

Johnson County Central Public Schools

Monthly Newsletter

January 2015



SUPERINTENDENT NOTES by Jack D. Moles

During the hectic holiday season I sometimes need to pull back a little bit and “count my blessings”. I sometimes reflect on how being a part of Johnson County Central provides me with many things for which I am thankful. We have a special place here and for that I feel quite blessed. What am I thankful for in our school? Let me share a little:

- I am thankful for great students. We have great kids who want to succeed and are respectful. We have substitute teachers who tell our Principals that they really like coming to JCC the most as our kids are well behaved. We actually have a few subs who will not sub for any other school.
- I am thankful for our teaching staff. We have a staff who is committed to providing our students with a great education. However, it goes much deeper than that. Our staff cares deeply about the kids they teach. If a student is struggling, our teachers try to find ways to help that student. This is also a staff who I believe wants to grow as teachers instead of staying stuck in a rut.
- I am thankful for our vital non-certified staff. As teachers are so vital in the classroom, the rest of the staff have important roles in reaching our goal of meeting the needs of our students. Our kitchen staffs are made up of a fun-loving group of ladies who make the food service program a bright spot. Our maintenance and custodial staff help to maintain the buildings, so that we have the optimal school climate for learning. Our teacher aides help our teachers become successful with our students by providing a wide variety of necessary tasks. They also are wonderful in working 1 on 1 or with small groups of students to help them be successful. Our bus drivers are a great group and provide a very necessary service for our students. Our secretarial staff is simply outstanding. They are often the first person in the school who outsiders meet, thus providing the first view of our school. The old saying that the secretaries really run the school isn't far off from the truth.
- I am thankful for an administrative team that I trust and respect a great deal. We are not always in complete agreement on things, but we are always on the same page. This comes about because of communication and trust. By the way, our administrative team is not narrowly defined as the Superintendent and Principals. On our administrative team, I also include Counselors Shelley Moles and Marsha Bacon, our local SPED director Rebecca Kling, technology coordinator Dustin Buggi, head of maintenance Ron Kothe, Bookkeeper Laurie Badertscher, and high school secretary and “Keeper of the Calendar” Daisy Mejia. This group serves to keep me advised on issues and to work together to make things run smoothly.

Thunderbirds

VOLUME 8

ISSUE 6

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- I am thankful for the best Board of Education in the State of Nebraska (just calling it how I see it!). This group is dedicated to ensuring student success. Sue Borchert, Mike Gerdes, Teresa Goracke, Barb Gottula, and Greg Hunzeker have been on the JCC Board of Ed for the entirety of our school's existence. Mike Remund recently attended his last meeting as a JCC Board of Education member after seven years on the Board. Kim Wellensiek will assume Mr. Remund's seat in January, and I know that she will continue on the JCC tradition of having great Board members. This is a Board that has its first consideration on a topic, "How does this affect kids and their learning?"
- I am thankful that we have a focus on academics. I am a huge supporter of sports and the arts, but those activities cannot exist without an attention to academics. This is a concept that our staff takes to heart. A focus on academics can often be skewed by the pull of other activities, but I believe our staff maintains the proper focus.
- I am thankful that our students have a wide variety of activities in which they can be involved. A student who simply goes to school each day then goes home without taking part in other activities is not taking full advantage of all that our school has to offer. Our students tend to take advantage of these opportunities. Students with interests such as athletics, music, drama, art, leadership, business, agriculture, and technology have opportunities to participate. This helps us to develop well-rounded, more complete students.
- I am thankful for the diversity in our school. Our students get real-life experiences due to our diversity that most rural school students never get in a lifetime. I know they become better people for these experiences. They are also more accepting of others because of these experiences.
- I am thankful that our school is located in wonderfully supportive communities. Our patrons are supportive of our efforts and take a great deal of interest in how we are doing as a school. They often provide assistance to our students and staff that go unnoticed to the outside. They are, however, very noticed within our school and are greatly appreciated.
- I am thankful for the opportunities provided to me to be active professionally outside of just our district. I have been able to be very involved in leadership on the state level in the educational organizations in which I am involved. Our Board of Education has been supportive of me in these roles even when they take me away from our district at times. They recognize that this does allow me to grow professionally.
- I am thankful for the camaraderie of fellow administrators. Many of my closest friends are fellow administrators. I have been able to learn from them and hopefully they have learned a little bit from me. Administrators in our area tend to be close knit and help each other work through situations. We often serve each other as sounding boards on some of the issues we face.
- I am thankful for being able to raise my own kids in the school I work in. This gives me a more complete view of how we are doing as a school. I also believe it has given my kids an education that I wouldn't trade away for an education anywhere else.

NEWS FROM PRINCIPAL RICK LESTER

Merry Christmas and Happy New Year! I hope you all enjoyed time with your family and friends during this holiday break. Our first semester for the 2014-2015 ended on December 19, 2014. Classes will resume Monday, January 5, 2015. During this first week back at school students are able to change classes for the second semester; they should see Mrs. Moles if they want to make any changes. Also, during this first week back, I will be handing out 1st semester report cards to all high school students – this will occur on Wednesday, January 7, 2015.

The next item I need to discuss is our ZAP (zeros are not permitted) program at JCC. Our teachers are committed to each student at JCC, and if any student receives a zero on any test, homework, project or performance, the student is referred to the ZAP program. The teacher informs me of the specific reason for the student's zero, and I contact the student to inform them they are required to report to ZAP room. Due to the high number of students in the ZAP program, we are modifying the program. Students formerly reported to ZAP during lunch, but since their lunch period is so short, many students didn't have the opportunity to finish their assignments. We have changed this format and all ZAP students will now be required to report to the ZAP room after school to work on or complete their missing/incomplete school work.

