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SUPERINTENDENT NOTES by Jack D. Moles



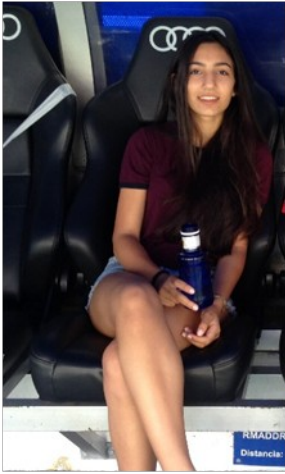
Beginning on October 30, Johnson County Central will again be host to ten students from Ra'anana, Israel and their adult sponsor. The students will be here for one week, staying in homes of JCC students. Several activities are planned for the Israeli and JCC host students, including a visit to the State Capitol building, the Nebraska-Purdue football game, the Henry Doorly Zoo, and experiencing the harvest. At the end of their time here they will accompany JCC students Melissa Bausch, Schyler DeFreece, Courtney Klaasmeyer and adult sponsor Abby Klaasmeyer to spend a week in Washington DC and New York City. The JCC contingency will then go to Israel for two weeks. They will tour Israel with other American students for a week, then stay in the homes of some of the students we hosted for a week. In this newsletter there is an introduction to each of the Israeli students who will be visiting JCC.

VETERANS DAY

We will again host Veterans Day programs at both the Tecumseh and Cook sites on Tuesday, November 11. Both programs will begin at 10:45 a.m. Both programs will feature guest speakers and musical performances by students. The programs are open to the public. An added feature is that we invite all veterans and their spouses to remain after the programs for lunch, courtesy of the school. If you plan to stay for lunch please call Daisy Mejia at the Tecumseh site (335-3328) or Julie Damme at the Cook site (864-4171).

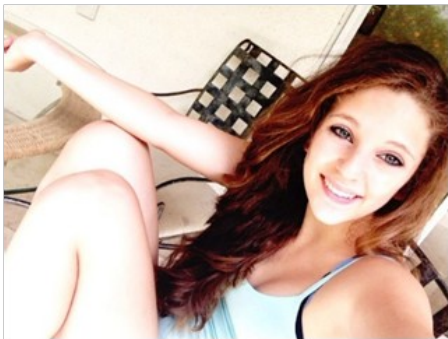


VISITING STUDENTS FROM RA'ANANA, ISRAEL



Amit Menashe—sees herself as a friendly person and having a good sense of humor. She volunteers in an “Agam” school for special needs students. She enjoys sports. Amit will be staying with Jerry and Eileen Bausch family. Her mother is a school teacher and her father is involved in a “Hi-Tech” company.

Dor Dukstein—has lived his whole life in the same house in Ra’anana. Dor’s father is a Vice President of a “Hi Tech” company that specializes in telecommunications and his mother is a family mediator. His favorite subject is math. He likes sporting events and spending time in the sea or the swimming pool. Dor will be the guest of the Kirk and Robyn Faris family.



Eliya Cohen—was born in Israel, but lived for a few years in Florida. She is involved in gymnastics and swimming and loves the beach. She has traveled to Europe and the US many times over the years. Her favorite subjects are science classes. Eliya will be staying with the Ken and Sabrina Roddy family.

Guy Jacob—is involved as a volunteer, especially in a youth movement for younger children. He also likes being involved in leadership activities. Guy likes basketball. He will be the guest of the Russ and Christy Waring family.



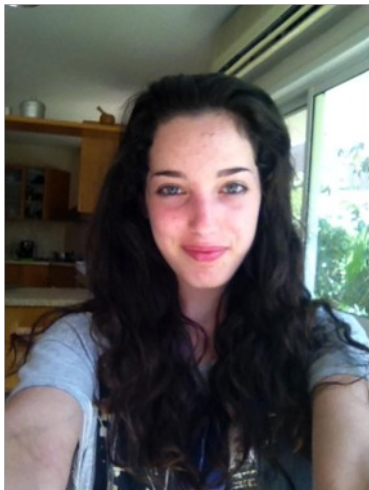
Inbar Radin—loves the arts, especially painting, dance, and music. She volunteers in animal shelters. She says that she is very opinionated and likes to express herself. Inbar will be the guest of the Steve and Paula DeFreece family.

Nitzan Shemesh—her father is Egyptian and her mother is Russian. She loves to go to the gym and also sings. She also helps with a youth movement. Nitzan will stay with the Greg and Karen Hunzeker family.



