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SUPERINTENDENT NOTES by Jack D. Moles



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I recently had an awesome conversation with one of our student-athletes. Earlier this month I attended our high school basketball games at Syracuse. I did not get there in time to watch the JV games, but had heard that our boys JV team had won. One of our freshman players, Calvin Antholz, was standing in the commons area and following is the short conversation we had (the words are about how I remember them-- they are pretty accurate):

ME: I heard you guys won. How did you do?

CALVIN: We played really well. We scored over 60 and played good defense.

ME: But how did YOU do?

CALVIN: Okay, I guess.

ME: How many points did you have?

CALVIN: 15, but you should have seen Andruw (Stafford). He had 17 and was 5-6 from the 3-point line.

To an old coach, this was an amazing conversation. Very short, but very profound by a young man who, whether he knows it or not, "gets it". He did two things in this short conversation: (1) he talked first about team instead of himself, and (2) he then put a teammate in front of himself.

I'd like to couple that story with another one. This past weekend the Nebraska Volleyball team did something most people did not see coming. They made a run through the NCAA tournament to win the National Championship. This comes the year AFTER they were supposed to win it but did not. After the championship match, Coach John Cook said something to the effect that "It is not always the team with the most talent that wins. We did not have the most talent in this tournament. But, we were the better TEAM." That championship, won by a team with less talent than the year before, can be directly attributed to a number of people sacrificing for the good of the group. Their motto was "With Each Other, For Each Other." For example, the setter Kelly Hunter, was asked to "redshirt", or sit out a year, when she was younger. It was a hard decision as she was going to be a regular player if she didn't redshirt. She had faith in her coach that it was the best move for the team. As a result she is now a two-time National Champion and a 1st team All-American. Or the story of Brianna Holman, an All-American from LSU who transferred to Nebraska but had to sit out a year. She did not immediately have a scholarship when she arrived as Nebraska did not have any available for her right then. She had to pay her own way when schools like Penn State were offering her an immediate scholarship. One of my favorite moments of the celebration the day after winning the championship came when Coach Cook had the freshmen stand and be recognized. He stressed that because they worked so hard in practice that the regulars became better—without their work ethic the team maybe doesn't win the championship. This included several players who almost never saw the court this year.

The reason why I bring up these two stories is that we are in a time when it is less common for people to make decisions based on the good of the group. More and more we see people making decisions mainly around the “what’s in it for me” vein. This line of thinking is more noticeable in our society today.

In school we are finding this more common as students decide on their commitment to the classroom, athletics, and other extra-curricular activities. It is not uncommon for students to choose to not participate if they do not have the role they think they should have. For us to be improving and competing we do need students to grow in looking outside themselves and consider how they might serve better in the classroom, on their teams, and in other groups of which they are members. Notice I am not just talking about sports here—I am talking about many aspects of a student’s life. Some questions they should ask themselves:

- Am I doing everything I can to make the team better?
- Am I doing everything I can to make myself better for the team?
- Am I willing to take on a role I really don’t want if it will help the team?
- Am I willing to take on more responsibility if it will improve the team?
- Am I willing to take on a “lesser” role if it will help the team?
- Am I willing to accept criticism if it will help the team?
- Am I willing to trust the teacher/coach/sponsor totally if it will help the team, even if he/she makes decisions that don’t favor me?
- Am I willing to be a better role model in working harder to help the team become better?
- Am I a good teammate or am I too self-centered?

Those are really hard questions to honestly answer. I would encourage parents to answer those same questions not only about their kids, but also about themselves.

BOARD OF EDUCATION

At the January Board of Education meeting the Board will hold its annual “reorganization”. The reorganization basically consists of electing officers and then making committee appointments. The reason why I bring this up is that I want to talk about the work of an outstanding Board of Education, with which we are blessed.

Being a Board member is an extremely important job, but one that often goes overlooked until there is a problem or concern. In my 21+ years as the Superintendent for Nemaha Valley, then Johnson County Central, all of the Board members I have worked with have handled this job with a great deal of professionalism and commitment. Most of them have been very involved with the school. They attend most school activities and take part in meetings aimed at making them better and more informed Board members. This is a Board of Education that is well informed on educational, financial, and legislative matters. I often tell my peers that I really am spoiled, especially after hearing of some of the Board struggles in other districts.

Board members are quite often approached to help solve problems or concerns with school matters. This Board usually handles things as they should: (1) usually they will ask the person if they have talked with the administration first, and (2) if

I appreciate both of these approaches very much. The first approach ensures that the proper “chain of command” will be followed, which is a necessity for any organization to operate smoothly. If there is a concern or complaint I would much rather the person contact either one of the Principals or me first. Of course, if the issue concerns an employee we will usually follow the same route: (1) ask if the person has talked with the employee in question first, and (2) if there is a concern we will normally let the staff member know the person may be coming to see them. Although I have not seen it in this district, some other school districts have Board members who believe it is their job to individually solve the problems of anyone who complains. Individually a Board member has no real power, but as a group they most certainly set the policies to be followed within the district. Individually, our Board members understand this.

Although our Board members do not individually direct me to do things, I believe we have a close enough relationship that they feel free to offer up ideas or to make me aware of hidden concerns. I have never had one of these Board members tell me what to do. Our relationship has been strong enough that they do feel free to ask if I have considered specific options, but this has never been offered up as a “you should do this”. This tends to happen in situations where there is a great deal of trust. I do not believe I could work with a more trusting group of people and this has served to make my job much easier.

One “criticism” a couple of our Board members have heard is that most of their votes tend to be 6-0 or 0-6. This is true—there have been very few split votes. I assume this “criticism” may possibly be along the lines of members not having strong opinions or that they are possibly acting as a “rubber stamp” for the Superintendent. Nothing could be further from the truth. Our Board simply talks things through very thoroughly and each Board member takes an opportunity to state his/her opinion on important matters. If one were to check the length of our Board meetings they would find that we normally will have meetings that run over two hours. This is longer than in most other school districts. In my mind, there are two reasons for this. First, our members do discuss issues, with everyone being part of the discussion, until consensus is reached. I find this to be a true strength of our Board. Besides, there have been a few issues in with the Board did not go along with my recommendations or wishes. In each of these issues, though, I believe the Board acted with the best interest of the school in mind and I believe sound decisions were reached. The other reason why I believe we have longer Board meetings is simply because I believe the Board members and administrators truly enjoy each other’s company. This is not always the norm on all Boards. I am very thankful we have this on our Board.

In closing, I want to say thank you to an outstanding Board of Education, which is one of Johnson County Central’s true assets. To President Greg Hunzeker, Vice-President Sue Borchert, Treasurer Kim Wellensiek, Arlin Beethe, Teresa Goracke, and Rebecca Plager, I say a job well done. You have been one of the main reasons why this district is successful. Thank you for your time and your commitment.