The ZAP after school program is designed for students to complete the required missing school work. If they have zero(s) they must attend. This will only work with cooperation between the parents, students and the school. Until your student completes their missing assignment, they will attend ZAP after school. They will not be able to attend extra-curricular practices, they will not be able to utilize the bus transportation, and they will not be able to work until they have spent the required hour after school in ZAP. Basically it's simple, if your student was doing their assignments they wouldn't be required to attend ZAP after school. If they don't attend ZAP when required, there will be other discipline measures taken. If there is a school sponsored function or activity in which your student participates, they will be excused from ZAP on that day. Another benefit of the after school ZAP program is not only will the students be given an hour to work on the incomplete/missing school work, they may have the opportunity to work directly with their teacher. Below is the format of our after school ZAP program:

- Every Thursday I will review the ZAP program and will issue a letter detailing the missing assignments. This will be mailed on Thursdays, you will receive it Friday or no later than Saturday, so you are advised beforehand of your student's required ZAP attendance.
- ZAP after school is on Monday through Thursday from 3:45 p.m. to 4:45 p.m. No ZAP on Fridays. Class is quiet, students will work independently on their own assignments, no distractions.
- ZAP after school is only for working on missing assignments. The teacher knows what assignments the student should be working on. Students will be monitored and the teacher will check them to make sure they are doing ZAP work.
- ZAP attendance is required. If you, as a parent, have a specific reason that your student cannot attend, you need to contact me. This program is essential to your student's completing missing assignments. It is for their educational benefit that they attend, and I want to make sure we are exhausting every avenue to keep them in attendance in after school ZAP until their assignments are completed.
- ZAP attendance is mandatory. If your student is not in attendance when required and a parent has not contacted the principal prior to the beginning of the ZAP period, the student will have one day of ISS (in-school suspension) for the missed ZAP period.
- Once a student completes their missing assignments, they will no longer be required 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 contact me and I will remove the student from the ZAP list.
- ZAP after school will begin on the first day of second semester, Monday, January 5, 2015.

The ZAP program is essentially one more avenue to emphasize the importance of keeping the students accountable for their own academic success. We are working to provide them the atmosphere and means to do their work that they must do for themselves. This program is not asking these students to do more or other assignments, they are just being required to complete regular work that they have previously not done. It is vital that you as parents encourage the importance of holding your student accountable for themselves. We want to better prepare them for life after high school. Being able to rely on you for support gives your student one more reason to desire success in academics. I appreciate your support with this project.

Rich Bacon, Middle School Principal and Athletic Director

As report cards from the 1st semester come home, it is a good time to sit down with your children and take a close look at their academic progress. The semester grades a student earns are a large determining factor whether an individual will be promoted to the next grade level or be retained in their current grade next year. The Middle School Handbook states that “students are required to pass seven out of the ten semesters of core subjects (math, social studies, science, reading & language arts) in a given year to be promoted to the next grade. Any student passing six semesters or less will be strongly considered for retention. An administrative committee will consider each case on an individual basis. The administrative committee will look at other factors, in addition to a student’s grades, such as the student’s MAP scores, NeSA scores, personal history and social maturity. If, after looking at the other factors, the committee believes the student can be successful at the next grade level it may recommend the student be promoted. If the committee believes that the student may be missing a few necessary skills it may recommend the student take and complete summer school, at the student’s expense, to make up for the academic deficiency before being promoted to the next grade level. Or, the committee may feel that the student may benefit from another year of maturity and recommend they be retained in their current grade. Regardless of your child’s grades, it would be very beneficial for parents and children to sit down and discuss how they did during the first semester and set some academic goals for the 2nd semester.

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 2014 NSAA Academic All-State Awards: Football – Ryan Teten & Spencer Dorsey; Girls Golf – Kaycee Bartels & Rudy Pooch; Girls Cross Country – Angelica Wellman & Aleisha McDonald; Boys Cross Country – Aaron Johnson & Samuel Saldivar; Volleyball – Lindsay Weber & Kelsie Kaster; Softball – Erika Hunzeker & Melissa Bausch; Play Production – Grant Moles & Sara Kettelhake. Thank you and 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.

The Junior High Boys’ Basketball teams finished their 2014 season at the Malcolm Tournament on December 20th. The A-team finished with a record of 8-4 and the B-team finished with a record of 3-7. The A-team were the Malcolm Tournament Champions, finished 3rd at the Johnson County Central Tournament, and 2nd at the Palmyra Fun Day Tournament. The B-team finished 2nd at the Malcolm Tournament. Also, in the skills competition at the Palmyra Fun Day Tournament, Tyler Bartels finished 3rd and Eli Waring finished 4th in the 3-point shooting contest, Kole Kleespies finished in 2nd and Levi Dorsey finished 4th place in the dribbling contest and Simon Rother finished 4th in the free throw contest. More importantly, the effort and improvement that was shown and the teamwork that was exhibited throughout the season was impressive. Students who choose to participate in extra-curricular activities will reap the lifelong benefits that being part of a team and competition provides. Congratulations to Coach Terry Kuhl, Coach Reid Genuchi 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 this month.

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 IN- TEREST:

- Monday, January 6—Classes Resume!
- Monday, January 27—4th Grade students participating in NAEP assessment.

Just like playing games with and teaching skills to your children can build bonds and happy memories, so does listening to and communicating face-to-face with your child. The ability for your child to speak to you without scrutiny serves several valuable purposes.

First of all, it builds trust and confidence. Our children will need constant guidance and advice. We have to ask ourselves, "Who do we want them getting this from?" I can only speak for myself, but I want to be the one giving my children guidance and advice. I can't do that if they can't confide in me and won't come to me for help. Therefore, I have to choose my words wisely when speaking to my children. And, more importantly, I need to just be quiet and listen. I don't

need to make all the choices and decisions for my children. But, I can insert a thought or two that will guide them to a wise decision that *they* make.

Secondly, we teach our children how to express themselves in a constructive, formal manner. Being able to control one's emotions and express these emotions to others can be one of the most valuable resources we give our children. Think of all the situations where a person's inability to control their emotions overflowed into other areas of their life causing disaster. Bridges get burnt. We don't want this for our children. Our conversations with our children can help guide them in controlling their emotions; dealing with situations that involve disappointment, rejection and even injustice.

Third, it helps build their vocabulary. Students who

achieve more have a large vocabulary. And, this doesn't come from television and video games. Vocabulary is built from conversations and reading. When we speak with our children, we can elaborate on ideas and words. When we read with/ to our children, we can stop and discuss. It is invaluable.

As the parents, we can have a lot of control over these conversations. The first thing that has to happen is to shut off the TV, the iPad, the video game console, smart phone, etc. Give your child your total attention and get theirs. Have your reading or conversation in the car. You have a captive audience. They can't go anywhere! Sit down on the edge of the bed and read or talk to them. Or, just set aside a time in the evening when the whole family sits together and talks with no distractions. Some call it dinner time!