Ohad Vaknin—volunteers with the elderly, especially helping them to use computers and the internet. He likes to lift weights and loves all types of music. Ohad will stay with the Jack and Shelley Moles family.

Tamar Shapira—her main interests are dance, sewing, and playing basketball. She volunteers in a school for special needs children. She looks forward to visiting the U.S. because her only exposure to our country is “because of all the movies and TV shows I’ve watched.” Tamar will be staying with the Jim and Abby Klaasmeyer family.



Yahali Ziv—she has two older brothers who live in New York, as well as a twin sister. She loves to spend time at the beach surfing. She also enjoys sports such as swimming, judo, gymnastics, and boxing. Yahali will be the guest of Lori and Madison Panko.

Omri Neuberger—his father is an investment manager and his mother manages a dental clinic. He loves sports, especially soccer, tennis, and basketball. He is a volunteer in the Young Ambassadors program. He will be the guest of the Carl and Sarah Purcell family.



NEWS FROM PRINCIPAL RICK LESTER

Fall is official here and with that comes the end of our fall sports and the end of the 1st quarter of the 2014-2015 school year. By the time you receive this newsletter JCC will have already hosted the 1st parent/teacher conference. If you were unable to attend, please note that your student will be given their report card. Please feel free to call or email your student's teachers if you have any questions or concerns about your student's academic progress. I encourage every parent to be involved and show interest in their student's academic progress. I know we are all busy, but your student's academic success is linked to your interest. It is a proven fact that the more interest a parent shows in their student's academics, the better the student's desire to succeed. You can ask your student about their classes, or a specific project. Help them set aside a specific time or place to study. Listen to their concerns and praise their successes as well as encourage their struggles. You would be amazed how these small gestures will help your student to improve in the classroom. As always, if you have any questions please call.



News from Richard Bacon, Middle School Principal and Athletic Director

The first quarter ended on Friday, October 24th and report cards should be in parents' hands by the time this newsletter is printed. Hopefully, all parents were able to attend Parent-Teacher Conferences on October 30th or 31st. Parent-Teacher Conferences provide parents with a unique opportunity to sit down with all of their child's teachers and discuss their progress in a one on one setting. There is so much more going on with your child's education than the grades that they are earning. In addition to talking about their child's academic progress, Parent-Teacher Conferences also give parents an opportunity to discuss their child's personal and social development with individuals who work closely with their students on a daily basis. As we start a new quarter, I would encourage every parent to sit down with each of your children and discuss their performance in school. Were you, as parents, satisfied with the report you received from your child's teachers? Did they receive the grades that you expected? If your child didn't meet your expectations regarding academics or behavior during the 1st quarter, oftentimes, the best solution is as simple as developing good study habits and good old fashioned hard work. Is your child asking questions in class when they don't understand, are they using their class time wisely, are they taking homework home and actually studying? These are all habits that can be developed by the student which can help them achieve academic success. Parental involvement is one of the main ingredients to academic success. Parents can insist their children bring homework home. They can insist their child spend time on school work every day with minimal distractions. Students, especially those whose grades are lower than they should be, will have something to study or read almost every day. Parents can take an interest in their child's academic performance on a daily basis, talk to their child about school, and praise their child when they do well on a particular academic task. The key is to keep working hard to develop good study habits and good work habits.

JCC Middle School staff took an afternoon in October and recognized our students' efforts on last spring's state tests. Johnson County Central met all Adequate Yearly Progress (AYP) goals. Because of our AYP status, Johnson County Central Middle School also qualified to be considered for the 2014 Title 1 Distinguished School Recognition Program. Nice job students and staff. Keep up the good work.

Congratulations to our recently selected Student Council members: 8th grade – Simon Rother - President, Hailey Clark, Jordan Rodriguez, Kole Kleespies, Connor Bartels; 7th grade – Levi Dorsey, Carrie Beethe, Tanner Kerner, Eli Waring, Sam Buss; 6th grade – Hayley Neemann, Sean Golden, Calvin Antholz, & Saylor Rother. These students were selected by their peers in a secret-ballot election and will be counted on to provide leadership for the student body.

The Junior High volleyball, football and cross country teams have concluded their seasons. The football team finished with a record of 2 – 3. The volleyball A-team finished with a 1 – 11 record and the B-team finished with a ---3 – 5 record with 2 ties. The football, volleyball and cross country teams worked hard and had competitive seasons. Congratulations to the boys and girls who competed for the Thunderbirds this fall and their coaches Mr. Robeson, Mr. Genuchi, Mrs. Juilfs, Mr. Fricke and Mr. Weber.

