gym 6:30 pm	24 MS Music Contest @ Humboldt 9:00 am	25 Class C Allstate Band @ Kearney 8:00 am
26	27 Nat'l. Honor Soc., Banquet @ HS Gym 6:30 pm	28 NESA MATH TESTING For 7th & 8th Grade	29 MUDECAS Quiz Bowl @ Freeman HS 10:00 am NESA MATH TESTING For 7th & 8th Grade	30 V Track @ Thayer Central 10:30 am	31	



Johnson County Central Lunch Menu

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Ash Wednesday Mac & Cheese Fruit & Veggie Bar Cake Milk	2 Popcorn Chicken Bowl Fruit & Veggie Bar B&B Milk	3 Cheese Pizza Fruit & Veggie Bar Milk	4
5	6 Breakfast For Lunch	7 Cheeseburger /WG Bun Fruit & Veggie Bar Rice Crispy bar Milk	8 Asian Chicken Fried Rice Fruit & Veggie Bar Milk	9 Corndog Baked Beans Fruit & Veggie Bar Milk	10 Spring Break No School	11
12	13 Spring Break No School	14 Calzonettes Fruit & Veggie Bar Cookie Milk	15 Chicken Tender Wrap Corn Chips Fruit & Veggie Bar Milk	16 PB & Jelly Elem Philly Steak Sub MS & HS Fruit & Veggie Bar Milk	17 NO SCHOOL!!! Parent Teacher Conference	18
19	20 Chefs Choice	21 Chicken Patty/WG Bun Potatoes Fruit & Veggie Bar Milk	22 Spaghetti w/ Meat Sauce Green Beans Fruit & Veggie Bar B & B Milk	23 Walking Taco Refried Beans Fruit & Veggie Bar Milk	24 Tuna Noodle Crunch Fruit& Veggie Bar B & B Milk	25
26	27 Chicken Nuggets Fruit & Veggie Bar Tater Tots Milk	28 BBQ Riblet WG Bun Fruit & Veggie Bar Jell-O Cake Milk	29 BBQ Meatballs Oven Potatoes Fruit & Veggie Bar Milk	30 Stromboli Pasta Salad Fruit & Veggie Bar Milk	31 Cheese Sandwich Elem. Baked Potato Bar HS &MS Fruit And Veggie Bar Cookie Milk	
<p>Important Reminders: Menu is subject to change</p> <p>" This Institution Is A Equal Opportunity Provider"</p>						

Johnson County Central Public Schools

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Cook, NE 68329

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402 335-3328 Principal @ Tecumseh
402 864-2024 Elementary Office @ Cook
402 864-4171 Principal @ Cook
402 864-4181 MS Office @ Cook
Web Site www.jccentral.org

This newsletter is produced monthly to inform parents, district patrons and others about school events, classroom events, and student achievements in the classroom and extra curricular activities. This information is submitted by faculty and staff members. Information may be submitted to offices at Tecumseh and Cook.

The school reserves the right to edit information in the interest of space and content.

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Non-Discrimination

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Child find

Children that are birth to 5 years old who are experiencing problems with speech language, cognitive, emotional and/or physical development or have a disability can receive services through Early Childhood Education Services. If interested or in need of more information please contact Rebecca Kling, Special Education Coordinator or Jack Moles, Superintendent at 402-335-3320.