November Thunderbirds!

Kindergarten—Jillian Cropp, Hope Butterbaugh, Harrison Bacon, Harlee Hardesty, Lane Robeson, Monica Jimenez, Leonel Cruz, Erik Prado, Anthony Campos, Trevor Bohling
 1st—Briana Robeson, Charlyn Bobadilla, Eli Buggi, Elizabeth Bstandig, Harley Lubben, Jack Waring, Trevor Pietzyk, Gabe Bernadt, Zeke Burki, Lexi Christiansen, Kaiden Dorn, Danny Kongmanyong, Mario Lara Jr., Leatha Lightsey, Marisol Mandl, Josie McDonald, Saige Rother, Madison VanLaningham, Catherine Wendt

2nd—Kayden Badertscher, David Campos, Salena Conley, Kali Drake, Jocelyn Prado, Treven Tams, Alivia Tenney, Alex Cruz, Avery Houseman, Madison Jansen, Keegan Jones, Lydia Mejia

3rd—Arely Cabrales, Priscila Cabrales, Mia Castor, Ava Klein, Keven Silos, Bailee Sterup, Ezra Atteberry, Kyle Bartels, Ava Buggi, Jovany Cabrales, Juan Ceballos, Cameron Daniels, Ruby Duarte, Marco Hernandez, Sunnie Rother

4th—Erika Cabrales, Karen Canseco, Jacob Graham, Kimberly Orozco, Kaylin Smith,

Aiden Weber, Kighley Lawrence, Rita Ceballos, Hayden Huskey, Jacob Liscomb, Melissa Lowther, Keiry Najera, Daisy Ortiz
 5th—Kaita Baird, Stephanie Cruz, Gina Golden, Treyton Holthus, Emma Walters, Kobe Wilken, Jordan Albrecht, Jazmin Cabrales, Jennifer Castor-Cruz, Saydee Hardesty, Vanessa Jimenez, Madison Pingel, Emma Straka, Isabella Wolter

In accordance with No Child Left Behind (NCLB) and the Nebraska Department of Education's NeSA Standardized assessment, Johnson County Central's Tecumseh Site Elementary did not meet Adequate Yearly Progress (AYP) for the 2013-2014 school year. Through NCLB, to receive federal funding (for programs such as Special Education, Title I & ELL) each state must have adopted standards and a means to assess them. The Nebraska Standardized Assessment (NeSA) is the Nebraska Department of Education's assessment to determine whether or not students are learning the state standards.

This is the second year in row that JCC's Tecumseh Site Elementary has not met AYP in the area of Mathematics. According to NCLB, all students nationwide should be at 100% proficient by the year 2014. As such, if students are not 100% proficient, they should be making Adequate Yearly Progress. AYP figures compare a grade level score from one year to the same grade level score the following year. For example, AYP is determined by taking the scores of the 3rd graders from 2013 and comparing them to the scores of the 3rd graders in 2014.

According to JCC's NeSA data, JCC's 3rd grade students scored 48% proficient in Mathematics in the spring of 2013. In 2014 (different students), JCC's 3rd graders scored 68% proficient in Mathematics on the NeSA. Although this is a 20 percentage point increase, it still does not meet the AYP formula. In addition, JCC's 3rd graders from 2013 also took the NeSA Mathematics assessment as 4th graders in 2014. This time, they scored at 71% proficient in Mathematics. Although this is a 23 percentage point increase in proficiency, these numbers for improvement for same students does not figure into AYP.

At Johnson County Central schools we use several sources of data to determine student, grade level and student achievement. NeSA is one of these sources. We also implement Measures of Academic Progress (MAP). This assessment is given in the fall and the spring. Unlike the NeSA assessment which asks students the same questions at the same levels, the MAP assessment adjusts as the students take the tests. As students answer questions correctly or incorrectly, the assessment will then give the student either a harder or easier question. The information that comes back from the assessment is then very specific as to where our students' strengths and weaknesses are. With this assessment, we can view growth over an entire school year. The reports on district, building and student achievement from this assessment has proven to be a valuable resource to the district in conjunction with the NeSA assessment and classroom achievement. Data from multiple sources are regularly reviewed in depth to determine the academic direction for our district, schools, classrooms and students. We feel it would be academically unwise to make major changes and/or decisions based on one assessment.

According to JCC MAP data, the 3rd grade class in the spring of 2013 scored a class mean/average of 203.2 in comparison to the national norm of 203.1. The following year, spring of 2014 MAP data showed JCC's 3rd grade (different students) scoring a 205.6; an increase of 2.4 RIT points. JCC's 2014 3rd grade students increased their class average by 15.3 RIT points from their previous year as 2nd grades. This class went from being slightly below the national norm, to besting the national norm by 2.5 RIT points. Also, in the spring of 2014, the 3rd graders from 2013 (now in 4th grade) scored a class mean/average of 214.1. This is an increase of 10.9 RIT points and bests the national norm of 212.5 by 1.6 RIT points increasing the achievement over the national norm by 1.5 RIT points.

According to our data, although NCLB will show a lack of proficiency, our data shows that our students are learning and doing so at a level above national norms. To further explain NCLB and its' effects on our schools and children, please read the following letter by Dr. Matthew L. Blomstedt, the Commissioner of Education for the State of Nebraska.



Matthew L. Blomstedt, Ph.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

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To: Parents and Caregivers
From: Matthew Blomstedt, Commissioner of Education
Subject: Nebraska's Commitment to Every Student, Every Day
Date: September 30, 2014

The Elementary and Secondary Education Act (ESEA), was passed in 1965 during the Lyndon B. Johnson administration as part of the War on Poverty. The act emphasized equal access to education, established high standards and accountability, and authorized federally funded education programs administered by individual states. Congress amended ESEA in 2002 and reauthorized it as the No Child Left Behind (NCLB) Act. The law was scheduled to be reauthorized in 2007; to date Congress has not taken the necessary steps to update this law.