Congratulations to our girls cross country team, Diana Cruz, Annika McDonald, Aleisha McDonald, and Angelica Wellman, for qualifying for the state meet in Kearney. Aleisha and Angelica were medalists at the D1 District Meet, along with Sam Saldivar who also qualified for the state meet. The softball team finished the season strong again this year with a 3rd place finish in the Class C1 District Tournament. Great job athletes and coaches!

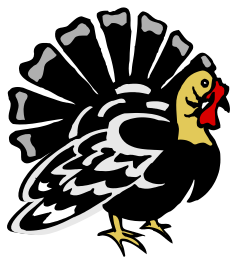
Elementary News

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

November

SPECIAL POINTS OF INTEREST:

- Fri. Nov. 7—PTO/
Title I Book Bingo, 7
p.m. in HS Cafeteria.
- Fri. Nov. 14—NO
SCHOOL! Teacher
In-Service.
- Thurs. Nov. 27—NO
SCHOOL!
- Fri. Nov. 28—NO
SCHOOL!



Growth Mindset vs. fixed Mindset

There is now much research in the area of mindset.

Growth mindset means that we can achieve more and become smarter through hard work and a series of failures and successes. In a growth mindset, we praise our children for their efforts and tell them that their success is due to hard work and perseverance.

A fixed mindset is one in which our successes and failures are just due to the way things are. This is when students are told that they were successful because they are smart or athletic. Or, that their failures are due to them “just not being very good at that”.

What research has found is that a fixed mindset can be very detrimental to a student’s continued success or continued failure. I have no doubt that we are all born very differently and that some things come easier for some than others. How-

ever, what we want to see is that students continue to grow and learn and not give up due to things just “being the way they are”. The fixed mind set is not only detrimental to those students not experiencing success, but also those who have seen success. It has been found that when students see their achievements as a result of them being “smart” or “athletic”, they tend to not take on more challenges or to persevere for continued growth. They feel it will just happen because they are “smart” or “athletic” or “talented”. This is when things get frustrating for them, as those who continue to work hard and take on challenges pass them up. They have a hard time figuring out why they are no longer the best, as they had always been told that this is why they were successful.

With student learning, athletics, music, art or whatever the endeavor, we must continue to encourage and even sometimes push our children to work hard, to take on challenges and to learn from failures and persevere. This is a growth mindset. And, it is backed by research. That those who fail and learn and persevere are successful. If our children can learn to have a growth mindset, they will certainly be prepared for life outside of school and outside of our homes. Here are some resources on Growth Mindset:

Mindsetonline.com
Mindsetworks.com

[www.khanacademy.org/
youcanlearnanything](http://www.khanacademy.org/youcanlearnanything)

Mindset: The New Psychology of Success by Carol Dweck

September Thunderbirds!

K—Hope Butterbaugh, Harrison Bacon, Harlee Hardesty, Maria Mastie, Lane Robeson, Trevor Bohling, Anthony Campos, Leonel Cruz
1st—Briana Robeson, Chloe Smith, Harley Lubben, Theresa Doiel, Mario Lara, Marisol Mandl, Jazmyln Prado, Saige Rother, Wes Swanson, Madison VanLaningham, Catherine Wendt
2nd—David Campos, Salena Conley, Kali Drake, Jocelyn Prado, Treven Tams, Avery Houseman, Memphis

Newcomb, Lydia Mejia
3rd—Michael Bernadt, Arely Cabrales, Priscilla Cabrales, Jadeyn Grobler, Kaityn Schuster, Bailee Sterup, Kyle Bartels, Ava Buggi, Juan Ceballos, Cameron Daniels, Ruby Duarte, Kaitlynn Plager, Sunnie Rother, Maya Straka
4th—Erika Cabrales, Karen Canseco, Kimberly Orozco, Cameron Schuster, Kaylin Smith, Brandon Speckmann, Aiden Weber, Ivan Arellano, Anzel

duPreez, Hayden Huskey, Chayce Oenbring, Cole Robeson
5th—Marie Ascherman, Kaita Baird, Stephanie Cruz, Gina Golden, Madelyn Harrifeld, Treyton Holthus, Emma Walters, Jordan Albrecht, Ava Berkeley, Jazmin Cabrales, Saydee Hardesty, Vanessa Jimenez, Dakotah Ludemann, Madison Pingel, Emma Straka, Isabella Wolter, Fransisco Xayaphonesongkham

Financial Aid Night at Johnson County Central High School on Tuesday, November 11, 2014:

A representative from EducationQuest will share information about financial aid on Tuesday, November 11, at 6:00 p.m. at the high school building of Johnson County Central Public Schools. Seniors, juniors and their parents are invited to attend to learn about the types of financial aid available to meet educational needs. Topics generally include: applying for grants such as Pell Grants and Supplemental Educational Opportunity Grants (SEOG), applying for scholarships, loan applications and filing the Free Application for Federal Student Aid (FAFSA) forms.