Hot Beef Dinner

January 23, 2018 Serving 5:00-7:00 pm

The JCC Booster Club would like to invite you to join us for a Hot Beef Dinner at the basketball games in Tecumseh. Hot beef sandwich with mashed potatoes, gravy, and a dessert for just \$8.00. Half plate portions are available for \$5.00. Thank you for supporting our Thunderbird Athletic Programs.

NEWS FROM PRINCIPAL RICK LESTER

I would like to take this opportunity to reach out to our parents and ask for your assistance with an issue the administration and teachers feel is critical to our students' academic success. We have a number of students who are choosing not to do their daily work on a consistent basis. At Johnson County Central High School our teachers are committed to assure that students do their class work. Any time a student receives a zero for homework, test, quizzes, projects or performance they will be referred to the ZAP program, which stands for "zeroes are not permitted".

Students and parents are able to download the Power School App (it's free of charge).

The ZAP program starts with the student/parent receiving an e-mail from the teacher with the students' class and what/why they received the zero. All ZAP students are encouraged (not required) to report to the ZAP room after school to complete their missing school work but students that have extra-curricular activity practices will be required to attend ZAP after school.

The ZAP after school program is designed for students to have the opportunity to complete incomplete assignments. Students will not be able to attend extra-curricular practices until they have completed their assignments. If there is a school sponsored function or activity in which your student participates they will be excused from ZAP to participate. A benefit of the after school ZAP program is not only will the students be given an hour to work on the incomplete school work, they may have the opportunity to work directly with a teacher. Below is the format of our after school ZAP program:

- Every Thursday at 1:00 p.m. the principal will review the ZAP program and will issue a letter to parents detailing the missing assignments. Student will have one week to complete their assignments. That following Friday the ZAP work needs to be completed and turned in to the appropriate teacher or principal by 8:15 a.m. to receive credit – If not turned in the student will receive a zero for that assignment.
- ZAP is after school on Monday through Thursday from 3:45 p.m. to 4:45 p.m. No ZAP on Friday. Class is quiet, students will work independently on assignments, no distractions.
- The supervising teacher will know what assignments the student should be working on. Students will be monitored and the teacher will check to make sure they are doing ZAP work.
- ZAP attendance is NOT required unless you have extra-curricular practices then you are required to attend ZAP. The ZAP program is available for students to take advantage of: It gives them time to complete missing work, get help from particular teachers or just need a quiet place to complete the work. This program is essential to student's completing missing assignments, it's for their educational benefit that they take the opportunity available to them.
- Once a student completes their missing assignments, they will no longer need to attend ZAP. If they complete their assignment during the ZAP period, they will be dismissed. The emphasis is not on just completion of an assignment, but doing the work in a proficient manner. Although the ZAP teacher will monitor the student's work and dismiss a student who has completed their work, it will be the student's responsibility to turn in the assignment to the appropriate classroom teacher. If the work is satisfactorily completed, the classroom teacher will remove the student from the ZAP list.

The biggest thing I hear over and over is that parents tell me when they ask if their student has any homework they say no....I can assure you most everyday your high school student will have some kind of homework.

I encourage you to monitor your students and give them time at home to accomplish their homework in a working environment. Let them know you care about their academic success and you want them to succeed.

If you don't download the Power School app, remember parents can access the Power School website 24-7 and you can view what assignments, tests, quizzes or projects your student is missing. If you forgot your password to access Power School contact Daisy at the high school office.



RICH BACON, MIDDLE SCHOOL PRINCIPAL AND ATHLETIC DIRECTOR

On Thursday, December 21, the Middle School staff held a STEM day for students in grades 6-8. STEM stands for science, technology, engineering and mathematics and is presented as an interdisciplinary and applied approach. Rather than teach the four areas as separately, STEM integrates them into a blended learning environment and shows students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real world applications of problem solving. Each student group planned, designed and experimented with their ideas to complete their assigned task. Eighth grade students built Rube Goldberg machines. A Rube Goldberg machine is a deliberately complex machine in which a series of devices that perform simple tasks are linked together to produce a domino effect where one device's action triggers the next device in the sequence. Seventh grade students built bridges out of popsicle sticks and tested them to see how much weight each bridge could hold. Our sixth grade activity involved coding Sphero robotics with their iPads. They built ramps to see who could jump their Sphero ball the farthest and created a code to make their Sphero ball follow a specific course. This was an outstanding educational activity put together by our staff. It was hands on learning for our students that was both fun and educational.

The Junior High Boys' Basketball teams finished their season at the Malcolm Tournament. The A-team finished with a 7-5 record and the B-team finished with a 4-6 record. The A-team was the Tournament Champions at the Malcolm Tournament, finished as the runner-up at the JCC Tournament, and finished 3rd at the Palmyra Fun Day Tournament. The B-team finished 3rd at the Malcolm Tournament. Also at the Palmyra Fun Day Skills Event Cole Robeson finished 3rd and Hayden Huskey finished 4th in the 3 point shooting contest and Treyton Holthus finished 2nd in the dribbling contest. Congratulations to Coach Genuchi, Coach Weber and the boys on an outstanding season.

Good luck to the Junior High girls' basketball team and the wrestling team as they begin their seasons. Go Thunderbirds!

At the conclusion of each season the Nebraska School Activities Association and the Nebraska Chiropractic Physicians Association *recognizes students who have been nominated by their schools based on their individual academic excellence and significant contributions made to their NSAA activity. To be eligible for this honor the following leadership and scholarship guidelines must be met:*

1. A nominated student must be a varsity player or organizational leader who has played a significant role on the team or in the organizational activity.
2. A nominated student must have a minimum cumulative Grade Point Average, in all curricular subjects, of 93% or 3.7 on a 4.0 scale.
3. NSAA high schools may nominate a maximum of two students per NSAA activity program.

The following Johnson County Central students were recipients of the Fall 2017 NSAA Academic All-State Awards: Football – Simon Rother & Kole Kleespies; Girls Golf – Charla Eggleston & Kylie Kleespies; Girls Cross Country – Aleisha McDonald & Jordan Rodriguez; Boys Cross Country – Diego Reyes; Volleyball – Lexi Graham & Carrie Beethe; Play Production – Simon Rother & Hannah Swanda; Unified Bowling – Simon Rother & Carrie Beethe. Congratulations to these students for the leadership and example they have provided to the rest of the student body, and their commitment, hard work, and success in the classroom and their extracurricular activity.

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

January

SPECIAL POINTS OF INTEREST:

- Wed. Jan. 3—Classes resume.