When states and districts agree to accept federal funds, there are strings attached. Attached to NCLB Title I funding is the stipulation to have statewide assessments and Adequate Yearly Progress (AYP) decisions for every public school in the state. Under NCLB, the proficiency goal for school year 2013-14 for Reading and Mathematics assessments was set at 100%. According to the NCLB rules, every student-- regardless of disabilities, English language proficiency, or other life-impacting circumstances--must be proficient in reading and math as measured by state assessments. Because of this unrealistic goal, a number of Nebraska schools will be mislabeled as *Not Met* or *In Need of Improvement*.

The Nebraska Department of Education does not agree with the current federal policy. I do not believe that all of our schools are low performing. In fact, the U.S. Department of Education has granted waivers from the unrealistic expectations of NCLB. Common sense tells us that one child in one grade in one subject area scoring just below a "proficiency cut score" should not brand an entire school community as failing. Yet that is exactly what has happened under NCLB. As a result of this faulty logic, some schools or districts in Nebraska have not met the NCLB requirement for the 2013-14 school year.

Nebraska educators are committed to each and every young person reaching his or her full potential and we are proud of the significant academic progress of our students. While not all students have reached proficiency, the use of targeted resources to assist struggling students and schools has had an impact which is seen in performance data not taken into account by NCLB. Our students, staff members, and schools are not failures. By many measures, they are demonstrating unprecedented levels of achievement. We continue to strive for improvement and excellence in our public schools.

We are committed to continuous improvement. Gains in student achievement are due to the collaborative efforts of teachers, staff, parents, and community members through high-quality instruction, effective leadership, and partnerships. We know that tests are an important part of teaching and learning, but we also understand that basing a student's achievement on a single assessment does not capture everything that is important for our children's learning journey.

As a state, our biggest challenge is finding better ways to engage and support the learning of every student, every day. Nebraska is developing a system for Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). The State Board of Education believes that Nebraska citizens—through the Constitution, the Nebraska Legislature, the State Board of Education, the Commissioner of Education, and other policy makers—are responsible for the total design of this education system. While acknowledging that this education system will be influenced by others, (federal government, other state leaders, and local policy makers) this system will be dependent on and driven by local boards of education, administrators, teachers, parents, communities, and students. This belief requires that we listen well, communicate better, and engage leaders and stakeholders across the state. The goal is to build a quality accountability system that is meaningful to Nebraska.

As a parent or caregiver, we encourage you to look at your own child's individual growth and learning, along with evidence your school provides related to your child's progress instead of a an outdated mislabeling requirement imposed by the federal government. We also encourage you to work with your local educators to ensure that every child is challenged and supported, learning, and thriving. Schools prosper when parents and caregivers are involved as the first teachers of their children.

Counselor News by Shelley Moles

“Dedicated to encouraging a Journey of excellence Creating lifelong learners and Citizens for tomorrow.”

Second Semester Class Changes:

High school students who need to make class schedule changes for second semester are encouraged to pick up Drop and Add forms from Mrs. Moles, and then return completed forms to Mrs. Moles. Students have the first week after returning to school January 5-9, 2015, to complete Drop and Add forms for second semester class changes.

Seniors and their Parents – It's Time to Complete FAFSA!

Now is the time for seniors and their families to begin the process of completing the FAFSA (Free Application for Federal Student Aid) to qualify for need-based scholarships, grants, loans and college work/study.

To complete the FAFSA, students and parents will need financial information from 2014. This includes a completed 2014 Federal Income Tax Return, 2014 W-2 forms and other records of money earned, 2014 untaxed income records, current bank statements, current business and investment records, as well as, Social Security Number, driver's license (if any), and alien registration or permanent resident card (if you are not a U.S. citizen). Parents and students may see the complete checklist at www.educationquest.org.

A parent and student will also need a Personal Identification Number (PIN) to be able to “sign” the completed FAFSA form electronically. To apply for a PIN, visit www.pin.ed.gov and click on “Apply for PIN”. (PIN numbers are lifetime so students and parents should keep their PIN numbers to use in future applications. Students must apply every year they are in college. If parents already have a PIN number from a previous child’s application, they will not need to reapply.)

FAFSA applications may be accessed online at www.fafsa.gov. For assistance, parents and/or students may schedule an appointment with the EducationQuest office in Lincoln (1-800-303-3745) or Omaha (1-888-357-6300). The people at the EducationQuest office will help with the application and also submit the FAFSA application. Parents/students will need supporting financial and identification information needed to complete the application. Appointments should be made as soon as possible as dates fill up quickly.

Filling out the FAFSA electronically speeds up the FAFSA process and cuts down on mail delays or problems. Parents and students may also retrieve and transfer IRS data directly into the FAFSA. Approximately two weeks after tax forms were electronically submitted, the information will be available. See the FAFSA online form or the Education Quest websites for more information.

The federal government and scholarship programs use the FAFSA to determine eligibility for **need based** financial aid and scholarships. For help or more information, contact Mrs. Moles at 402-335-3328.

JCC Senior Scholarships:

A list of scholarships received in the counselor’s office is available on the JCC website. Parents/guardians may wish to review with their teen this list and encourage application for as many scholarships as possible. You may not receive every scholarship you apply for, but you won’t even be considered for the scholarship if you don’t apply. If in doubt about applying, APPLY!

You may access my page at www.jccentral.org by clicking on Staff – High School, Moles, Shelley: Counselor, then “Click here for my Site.” I will continue to update this page adding calendar dates, scholarship applications, scholarship listings, transcript request forms, ACT and

SAT testing information, and other valuable information links. As always, if you have questions, please call me at 402 335 3328. Scholarship lists and some local applications are also available in print form upon request by seniors.

NeSA Writing Assessment and Practice Test

Juniors will be given the NeSA Writing assessment on January 20 and 21, 2015. They will have the opportunity to brush up their writing skills after the holidays by using the online writing practice test on January 6 and 7.

Summer Opportunities:

University of Nebraska-Lincoln High School College of Architecture Workshops:

Career Exploration- Architecture, Interior Design and Landscape Architecture. This high school workshop is held on the University of Nebraska-Lincoln campus June 7-13, 2015. The workshop provides learning opportunities in the form of design studio explorations, seminars and discussions, field trips and film presentations. As part of the workshop, students will visit professional offices, learn about various career opportunities, and develop fundamental skills necessary for the study of design.