Parents and students may also visit the EducationQuest website at www.educationquest.com or the EducationQuest Foundation office at 1300 “O” Street in Lincoln for other FREE college planning resources.

ASVAB Testing for Juniors:

JCC juniors will be taking the Armed Service Vocational Aptitude Battery (ASVAB) on Thursday, December 4, 2014 at Johnson County Central High School. Testing will begin at 8:20 a.m.

The ASVAB helps students identify abilities and compare their test performance to other students at their grade level.

Students may use ASVAB results to explore careers and to judge academic readiness to pursue advanced education. Results may also be used for military enlistment up to two years after taking the test. ASVAB information is not made available to the Selective Service System.

Seniors who are interested in taking the ASVAB should contact Mrs. Moles to be included in the testing.

Accepting Nominations for Leadership Seminars:

Nebraska Leadership Seminar (NLS) is now accepting nominations for its four-day summer seminar at Midland University, Fremont, NE, **June 18-21, 2015!** Through interactive activities, NLS helps students grow as leaders by developing their own strengths and working with the strengths of others.

To be eligible, students must be:

- a high school sophomore
- able to attend the entire seminar
- willing to become a leader in our community

If you or your child is interested in learning more about this great opportunity, please contact Shelley Moles, JCC Counselor at 402 335 3328. Student applications are due November 5, 2014. The \$150/student cost includes lodging, meals, transportation, and guest speakers. Johnson County Central may nominate two representatives to attend.

Hugh O’Brian Youth Leadership Seminar: May 29-31, 2015, at Hastings College in Hastings, Nebraska. The HOBY seminar is a summer leadership development experience for sophomore students. To be eligible, sophomore students must demonstrate leadership in their school and/or community and be nominated by their school. The cost of \$195/student includes lodging, meals, and guest speakers. Johnson County Central High School may nominate one representative and one alternate. Students who are interested need to return their application to Mrs. Moles by November 5, 2014!

For an application or more information about either the Hugh O’Brian Youth Leadership Seminar or the Nebraska Youth Leadership Seminar, please see Mrs. Moles.

Nebraska Career Connections:

Students, parents, educators, other adults and job seekers are welcomed to use the educational and career planning resources found on the Nebraska Career Connections website www.nebraskacareerconnections.org. Designed for Nebraskans, Nebraska Career Connections is a collaborative effort of several state agencies and non-profit organizations including the NE Dept. of Education, NE Dept. of Labor, NE Dept. of Economic Development, EducationQuest, Future Force NE and others to coordinate resources and services through efficient and effective online access for all Nebraskans.

Some of the goals of Nebraska Career Connections are to connect Nebraskans to a variety of career exploration, planning, and management resources, create an awareness of high-demand Nebraska occupations, connect interest, skill, and work value inventories to educational options and occupations, help develop 4- or 6-year educational plans, write professional-looking resumes, and guide occupational exploration and selection of postsecondary schools and majors.

Many resources are available without logging into the site such as career clusters and searches, post-secondary options, and financial aid information.

Students at Johnson County Central High School who want to “Get Connected” (build a resume, develop a 4 year high school plan, or take an interest, skills, or work value survey and save results to an online portfolio) should use handout information received from Mrs. Moles (user name, school access code) and then log on to the Nebraska Career Connections website at:

www.nebraskacareerconnections.org!

NCAA Division I and Division II: A Note to Athletes

Students wishing to compete in college athletics or receive an athletic scholarship from NCAA Division I and II colleges should check out the requirements for participation from the college they plan to attend. Student athletes must meet Eligibility for Academics and Amateurism. Academic eligibility is based on GPA in accepted college-preparatory core courses and a combined ACT English, Math, Reading, and Science score or combined SAT Critical Reading and Math score.

In determining Amateurism, any benefit received prior to enrolling in college may be reviewed. Activities that may be reviewed include contracts with a professional team, prize money, play with professionals, benefits from an agent or prospective agent, agreement to be represented by an agent, tryouts, practice, or competition with a professional team.