Remember to provide a warm coat, gloves and a hat for your children so they can enjoy outside recesses when available.

A New Year, A New Example

Setting the example for children can be the most powerful way to teach social skills to our children. And not just social skills, but many of their other habits. To be sure, if our children are respectful (or in some cases fearful), they will (usually) do what they're told. But our words carry very little weight without a strong example from the one speaking.

Children (toddler, infants and teenagers alike) are like sponges. They soak up the world around them. And, what they soak up begins to determine who they are. What are they hearing and seeing most of the time? How is their time spent? How is your time spent in front of them?

We ask that our children be accepting and compassionate. Are we being accepting and compassionate? We ask that our children speak kindly and respectfully. Do we speak kindly and respectfully? We ask that our children manage our emotions in a healthy way. Do we do as such? How do we handle our anger, grief and elation? Do we still treat others respectfully and kindly in those situations?

We want our children to be strong and tough. Who doesn't. We want them to be able to take what comes at them and battle through it. We want them to do it in a way that others can respect. We want them to look back at the situations they handled with pride; that they did things the right way and with their best effort. And, remember, we want them to be proud of their efforts; not haughty or arrogant. Is this the example we're providing for them? How do we handle our own losses, rejections, frustrations and the moments we don't get what we want? Do we lash out? Do we start laying blame? Or, do we get to work? Do we problem solve? Do we see the positives in a bad situation?

You see, sometimes, I watch my children, or I hear something they say, and I cringe. I see my poor example, or venomous speech in them. I don't want that for them, and I surely don't want them passing it on to future generations. I want the best for my children, without giving them the worst of me. It is in these moments that Dad and offspring must have a little talk

about Dad's bad habits. This is where I must swallow my pride and let my children know that I was wrong. However, these are just words. Now I must show them that I meant what I said by changing my own behavior or speech. This is where the real power comes from. When our children see that we can humble ourselves, that we can admit our mistakes, that we can hold our heads up in defeat or disappointment, then they learn to do the same. And when they see us getting back to work, working harder, examining our mistakes to improve upon ourselves, then they learn to do the same.

Let's be the example. Let's be the beyond the standard. Too often, we point our children to the standard without attempting to reach it ourselves.

The Bitter Taste of Defeat and Worthy Adversaries

In competition, or with school work, I have heard it said before that "no child should have to feel bad". If we never taste defeat, have we really challenged ourselves? Maybe we should challenge ourselves more. To face loss (and "feel bad" about it) should be the spark to light the fire to victory. It shouldn't be the road to despair. It's when we reflect upon our mistakes that we know where or how to improve. When we face a superior opponent, we know how much we've improved and how much more we need to improve.

A worthy adversary, whether in the form of a person, obstacle, test, book to read, or whatever, will sharpen our skills and make us stronger.

THUNDERBIRDS OF THE MONTH

NOVEMBER 2017



Kindergarten

left to right: Sophie Kirkland, Hanna Jones, Emma Othmer, Brynn Weber, Sophia Rainey, Natalya Kirkendall, Saul Cabrales, Gabriel Cabrales



1st Graders

left to right: Janel Leyva, Elliott Brommer, Kenna Thomas, Ella Shirley, Damian Andrade, Eduardo Castor, Wyatt Lueders



2nd Graders

left to right: Riley Wellensiek, Alex Thiphavong, Angel Buchanan, Trey Lubben, Angelica Daniels, Reese Badertscher, Abigail Burki



3rd Graders

left to right: Maria Mastie, William Rademacher, Jonathan DeFreece, Anthony Campos, Harrison Bacon, Zoey Bryant, Harley Reyes, Connor Haufle, Bryce Beckman.
Not pictured – Edgar Duarte



4th & 5th Graders

left to right: Jorge Prado, Ashley Beethe, Saige Rother, Levi Othmer, Lee Xayaphonesongkham, Jack Waring, Eli Buggi, Gabe Burki, Tucker Thomas, Jocelyn Prado, Kali Drake, Salena Conley, Jaxon Zimmerman, David Campos

Johnson County Central Middle School Ends First Semester With STEM Day Activities

By: Marsha Bacon

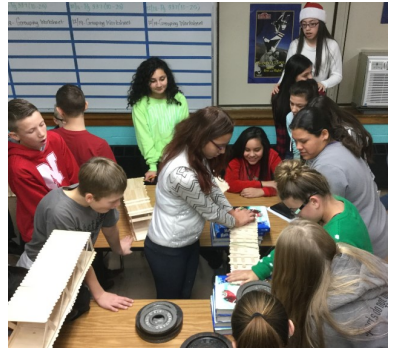
Students in grades 6-8 at Johnson County Central Schools ended first semester with STEM (Science, Technology, Engineering and Mathematics) activities. All students participated in STEM day with teachers creating and leading the projects throughout the school. JCC alumni; Grant Moles, Erin Hunzeker and Erica Hunzeker came to the event to help with the activities. All of these former JCC students are currently studying in STEM areas in the University system.

Students in grade 6 completed five robotics activities. Students used iPads to code and control Sphero robots. A favorite activity of the day was learning how to code to drive a sphero ball through a maze. This required the completion of various tasks for the Sphero ball such as talking, changing color and spinning, in addition to, controlling the Sphero ball through the path. Sixth grade students also participated in creating lego gladiator bots with sphero balls and continued learned how to code with a tossing game. They also played robot bowling and ski ball with Sphero ollies. Sixth grade students had a great day learning how to code, train robots and completing different tasks designed by Mrs. Rother, the Johnson County Central 7th and 8th grade science teacher.

Students in seventh grade enhanced their mathematics and engineering skills with a bridge building competition. Instructed by Mrs. Hunzeker, the 7th and 8th grade math teacher, students were placed in teams to work together to build a bridge that spanned a minimum of twenty four inches. Each team received the same amount of bridge building materials including six inch popsicle sticks and hot glue. Their mission was to build the strongest bridge. The winning bridge held 55 pounds.

Eighth grade students were divided into teams to build a Rube Goldberg machine. A Rube Goldberg machine is a deliberately complex contraption in which a series of devices perform simple tasks. These devices are then linked together to produce a domino effect, where one device triggers the next in the sequence. It is named after the inventor, Rube Goldberg. Led by Mrs. Meints, the 7th and 8th grade reading teacher, students worked together prior to the activity to plan their sequence and decide what tools and items they would need for their machines. All students used a variety of items to build their teams machine, which was designed and created by student team members.

The day was a great success. Students were engaged throughout the day and had a lot of fun while learning. It was a great opportunity for hands-on engagement and for students to apply subjects they are learning in school to robotics and engineering. The Johnson County Central Middle School STEM day also strengthened students career and college readiness skills enhancing students abilities in areas such as teamwork, leadership, communication and critical thinking.