Discover Landscape Architecture. This high school workshop is held on the University of Nebraska-Lincoln campus June 14-19, 2015. It provides learning opportunities in the form of design studio explorations, seminars and discussions, field trips and film presentations. The central focus of the workshop is a design studio where design issues are explored and creative energies are nurtured. As part of the workshop, students will visit professional offices, learn about various career opportunities, and develop fundamental skills necessary for the study of design.

Both programs are designed for young men and women who have completed 2 year or more years of their high school education and are interested in architecture, landscape or interior design. Students do not need art or drafting in order to participate. The fee of \$585/participant includes studio supplies, program fees, meals and lodging. Application form, recommendations and essay are due April 6, 2015. See Mrs. Moles for additional information and application form.

ASSE International Student Exchange Program:

ASSE International Student Exchange Program is accepting applications for students to study abroad in the 2015-2016 school year. ASSE's goal is to foster greater international understanding through student exchange programs. In partnership with our overseas offices, ASSE offers a variety of destinations and programs including Academic Year and Semester Programs, Three-Month Programs, and Summer Homestay, Adventure, and Language Programs to countries throughout Europe, Asia, and the Americas. Students interested may ask Mrs. Moles for a program brochure and preliminary application or may visit ASSE on the web at www.asse.com to learn more about the programs and to begin the pre-application process. Costs vary by program and country. Costs range from \$5200 for a 6 week homestay experience to \$13100 excluding airfare for a school year program.

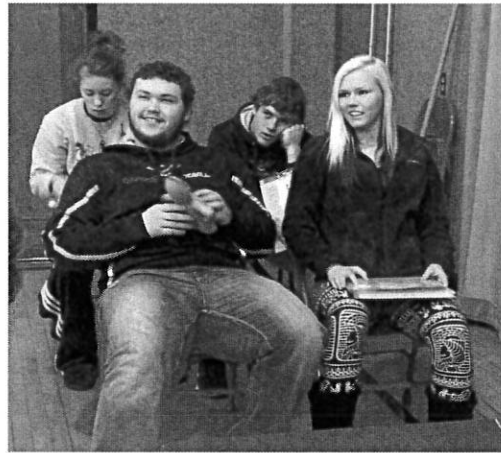
JCC Seniors participate in Community Action Poverty Simulation on November 25:

University of Nebraska Cooperative Extension, SENCA, and other community action agencies worked together to provide senior students at Johnson County Central High School the opportunity to interact in an educational poverty simulation experience. This opportunity allowed participants to experience in one 3 hour event what families who deal with a shortage of money and an abundance of stress experience daily.

During the simulation, seniors role-played the lives of low-income families, from single parents trying to care for their children to senior citizens trying to maintain their self sufficiency on Social Security. The task of each family was to provide food, shelter and other basic necessities during the simulation while interacting with various community resources staffed by local and area volunteers.

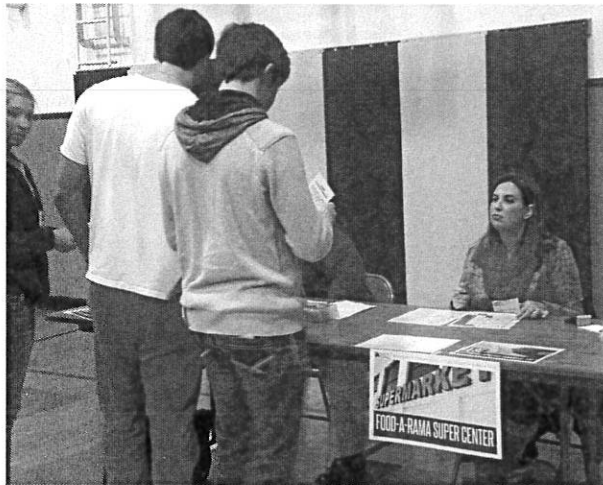


Seniors work with the “bank” for cashing checks shelter



Seniors work to leave the “homeless”

Two seniors stated: “We learned how to get out of a homeless shelter, to always get a receipt, and to talk to utility and other creditors about bills.” Participants engaged in open discussions on how alternative and pro-active solutions can be found within their own communities to assist financially challenged individuals and families achieve financial independence.



Making purchases at the “supermarket” decisions



A “family” planning and making

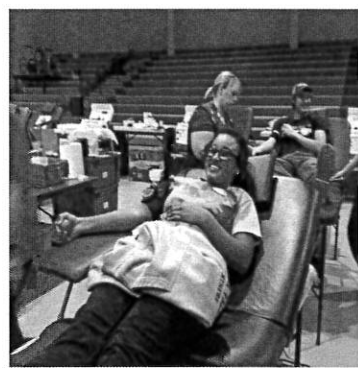
NHS Hosts "Sweet 16" Red Cross Blood Drive:



Natalie Roddy and Jackie Straub

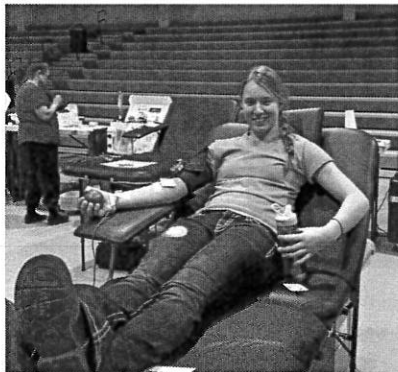


Evan Pohlman

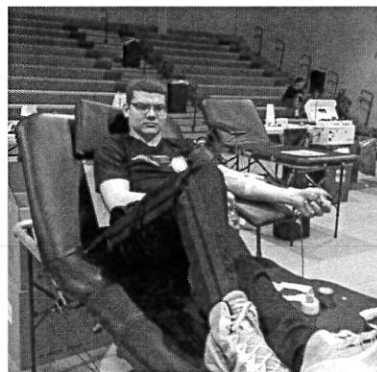


Cyndy Reyes

National Honor Society at Johnson County Central hosted its second Red Cross Blood Drive for the school year on December 12, 2014. Thank you to all the students, staff, parents, and former students who took time from their busy schedules to give this precious holiday gift! Each unit of blood donated may have helped save 3 lives



Melissa Bausch



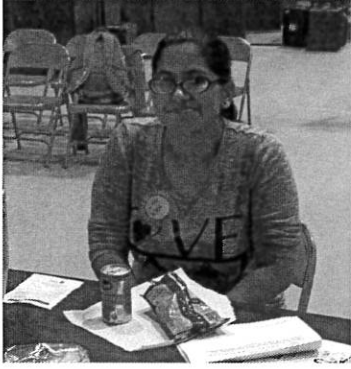
Joe Bailey



Bob Johnson

Students, staff, parents, community members, and former students who signed in to donate blood were: Larry Schultz, John Goracke, Matthew Snyder, Jerald Bausch, Ken Rieken, Grant Moles, Jack Moles, Mikey Borrenpohl, Christopher Downey, Wendi Buggi, Spencer Dorsey, Ciera Benedict, Jackie Straube, Isaac Buss, Barrett Hamilton, Adela Mejia, Lori Panko, Jon Rother, Mariah Trew, Shawna Othmer, Tyson Parrish, Joey Henne, Brienne Stephens, Daisy Mejia, Tabitha Hidalgo, Ava Ascherman, Hunter Thompson, Evan Pohlman, Christy Hodges, Layton Sullwold, Cyndy Reyes, Dana Rautenbach, Josh Crane, Sydnee Wenzl, Natalie Roddy, Austin Valenzuela, Lyndee Wenzl, Nichole Justesen, Carlos Martell, Hanna Carnagey, Jeremy Graham, Linda Goracke, Melissa Bausch, Evelyn Chavez, Melissa Aldana, Alex King, Jayna Lambelet, Vicky Boone, Nancy Ramirez, Jesus Castor, Bob Johnson, Kaycee Bartels, Janice Neal and Shelley Moles. A total of 51 units were collected.

Members of National Honor Society are: Kaycee Bartels, Lacey Badertscher, Melissa Bausch, Isaac Buss, Michael Clark, Erika Hunzeker, Kelsie Kaster, Michael Purcell, Daisy Ramirez, Cody Rieken, Ryan Teten, Lindsay Weber, Spencer Dorsey, Mitchell Faris, Ashleigh Kapke, Grant Moles, Bryan Murphy, Rudy Pooch, and Natalie Roddy. Thank you to all the members of National Honor Society for providing food for the canteen and for the work they did before and on the day of the blood drive.



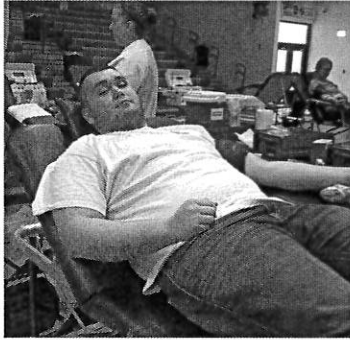
Adela Mejia



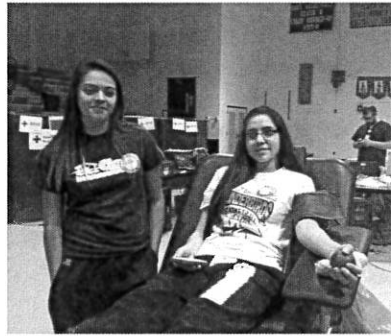
Tyson Parrish



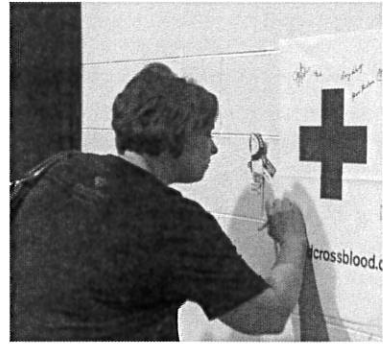
Isaac Buss



Alex King



Melissa Aldana and Evelyn Chavez



Wendi Buggi

Second Grade News—Mrs. Doeden

Happy Holidays from Second Grade! December was a very short but busy month at school.

We started our third reading theme about being creative. The first story was about friends helping one another on a project, which is something we would gladly help each other do. Our second story was about a boy who finds a creative way to communicate with a grandmother that lives far away. When we return from break, we will read a fun story about a character who tries to trick another character but ends up getting tricked himself. What great stories!

It is so rewarding to see that second graders are excited to share our love of reading with others. Each week our second grade class meets with Mrs. Heidemann's third grade class to share stories. The third graders will listen to our stories in our reading book and our AR books being sure to follow along to help us with unknown words. Each third grade student then has an opportunity to read aloud, too. We listen as the third graders model fluent reading. We listen for words we do not understand and can talk about those words with our partners. We are becoming better and better readers each and every day!

In math we have finished learning our basic addition facts. We will be continuing to review these facts, but we are also moving on to subtraction facts. We will use a new learning tool called a wrap-up to learn and practice. Other skills we are learning include adding 2-digit numbers, adding 3-digit numbers, and reading a thermometer accurately. Each day next semester one of the students will get a chance to count a collection of coins in the piggy bank. We'll keep track of the amount, and when we have enough money saved, we may be able to spend it on a special treat. Yum!

Of course, there was also time saved during the month for a few seasonal projects. We made Santas, trees, and gifts to decorate the hallway. We made snowflakes for our classroom tree and to decorate the classroom. We made snowmen for our parents. We wrote stories about Santa's lost bag as well as writing about a unique gift we would give to someone special. We have shared some Christmas stories and discussed which ones were our favorites. What busy elves we have been!

FLU SEASON IS UPON US By Nurse Kuhl

The Southeast District Health Department is starting to see increases in Influenza cases. Many of these are confirmed cases with lab testing being done. While the flu shot this year isn't 100% effective due to a mutation in one of the strains, it is still your best protection.

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 be well enough to return to normal activities. Handwashing, covering your cough, remaining home when ill are key to limiting the spread to others.

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

Please remember that there are still individuals being tested and treated for whooping cough and Lincoln remains in their worst outbreak in recent years. The Health Department is encouraging students with a significant cough for a period of more than 2¹³ days to be seen by healthcare provider.

2014-2015 Speech Team by Ms. Durre

Speech is a winter school activity sanctioned by the Nebraska School Activities Association. As members of high school speech teams, students learn the conventions of public speaking and oral interpretation. Students then write, revise, and present various types of speeches, competing against speakers from other high schools. Some students later continue their competitive speaking careers at the college level.