NOTES FROM THE HIGH SCHOOL COUNSELOR

Ms. Olivia Reuter

Career Fair Scheduled For February 28th

We will be hosting a career fair in the Johnson County Central High School gym for students in grades 7-12 on February 28th from 1:00- 3:30 PM. We are hoping to have career representatives from many local, area, and regional businesses there to talk to students and answer their questions about specific careers and what is expected of an employee. Any local businesses who would be interested in attending our career fair are welcome to. Please email me at olivia.reuter@jccentral.org and I will e-mail you the details. You can also contact me at the high school by phone as well. It would be great for our students to know all about all of the career opportunities available to them in our local area.

Southeast Community College Scholarship Help- January 16th

Southeast Community College will be here at our school on Tuesday, January 16th to help any students interested in attending Southeast Community College in Beatrice, Lincoln, or Milford complete their foundation scholarship application form online. With this one application, students apply for hundreds of scholarships available to high school seniors planning to attend SCC.

Register Now For the February 10th ACT

Students who are interested in taking the ACT on February 10th need to register online at act.org by January 12th. The remaining national testing dates for the ACT this school year are February 10th, April 14th, June 9th, and July 14th.

Haven't Completed Your FAFSA Yet?

No problem! Students and parents can complete the form at FAFSA.gov. Before you start, create an FSA ID for you and one for a parent at fsaid.ed.gov. You'll need them to access and sign the FAFSA.

For free help with the FAFSA, watch the FAFSA Demo or use the free FAFSA tools on the EducationQuest website, or call EducationQuest to make an appointment:

Omaha – 888.357.6300

Lincoln – 800.303.3745

What to Expect After You Submit Your FAFSA

The FAFSA opened October 1st so many of you have already completed and submitted your form. Here's what happens next:

Expect a Student Aid Report (SAR). You'll receive it via an email link if you provided an email address on your FAFSA. The SAR acknowledges that your FAFSA was received, and if you need to take further action to process your FAFSA.

Make sure you applied for admission to colleges you listed on your FAFSA. Colleges who receive your FAFSA results typically won't send you a financial aid package until you've applied and have been accepted to the school.

Watch for verification requests. The college(s) you listed on your FAFSA might request verification of your FAFSA information. If so, send the required documents to the colleges' financial aid office.

Watch for financial aid award notifications. The colleges you applied to – and listed on your FAFSA – will send you a financial aid award notification detailing the types and amounts of aid they're offering based on your financial need.

GPACAC Scholarships- Apply Now

The Great Plains Association for College Admissions Counseling (GPACAC) is accepting applications for two scholarships that high school students can apply for, the GPACAC Annual Student Scholarship and the Paul Max Annual Service Scholarship. To find out more about these scholarships and to find out how to apply, visit <https://gpac.memberclicks.net/scholarships>

ACT College Online Prep

Since the ACT is now the state test for juniors, the state has provided a one-year online prep account to each junior in the state of Nebraska. This online prep helps students get used to the ACT format, try practice questions, learn tips for test taking, and take up to two practice tests as they prepare for the ACT on April 3rd that they will take here at school. Students log into their online ACT prep account by going to <https://onlineprep.act.org/login>

All JCC juniors have been given login information for their account. It'd be great if they work on this at home as well as at school so they are as prepared for the ACT as they can be when it comes time to test.

Apply for a Susan Buffett Foundation Scholarship

Apply for a Susan Buffett Foundation Scholarship if you are eligible. The online application for this program is open from November 1st to February 1st. For more information and to apply, visit <https://buffettscholarships.org/>

To be eligible for a scholarship from The Susan T. Buffett Foundation, a student must:

- Be a resident of Nebraska
- Residency is determined by the institution where you enroll
- Graduate from a Nebraska high school or earn a Nebraska GED
- Achieve at least a 2.5 cumulative unweighted GPA in high school
- 2.5 on a 4 point scale
- 83 on a 100 point scale
- Be a first-time freshman when entering college
- Students obtaining dual enrollment credits in high school are still eligible to apply
- **Nebraska Community Colleges** - CCC, MCC, MPCC, NECC, SCC, or WNCC;
- **Nebraska State College System** - Chadron State, Peru State, Wayne State; or
- **University of Nebraska** - NCTA, UNK, UNL, UNMC, or UNO
- Be in need of financial assistance in order to attend school
- **Note:** Students do not need to be Pell Grant eligible to qualify
- Students must have an Expected Family Contribution (EFC) below \$10,000



Meet the JCC Class of 2018

Here are five more profiles of students in JCC's senior class of 2018.

Jonah Walters



Jonah Walters is the son of Ben and Rachel Walters. He has one sister, Emma, who is 13 years old. Jonah's favorite classes in high school have been all of the shop classes that he has taken. Earlier on in high school, he was involved in FFA and choir. In the future, Jonah plans to enlist in the U.S. Army and possibly attend Southeast Community College in Milford after that to become an automotive technician. The accomplishment that Jonah is most proud of during his high school years is passing all of his classes and being on track to graduate this May. In ten years, Jonah plans to be in the Army, hopefully at a high rank doing a job that he enjoys. Right now, he is most interested in light-wheeled mechanics or small arms and artillery repair. Jonah's advice to younger students is, "High school seems long, but you will be out in no time."

Zulema Borboa



Zulema Borboa is the daughter of Edith Flores and Roberto Borboa of Tecumseh. She has two siblings, Yuretzi who is 9 years old and Roberto Jr. who is 14 years old. Zulema's favorite class in high school has been English and her favorite school lunch is sloppy nachos. She has been in FBLA and unified bowling during high school. Zulema's goal for the future is to become a registered nurse. As of right now, she plans to attend Southeast Community College to enter into the nursing program there after she graduates from high school. The accomplishment during high school that Zulema is most proud of is being on the honor roll once. In ten years, Zulema sees herself working in a hospital as a registered nurse and living in Phoenix, Arizona with a family of her own. Her advice to younger students is, "Keep working hard until you achieve your goals."

Dakota Clifton



Dakota Clifton is the son of Janelle Clifton of Tecumseh. He has one brother, Hunter, who is 15. Dakota played football while in high school and his favorite high school class was welding because he likes hands-on learning. His favorite school lunch is pizza. After graduation, Dakota plans to enter into the auto technician program at Southeast Community College in Milford. The accomplishment during high school that Dakota is most proud of is making it to his senior year even though he had a lot of sharp curves in his path. In ten years, Dakota sees himself graduated from college and living in Tecumseh where he owns his own business buying cars, working on them, and selling them. The advice that Dakota has for students younger than him is, "Pass your classes the first time and don't fall down. It takes a lot out of a person to get back up. As long as you pass your classes and stay focused, you will get where you want to be in life and be happy."