The goal of the Johnson County Central Speech Team is to provide students with the opportunity to learn more about various aspects of public speaking. By participating in events that emphasize the organization and presentation of information for public address, students develop important leadership and communication skills. Students also gain confidence, poise, and decorum over the course of the season.

Like athletics or music, speech activities require much dedication and effort, and those that give maximum effort will earn maximum results. Students will reap as much from this activity as they sow into it, so daily practice is important. Frequent participation in tournaments is also encouraged.

High school students interested in speech should see Ms. Durre for more information before January 15, 2015.

Parents and community members are encouraged to attend competitions to support our students. We are looking forward to a great season!

Speech Team Schedule*

Saturday, January 31, 2015: MUDECAS Speech @ SCC-Beatrice.

Saturday, February 7, 2015: Invitational TBD*

Saturday, February 14, 2015: Invitational TBD*

Wednesday, February 25, 2015: ECNC @ East Butler

Saturday, February 28, 2015: Invitational TBD*

Saturday, March 7, 2015: Invitational TBD*

Tuesday, March 17, 2015: C1-1 Districts @ HTRS

Thursday & Friday, March 26-27, 2015: State @ University of Nebraska-Kearney*

(Participation required upon qualification at districts.)

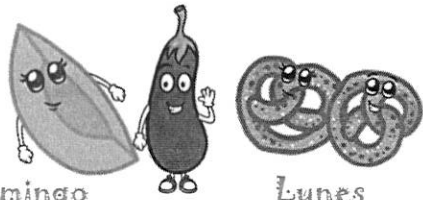
* Some dates are tentative. Other speech tournaments and events will be posted on the school activities calendar as they are scheduled. Please visit www.jccentral.org for more information.

Title 1 and 6th Grade Reading By Cheryl Grove

First semester has flown by and 2015 is here! Title 1 is an area where individual or small group help is given and where students can profit from the individual attention. Math, Reading, Language, and Social Studies are areas that need much guidance to feel success. Encourage your child to ask more questions about what he or she doesn't understand. Reading with students helps them to understand where to stop, pause, and express the feeling the author is trying to convey through the words and illustrations. Every student has a different set of academic needs.

Not everything that your child reads in Reading class will be of great interest to them, but it can be a worthwhile learning experience if they are encouraged to view it with an open mind. Sixth graders need to practice comprehension skills, compare and contrast story elements, find the main ideas and supporting details while reading at a rate that promotes these particular skills. Some of the themes that we discussed this past semester were: Loyalty and Respect, Space and Time, and Challenges and Obstacles (Survival). Sometimes identifying with a character in a story gives us a deeper understanding. Along with reading comes the writing process. Writing expresses our thoughts to others. Throughout the semester, sixth graders were given several opportunities to express their ideas through types of poetry: cinquain, haiku, diamante, couplets, and list poems. When students are able to connect their thoughts and ideas with what is expected of them, writing becomes a valuable tool, We need to find opportunities to encourage and promote positive attitudes toward your child's learning experiences as a team working toward a goal. May the year, 2015, be the year that your child positively blossoms and grows in many ways.





Domingo

Lunes

Martes

Miércoles

Enero 2015



Jueves

Viernes

Sábado



4

Pídales a los niños que le ayuden en la cocina.

5

Los frijoles están ahora en el grupo de "las carnes" porque están llenos de proteína.

6

Trate de limitar la televisión a 2 horas al día.

7

Sea paciente. Cambiar hábitos toma tiempo.

8

Pida que los niños ayuden con el menú semanal.

9

Piense en pequeño. Puede lograr cualquier meta un paso a la vez.

10

No se necesita un gimnasio para estar activo. Dé una caminata.

11

Deje la copa de frutas para una merienda rápida y saludable.

12

Busque el 100% al comprar trigo integral.

13

Caminar en la nieve usa más músculos y quema más calorías.

14

Hable de sus metas saludables a la hora de la comida.

15

Pida que los niños le ayuden a escoger los vegetales en el supermercado.

16

Desarrolle hábitos saludables juntos en familia este invierno.

17

¡Trate de caminar 10,000 pasos cada día!

18

Celebre los logros de su niño y de su familia.

19

¿Prepara pasta esta noche? Hágala una cena saludable con pasta integral.

20

Alabe a su niño por tratar de cambiar sus hábitos. Dele ánimo.

21

Abríguense y caminen a la biblioteca.

22

Tire las meriendas malas para la salud que pueden hacer descarrilar las metas de su niño.

23

Evalúe las metas saludables de su familia.

24

Sea positivo. Sonreír es bueno para la salud.

25

Puede agregarle muchos vegetales a las sopas para una deliciosa cena que llena.

26

Escoja carnes magras como pechuga de pollo, jamón o rosbif magros.

27

Déjele una notita saludable y divertida en la lonchera a su niño.

28

Deje tiempo cada día para la actividad. Hágalo parte de la rutina diaria familiar.

29

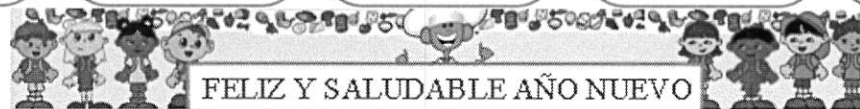
Busque el 100% al comprar trigo integral.

30

Limite la cantidad de azúcar en la dieta de su niño.

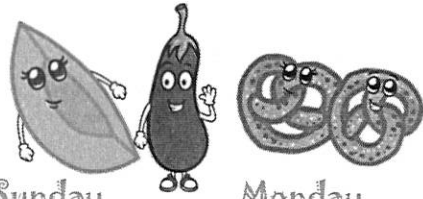
31

Pida que su niño anote su progreso.