Diana Cruz



Diana Cruz is the daughter of Eida Aguirre and Mario Cruz of Tecumseh. She has a sister, Stephanie, who is 13, and a brother, Matthew, who is 6. Diana's favorite class in high school has been anatomy and physiology and she has been involved in cross country, FBLA, band, and choir during her high school years. Her favorite school lunch is the popcorn chicken bowl. After graduation, Diana plans to attend either Southeast Community College or Peru State College and major in nursing. The accomplishment that Diana is most proud of during high school is earning better grades every year of high school. In ten years, Diana sees herself living in Lincoln, NE working as a nurse in a hospital. Her advice to underclassmen is, "Actually try in school, but have fun doing it."

Johan Arellano



Johan Arellano is the son of Jesus and Maria Arellano of Tecumseh. His siblings include Sonia who is 21, Omar who is 20, and Ivan who is 13. Throughout high school, Johan has been involved in football, basketball, CCD, and CLASS leadership. His favorite class is calculus and his favorite school lunch is the popcorn chicken bowl. After he graduates, Johan plans to attend the University of Nebraska in Lincoln to major in international business. Johan's high school accomplishment that he is most proud of is keeping his grades up through the tough years. In ten years, Johan sees himself graduated from college and living in Colorado or California working in the field of international business. The advice he gives to younger students is, "Work hard and you'll achieve anything you put your mind to."



FFA 1st Semester Highlights

The Johnson County Central has had a very successful start. Here are a few of the highlights:

The Land Judging Team of Nick Goracke, Gabi Alvarado, Connor Bartels, and Sam Buss dominated at Districts, State, and will be representing Nebraska at the National Land Judging competition in Oklahoma City the first week of May 2018. The team is coached by former student Craig Teten and Advisor Christy Hodges.

Rudy Pooch received the highest degree that can be bestowed on an FFA member, the American FFA Degree. She received this honor at the National FFA Convention in Indianapolis, IN.

FFA Seniors; Nick Goracke, Mackenzie Eltiste, Macey Pietzyk, Maddie Moran, and Tia Parrish wrote three grants. The first grant was a National FFA grant to promote recycling. We were able to put more heavy duty plastic recycle bins in classrooms. The 2nd & 3rd grant was the National FFA Serve All Grant and the Nebraska Governors of Excellence Grant. Both of these grants have allowed us to purchase and raise three hogs. Students do daily chores, learn about developing feed rations, and have learned about the swine industry. All three of the hogs will be processed at Den's County Meats in Table Rock. Two of the hogs will be donated to local food banks: Osage Church Food Bank and SENCA in Tecumseh. The third hog will be raffled off with the proceeds going to meet local hunger needs. Raffle tickets are being sold at home basketball games. Contact an FFA member or Mrs. Hodges if you want to purchase a raffle ticket for a chance of winning ½ processed hog! christy.hodges@jccentral.org

Johnson County Central Thunderbirds Learn About Safety

Mrs. Sheena Case from Bryan LGH Hospital in Lincoln Teaches Elementary Students How to Be Safe

By Marsha Bacon

Mrs. Sheena Case, a Registered Nurse (RN) in the trauma ICU at the Bryan Medical Center came to Johnson County Central Schools to teach elementary students about the importance of safety and how to handle situations that may require medical assistance.



Students learned about who to call in an emergency, 9-1-1. Mrs. Case explained information medical professionals would need to know: where the emergency is happening, who is having the emergency, and what happened.

Students grades 4 & 5 practice hand placement when helping someone who is choking.

Students also learned some first aid and basic emergency skills. They learned how to help someone who is choking and also how to prevent various types of burns from sun burns to



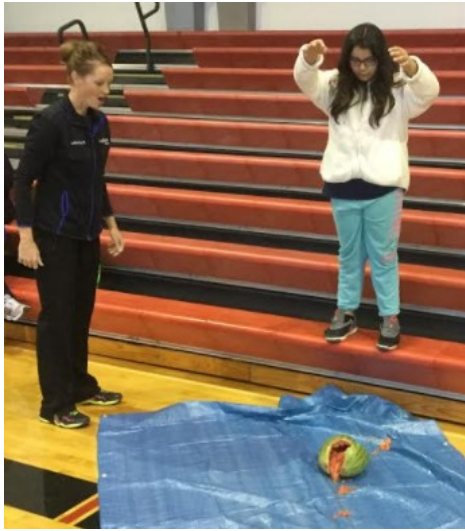
firework burns. Students learned how to help a person who has an open injury such as a cut and various home items that could be used to help someone with a bleeding injury.

At left, Lucy Hippen demonstrates how to handle a choking emergency. Gabriel Addleman-Platt demonstrates what to do with a severe cut on his arm.



Johnson County Central students learned about water safety, the importance of swimming with a partner or group and using life jackets when swimming somewhere other than a pool such as a pond. They also learned about the importance of adult supervision while swimming.

Also included in the presentation was the significance of wearing helmets when riding bikes, demonstrated with the use of a helmet and watermelon. Also emphasized was the importance



of riding an appropriate sized bike and ensuring your child's shoe laces are tied when doing various physical activities to be safe. Mrs. Case talked about off-road safety and the importance of being safe to keep your brain healthy. Students learned where the AED is located in each building, how to use an AED and the basics of CPR.



Left, Jennifer Hernandez demonstrates the importance of helmet's with a watermelon. Right, James Stalions-Nixon performs chest compressions.

Mrs. Case's presentation was engaging for all students and geared towards the various learning levels of elementary students in grades K-3 and 4-5. This presentation was conducted to complete the student safety unit taught by Mrs. Bacon, the JCC PK-8 guidance counselor who has been teaching students about the 8-Never Never Rules of Safety and the 3 R's of Safety: Recognize, Report and Refuse. Both lessons are from the Second Step guidance curriculum utilized by Johnson County Central Schools.



Students grades K-3 with Mrs. Sheena Case.

Other topics addressed in the presentation included gun safety, stranger danger and Internet safety.

FLU SEASON IS UPON US

Happy Holidays! Families gather together, and germs get shared! Celebrations happen, and germs get shared! It gets cold outside and we all gather inside to stay warm, and germs get shared! It happens, but you can take steps to try to prevent your “catching” those lovely little germs.

The influenza vaccine is one of the most important ways to decrease your chances of catching the Influenza Bug. So, if you haven't got your vaccine, please do so. It does take 2 weeks to build up immunity, but better late than never. Some southern states are already seeing a sharp increase of Influenza cases for this year.

Symptoms to observe for:

1. Fever over 100.4
2. Achy Muscles
3. Chills/Sweating
4. Headache
5. Dry, Persistent Cough
6. Fatigue
7. Weakness
8. Nasal Congestion and Nasal Drainage
9. Sore throat

We are heading into our busy season with illnesses. In the past years, we have been strongly encouraged to exclude a student until fever free for 24 hours and not requiring any Tylenol, or Ibuprofen to keep temperature down. It is also encouraged that the students feel well enough to return to normal school activities prior to returning to school. Handwashing, covering your cough, remaining home when ill is vital to limiting the spread to others. If your child becomes ill at school, we will be contacting you. If your child has any of the above symptoms and has a fever over 100.4, please do not send them to school please. If you have given them Tylenol or Ibuprofen and the fever comes down, they are still contagious and are able to spread the illness to others.

Please seek guidance from your healthcare provider for any questions regarding treatment, medications, and when your student should be seen for illness.

Please remember that Pertussis (Whooping Cough) is still circulating this year. The Health Department is encouraging students with a significant cough for a period of more than 2 days to be seen by healthcare provider.

At this time of the year, please remember to protect yourself from illness. Get your rest, drink plenty of fluids, eat a healthy diet, and wash your hands!!!! Encourage others not to share their germs with you also. Take care of yourself and your loved ones. Contact your healthcare provider if you have any concerns what to do if you get sick.

The Health Office Staff

This year at JCC, we are in our second year of 1:1 iPads for the Middle School (grades 6th thru 8th). We have been 1:1 iPads in the high school since 2013. And we have provided iPads for all certified staff for even longer. In grades Pre-K thru 5th, shared iPads & Chromebooks are available at a ratio of better than two devices per every three students.

Our school's dedication to providing devices for students has extended amazing access for learning. Access to communication with teachers (think email, Google Classroom), access to research resources (think always-updated encyclopedias, transcripts, video documentation) and access to other countless of tools & information available on the web.

If you haven't already, I would encourage you to talk with your students on a frequent basis on how they are using their device and technology. Not only is this a good way to help encourage smart choices that establish lifelong good habits, but this also helps keep you updated on the constant changes that comes with technology.

Remember, you can treat your student's mobile device just like any other device or activity at home (such as video games, TV, etc). Establishing rules or guidelines on how long they are on their device without a break, where/when they should use their devices and proper usage can help students strike a good balance outside of school.

As a school, we are also providing safeguards & protection, some that are legally-required, for our students. Just this month, our group of schools (an association of mostly ESU 4 and ESU 6 schools called DVLG) upgraded our Fortigate routers at our network's main egress point. These routers are heavy-duty machines that not only provide an additional layer of protection for all 27 DVLG schools, but also help prioritize traffic within schools, ie: making sure non-school related/essential traffic does not overwhelm and prevent essential school traffic such as testing to function.

Locally in our district, we have replaced our aging domain controller server and added additional wireless access points. We have also added redundant backups and failovers in multiple physical locations in case of local failures due to hardware failures, data corruption/infection or physical damage.

In the next few months, we plan to finish installing new PoE switches and new access points, all backed with new cabling runs installed by Kidwell. These projects help maintain a pretty-massive local network at JCC. At any given time, we have more than 1,000 devices on our network -- laptops, desktops, iPads, Chromebooks, access points, switches, servers, printers, security cameras/doors, HVAC and more. Moving forward, I do not see that number ever decreasing. In the future, you could possibly see freezers in the kitchen connected to the network to provide real-time alerts on temperature. You could see gym scoreboards connected to deliver content just like the big stadiums. You could see every phone, classroom door, even sensors you can't imagine, all connected to our network.

Maintaining a strong core network at our district is just one of the many technology needs that our administration and school board have supported. As we sit in southeast Nebraska with all 27 districts of our DVLG group, we appear to be not only keeping pace, but also preparing and innovating for future needs.

Wendy Buggi– Speech Team

One Act finished its season with district competition at Midland University in Fremont on November 29th. The team earned a Superior rating with the following students earning Outstanding Actor recognition: Simon Rother, Hannah Swanda, Micaela Francisco, Eli Waring, and Haley Beethe.

The following thirteen students attended our first speech meeting held on December 8th: Genevie Allen, Katelyn Alexander, Samuel Buss, Haley Beethe, Chloe Curry, Kylie Kleespies, Jazdia Ascheman, Carrie Beethe, Hannah Swanda, Micaela Francisco, Brady Clements, Joseph Rodriguez, and Erika Cruz. Several students have already chosen their competition pieces for the upcoming season. We have some strong competition with seven veteran students participating.

The NSAA has not released all of the information about our upcoming competitions, but the following has already been scheduled:

MUDECAS Tournament is scheduled for January 27th

District Speech is one day during the week of March 10th-15th

State Competition is March 22nd at the University of NE-Kearney

The spring play, *It's a Wonderful Life*, adapted by Doug Rand, will be performed for the elementary and middle school on Friday, April 27th at 1:30pm, followed by an evening public performance at 7:00pm. There will be an additional public matinee performance on Sunday, April 29th at 2:00pm. Cast and crew has not yet been determined. Tryouts will be held after students return from Christmas break.

The play is adapted from the classic screenplay written by Frances Goodrich, Albert Hackett, Frank Capra, and Jo Swerling. It is the love story of George and Mary Bailey and their lives in Bedford Falls. Many of you have probably seen the 1946 movie often played about this time of year.

George takes over his father's business, Bailey Brothers Building & Loan, after his father's death. Peter Bailey, George's father, wasn't much of a businessman, but took care of the working class people in Bedford Falls so they wouldn't have to go crawling to Potter, the man who owns most of the small town. George's integrity puts him in a precarious position and he soon believes he might be worth more dead than alive. It is the story of discovering one's true worth and how one life can have a profound impact on those around him.

We look forward to seeing you at upcoming speech competitions and the spring play!



Reading 6/Title 1 (4th and 5th Grades) by Cheryl Grove

Happy 2018! Reading classic novels is one of the main goals that 6th Graders have for this school year. These classic novels include: Where the Red Fern Grows by Wilson Rawls; Where the Lilies Bloom by Vera and Bill Cleaver; Canyons by Gary Paulsen and Hatchet by Gary Paulsen. These stories are being enjoyed and long remembered. Comprehension skills come into focus when reading not only for enjoyment, but also for remembering what has been read. Questioning skills also are very important when trying to remember what has been read and digested.