FELIZ Y SALUDABLE AÑO NUEVO
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Sunday

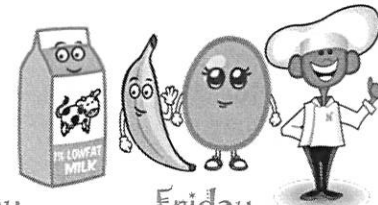
Monday

January 2015

Tuesday

Wednesday

Thursday



Friday

Saturday



1
Celebrate New Years Day by setting one healthy goal.

2
If you can talk easily while walking, exercise harder.

3
Encourage your child to track their goals with lots of enthusiasm.

4
Have kids pick activities they like! Being healthy is fun.

5
Have kids help in the kitchen.

6
Beans are now listed in the "meat group" because they are packed with protein.

7
Try to limit overall TV and "screen" time to 2 hours a day.

8
Look for 100% when buying whole wheat.

9
Have kids help with the weekly menu.

10
Think small. You can reach any goal with one focused step at a time.

11
You don't need a gym to be active. Take a walk.

12
Leave fruit cut up for a quick and healthy snack.

13
Keep that fresh-start feeling every week of the year by making Monday your day of new beginnings.

14
Walking in the snow uses more muscles and burns more calories.

15
Talk about your healthy goals during meal time.

16
Have kids help pick the vegetables in the grocery store.

17
Build healthy habits together as a family this winter.

18
Try to walk 10,000 steps a day!

19
Celebrate your child's and family's successes.

20
Making pasta tonight? Make it a healthy dinner by using whole-wheat pasta.

21
Praise your child for trying to change habits. Be encouraging.

22
Bundle up and take a walk to the library.

23
Get rid of unhealthy snacks that can derail your child's goals.

24
Evaluate your family's healthy goals.

25
Be positive. Smiling is good for your health.

26
Choose lean meats such as chicken breast, lean ham or roast beef.

27
You can add lots of vegetables in soups for a filling and delicious dinner meal.

28
Leave your child a fun healthy note in their lunch box

29
You can add lots of vegetables in soups for a filling and delicious dinner meal.

30
Set aside time everyday for a family activity.

31
Be a role model for your family. Be active everyday.







January 2015

“THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER”

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Chicken Nuggets SP Fries Fruit & Veggie Bar Milk	6 Stromboli Fruit & Veggie Bar Cookie Milk	7 Popcorn Chicken Bowl Fruit & Veggie Bar Milk	8 Meatball Sub Fruit & Veggie Bar Corn Milk	9 Hotdog WG Bun Baked Beans Fruit & Veggie Bar Milk	10
11	12 Creamed Chicken / WG Biscuit Peas Fruit & Veggie Bar Milk	13 Cheeseburger WG Bun Tater Tots Fruit & Veggie Bar Milk	14 Spaghetti / Meat Sauce Fruit & Veggie Bar WG B&B Milk	15 Chicken Tender Warp Corn Chips Fruit & Veggie Bar Milk	16 Cheese Sticks Fruit & Veggie Bar Cookie Milk	17
18	19 Burrito Rice Fruit & Veggie Bar Milk	20 BBQ Rib Patty/ WG Bun Fruit & Veggie Bar Cookie Milk	21 Ham & Scallop Potatoes Fruit & Veggie bar Dinner Roll Milk	22 Chili Cheese Stick Cinnamon Roll Fruit & Veggie Bar Milk	23 Pizza Fruit & veggie Bar Baked Carrots Milk	24
25	26 Egg, Sausage/ WG Biscuit Fruit & Veggie Bar Muffin Milk	27 Br. Beef Patty Mashed Potatoes / Gravy Fruit & Veggie Bar Milk	28 Chicken Tetrizzini Fruit & Veggie Bar WG Bread Stick Milk	29 Corndog Baked Beans Fruit & Veggie Bar Milk	30 Sloppy Joe / WG Bun Fruit & Veggie Bar PB No Bake	

January 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						
				1 Christmas Break	2 Teacher Workday	3 JV/V G & B BB vs. Freeman @ JCC JV @ 2:00 V G @ 3:45 V B @ 5:30
4	5 Classes Resume C Team G & B vs. Weeping Water @ JCC G-5:30 pm B-7:00 pm	6 Tbird Booster Club @ JCC HS 5:30 pm	7	8 Regional Coalition Meeting @ Lincoln 9:00 am 2 & 3 grades to Belle Terrace/Ridgeview V B & G BB @ W/C 6:00 & 7:30 pm	9 UNO MS Honor Choir V W @ W-C 3:30 pm JV/V G & B BB @ Elmwood-Murdock HS 4:30, 6:00, 7:45	
11 Doane Vocal Festival	12 Doane Vocal Fest. V G BB Mudecas @ Beatrice	13 County Coalition Mtg @ JCC HS Lib. 8:30 V B BB Mudecas @ Beatrice	14 Board of Education Meeting @ Cook Lib. 7:30 pm	15 V G & B BB Mudecas @ Beatrice 2 & 3 Grade to Belle Terrace/Ridgeview V W @ Yutan 5:30 pm	16 V G BB Mudecas & Beatrice	17 Academic Decathlon Regionals V B BB Mudecas @ Beatrice V W @ Marysville KS
18 	19 C Team BB @ Wilber-Clatonia girls 5:30, Boys 7:00 pm	20 JV/V B & G BB @ JCC JV 4:30 V G 6:00 pm V B 7:45	21	22 2 & 3 grades to Belle Terrace/Ridgeview JV/V G & B BB @ HTRS JV G 4:00, JV B 5:00 V G 6:15, V B 8:00	23 BOCH Festival @ Omaha JV/V G BB @ JCC 6 & 7:45 pm	24 BOCH Festival @ Omaha V W @ Louisville 9:30 am
25  BOCH Festival @ Omaha	26 JH G BB @ Freeman 6:00 pm C Team G & B BB @ JCC 5:00 & 6:00 pm	27 Leadership Skills Event @ SCC Beatrice JV/V B & G BB @ Malcolm HS 4:30, 6, & 7:45 pm	28	29 2 & 3 graders to Belle Terrace/Ridgeview JV/V G & B BB @ JCC 4:30, 6, & 7:45	30 V W @ Fairbury 3:00 School Carnival @ JCC HS 7:00 pm	31 Mudecas Speech @ SCC Beatrice JH G BB @ JCC MS 8:30 V G & B BB ECNC Tournament

Johnson County Central Public Schools

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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

It shall be the policy of Johnson County Central Public Schools to not discriminate on the basis of race, color, religion, national origin, sex, handicap, or age in its educational programs, activities, or employment practices. There is a grievance procedure for discrimination concerns. Inquiries concerning any of the above, or Title IX and Rehabilitation Act Regulations (504) should be directed to the Superintendent of Schools, 358 N 6th Street, Tecumseh, NE 68329; (402)335-3320.

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