Our text book has taken us into the themes of Loyalty and Respect, Space and Time, and Challenges and Obstacles (Survival). The skills of recognizing the setting, the plot, the theme of a story, being able to recognize and understand the difference between facts and valid or faulty opinions, being able to recognize and understand generalizations, comparing and contrasting story elements, finding the main idea and supporting details of passages and understanding graphic sources and how to read their information accurately. Writing is the activity that ties our reading together. Some of our writing so far has been using adjectives to describe each letter of our first names, similes and metaphors in comparison to our reading, the Japanese poetry called Tanka poems about activities for Autumn, writing informational letter to our soldiers in the military, and Christmas List Poems beginning each line with an action verb.

Title 1 time is used to help smaller groups in math and reading. It is a time when students can ask many questions about what they are not sure about in these areas. We all need time to think about what we learn and make it become part of our own knowledge. When students are in smaller groups it helps some students feel more secure to know that someone is there to help them over the hurdles in content areas where they feel they just don't understand. Please take the time with your child/children to find out about their school day. Ask questions! Let them know you care enough to ask.



Get Ready for One School/One Book Part 2

Target Date to start: Monday, January 15th

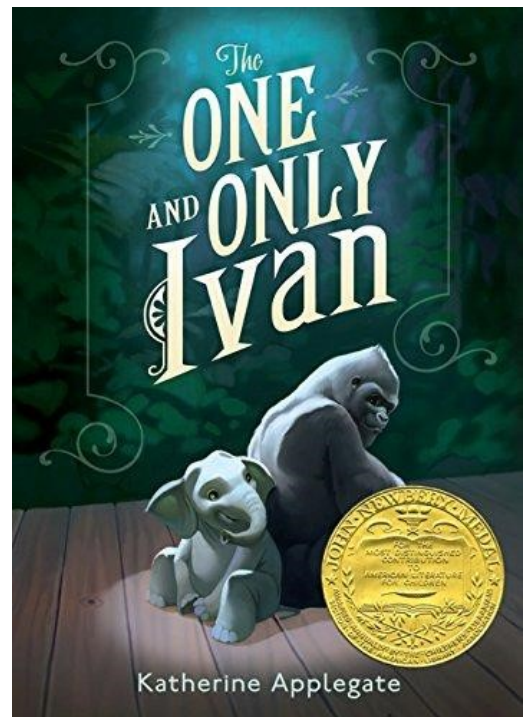
There's nothing like reading a good book on a cold winter's night, snuggled in your favorite blanket beside the fireplace. It's time for our second One School/One Book and January is a good time to read. It's too cold to play outside so why not take 10-15 minutes each night sharing an endearing book on friendship and hope with your family.

The One and Only Ivan, a Newbery Award winning book written by Katherine Applegate is about two courageous animals trapped in a shopping mall menagerie circus. Can the baby elephant, Rose, inspire Ivan, the silverback gorilla to never give up his artistic talent and to keep the hope of freedom alive?

This Newbery Award winning book, based on a true story will make you laugh, cry and hopefully think about the animal rights issues it entails. I think your family will really like this one. Your student will be receiving their copy of the book on January 15th to read every evening at home along with a reading schedule.

We encourage you to read with your students at home. There are activities in the classrooms each week so we don't want your child missing out. There are Spanish copies available.

Many students enjoyed the Humphrey book that we read this fall and have asked for more books in the series. We will have other Humphrey books available in the elementary and middle school soon.



What's wrong with W-sitting?

The W-position is one of many sitting positions that most children move into and out of while playing. Watch young children play and you'll see many of them W-sitting, or resting their bottom between their feet, legs to either side.



When playing in other sitting postures, other than the W-position, children develop better trunk control and the rotation necessary for midline crossing (reaching across the body) and separation of the two sides of the body. These skills are needed for a child to develop refined motor skills and hand dominance.

When in the W-position, a child is planted in place or "fixed" through the trunk. This allows for play with toys in front, but does not permit trunk rotation and lateral weight shifts (twisting and turning to reach toys on either side). Trunk rotation and weight shifts over one side allow a child to maintain balance while running outside or playing on the playground and are necessary for crossing the midline while writing and doing table top activities.

When children use this W-position only rarely and don't depend on it for support, it can often be no cause for alarm. However, there are cases when you may want to seek professional help. If your child frequents the W-sitting pose and you notice any of the following in your child, an evaluation with your pediatrician might be beneficial:

If your child...

- develops a limp,
- has a weakness in the lower extremities,
- or uses a pigeon-toed gait
- is unable to sit alone in any position other than a "W"

Here are some alternative sitting options when you find a child W-sitting:

- **Cross-legged or "criss-cross applesauce":** children sit with feet crossed and knees apart.
- **Side-sit:** in this position, both knees are bent, weight is shifted to one hip, and both feet are out to the same side. This removes stress from the hip joint structures, allowing for easy transitions in and out of sitting. Encourage sitting on both the right and left sides to promote equal development.
- **Long-sit:** feet are straight out in front of child. The back may or may not be supported by sitting with back against a wall or steady surface.

If you have additional questions or concerns, please contact Lisa Othmer: lisa.othmer@jccentral.org



Notes from the Reading Room – Mrs. Doeden

I hope you had a joyous holiday season. It seems impossible to believe that it is already the new year. The first semester of school went by so quickly, and I am sure the second semester will also.

I am not looking forward to the cold days of January. However, those cold, snowy days are perfect for taking time cuddle up and read with our children at home. There are many great selections from a number of authors that are my favorites to share during this winter season. I thought I would share a few of my favorites and help you build a reading list of books to share with your children.

The Hat and The Mitten are books that are wonderfully written and illustrated by Jan Brett. They are fanciful stories of animals that find articles of clothing that they can use as hats or a mitten that they can use to keep warm in the snow. Children enjoy the fun antics of the animals! Jan Brett also has many other books that would be wonderful to share but are not winter themed.

There are also many fun books written about fun in the snow. Books I enjoy about snowmen might include The Biggest, Best Snowman by Margery Cuyler or Snowman Magic by Katherine Tegan. Other fun books may be There Was a Cold Lady Who Swallowed Some Snow! By Lucille Colandro or The Biggest Snowball Ever! by John Rogan. A fun book with a repetitive pattern is The Jacket I Wear in the Snow by Shirley Neitzel which is great for younger readers. Brave Irene by William Steig is a book for older children about a girl with a great deal of determination.

Finally, the cold winter season is a fun time to read about penguins whose habitats are in the icy areas. Nonfiction books provide many facts about penguins and their habitats. I particularly like to share The Emperor's Egg by Martin Jenkins and Penguins! by Gail Gibbons. When I think about fictional books about penguins, one character comes to mind – Tacky! Helen Lester has written several books about an odd penguin named Tacky. Tacky seems to accidentally get into all kinds of mischief, which makes the children laugh. A few Tacky titles are Tacky, the Penguin, Tackylocks and the Three Bears, and Tacky in Trouble. These books are sure to make you smile.

I hope you find some time to read with your children on some of those of the cold, snowy days ahead. If you are at the library or the book store and find some winter books that your children really enjoyed, I would love to hear about them. I am always searching for some great literature to share with my students at school!

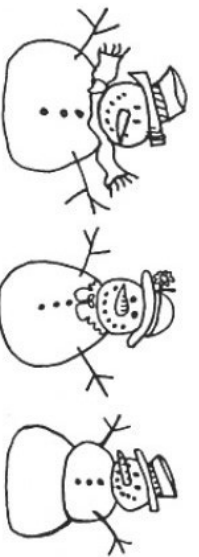


Greetings from Mr. Meints' 2nd Grade Class! We have been busy reading many interesting stories from our text and learning new terms and meanings in Math. For instance, you can see us here with Christmas trees that we cut out and we learned about symmetry by painting on one side of the tree, folding it in half, and having the exact same design on the other side once you open it back up.

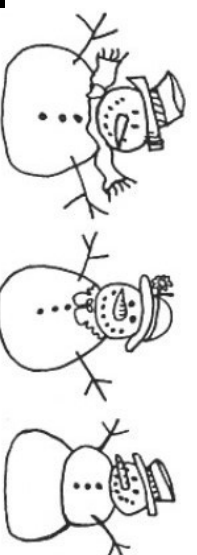


January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 New Year's Day No School	2 No School Teacher Work Day	3 Chefs' Chioce Fruit & Veggie Bar MILK	4 Beef Fingers Mashed Potatoes Fruit & Veggie Dinner Roll MILK	5 Pizza Fruit & Veggie Base Cookie MILK	6
7	8 C. Chicken/ w/ Biscuit Green Beans Fruit & Veggie Bar MILK	9 Cheesburger w/ Bun French Fries Fruit & Veggie Bar MILK	10 Chili / Cheese Stuck Cinnamon Roll Fruit & Veggie Bar MILK	11 Meatball Sub Sun Chips Fruit & Veggie Bar MILK	12 Cheese Stix / Maranara Jell-O / Fruit Fruit & Veggie Bar MILK	13
14	15 Sloppy Nacho's Black Beans Salsa Fruit & Veggie Bar Cookie MILK	16 BBQ Rib Patty /WG Bun Potatoes Fruit & Veggie Bar MILK	17 Ham & Scalloped Potatoes Fruit & Veggie Bar Dinner Roll MILK	18 Breakfast for Lunch Fruit & Veggie Bar MILK	19 Spaghetti Meat Sauce Green Beans Fruit & Veggie Base Garlic Bread MILK	20
21	22 Breaded Beef Patty Mashed Potatoes/Gravy Fruit & Veggie Bar WG Dinner Roll MILK	23 Chicken Noodle Soup Fruit & Veggie Bar MILK	24 Corn Dog Baked Beans Fruit & Veggie Bar MILK	25 Sloppy Joe /WG Bun Potatoes Fruit & Veggie Bar MILK	26 Chicken Alfredo Fruit & Veggie Base Bread Stuck MILK	27
28	29 Cheesburger Mac Green Beans Fruit & Veggie Bar MILK	30 Chicken Patty/Bun Corn Fruit & Veggie Bar MILK	31 Chicken Fajita Black Beans Salsa Fruit & Veggie Bar MILK			
		<p>Menu is subject to change with out notice</p> <p>"This Institution Is An Equal Opportunity Provider"</p>				



January 2018



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 NO SCHOOL	2 NO SCHOOL -Teacher Work Day -C team B&G BB @ Weeping Water 5:30pm	3 CLASSES RESUME	4 -JV, V G & B BB @ JCC HS vs. Wilber-Clatonia, 4:30 & 6:30pm	5 -V Wrestling @ Wilber Clatonia HS, 3pm -JV, V G & B BB @ JCC HS vs. Elmwood-Murdock, 4:30 & 6:00pm	6
7 -Doane Vocal Festival In Crete @ 2:00pm	8 -Mudecas Tournament -V G BB @ Beatrice Aud. -Doane Vocal Festival in Crete, 11:30 am	9 -Mudecas Tournament -V B BB @ Beatrice Aud. -5th gr Earth's Dinosaur Zoo Live! @ Lied Center in Lincoln	10 -Board of Education Meeting @ Tecumseh SPED Room	11 -Mudecas Tournament -V B & G BB @ Beatrice Aud. -V Wrestling @ Yutan HS, 4:00pm	12 -Mudecas Tournament V G BB @ Beatrice Aud. -V Wrestling @ Weeping Water HS, 3:00pm	13 -Mudecas Tournament -V B BB @ Beatrice Aud. -UNO Middle School Choir @ UNO Omaha Campus, 8:00am
14	15 Martin Luther King Jr. Day -JH C Team B & G BB @ JCC HS, 5:30pm	16 -JV, V B & G BB @ Weeping Water HS, 4:30 & 6:00pm -V Wrestling @ Sandy Creek HS, 6:00pm	17	18 -JV, V B & G BB @ JCC HS vs. HTRS, 4:30 & 6:00pm	19 -JV, V G BB @ Auburn HS, 6:00 & 7:45pm	20 -Aca Deca Regionals, Lincoln @ 8:00 am -Singing Youth of Neb Honor Choir, North Platte @ 9:00 am -V Wrestling @ Louisville HS, 9:30 am
21	22 -JH G BB @ JCC Middle School, 4:00pm -C Team B & G BB @ Southern HS, 6:00pm	23 -JV, V B & G BB @ JCC HS vs. Malcolm, 4:30 & 6:00pm	24 -ASVAB Testing for Juniors @ HS Gym, 8-15am	25 -JV, V B & G BB @ Conestoga HS, 4:30 & 6:00pm -V Wrestling @ HTRS, 7:00pm	26 -V Wrestling @ Fairbury HS, 2:00 pm -BOCH @ UNO, 4:00 pm	27 -V B & G BB, TBA, ECNC -BOCH @ UNO, 8:00 am -JH G BB @ JCC Middle School, 8:30 am
28 -BOCH @ UNO, 8:00am	29 -V B BB, TBA, ECNC	30 -V G BB, TBA, ECNC -FFA @ Leadership Skills Event @ Beatrice, 8:00 am	31 MS Choir @ Omaha Symphony "The Science of Sound", 9:30 am			

Johnson County Central Public Schools

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402 335-3328 Principal @ Tecumseh
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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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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.

Happy New Year!