In determining academic eligibility for participation during the first year using the current NCAA guidelines for graduates 2015, Division I colleges and universities will require at least 16 core courses that include 4 years of English, 3 years of mathematics (Algebra I or higher), 2 years of natural or physical sciences, 1 extra year of English, mathematics or natural/physical science, 2 years of social science and 4 years of extra courses (from any category previously listed or foreign language or philosophy) and achieve a combined SAT or ACT sum score that matches the student’s core-course grade-point average in the grade point average and test score index. (For example, a 3.0 GPA with a combined ACT score of 52, a 2.0 GPA with a combined ACT score of 86, or a 3.5 GPA with a combined ACT score of 39 would all qualify.)

Currently to participate in Division II college and universities and to receive a scholarship, a student must graduate from high school, complete at least **16** core courses that include 3 years of English, 2 years of math (Algebra I or higher), 2 years of natural or physical science, 2 years of social science, and 4 years of additional core courses (from any category previously listed or foreign language, non-doctrinal religion or philosophy), have a minimum 2.0 core GPA and a minimum SAT or ACT score of 820 or 68 respectively.

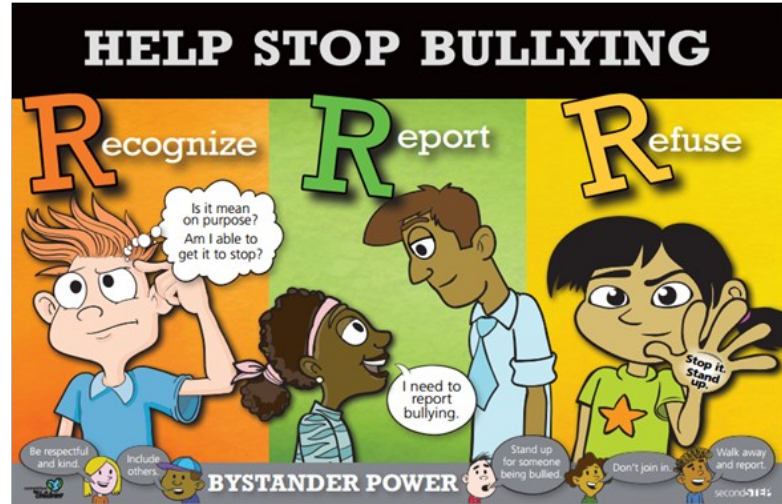
Students wanting to participate in Division III college athletics should contact the college for its policies on admission, financial aid, and athletics eligibility.

New Division I requirements to be a full qualifier beginning with 2016 graduates (current high school juniors, sophomores and freshmen) include completing 16 core courses – 10 must be completed before 7th semester and 7 must be in English, math or science and have a minimum core GPA of 2.3. Grades earned in 10 required courses before senior year are “locked in” for GPA purposes. In addition students must meet the newly revised competition sliding scale of GPA and ACT/SAT test score and graduate from high school.

The core courses from Johnson County Central that meet the definition of approved core courses are available at www.eligibilitycenter.org. That website also contains more detailed information about NCAA participation and registration.

What is Bullying?

The old saying goes, “sticks and stones will break my bones but words will never hurt me.” Not true. Words can hurt and mean words often do. What one student may view as teasing, a different student may view as bullying. These different viewpoints are why the JCC elementary students have started a Bullying Prevention program to educate students about what bullying is, what it is not, and how to prevent it from happening. To be clear, not all problems students have are bullying, sometimes they are just problems. The word bullying is often used when a bad situation occurs. However, in order for a situation to be considered bullying, several factors need to be assessed: is the behavior done on purpose? Is the behavior meant to hurt? Is the behavior unfair or one-sided? Is the negative behavior repetitive? These items are all components of bullying. Bullying is when someone continues to be mean to someone else on purpose and the person that is being bullied is not able to get it to stop. Bullying is unfair and one-sided. We teach students that if something bad happens on accident to hurt someone’s feelings or hurt them physically, they need to fix it by apologizing-that is how we know it was an accident. However, if the negative behaviors continue, that is when it may be a bullying situation.



We have an expectation at JCC that students feel safe and respected. The Thunderbird Way teaches students the expectations we have of them and also promotes empathy and kindness with how students treat each other. Incorporated with the Thunderbird Way program is the Second Step curriculum, a prosocial behavior program that was instituted in the guidance curriculum second semester of the 2012-2013 school year and is currently used throughout the year. This school year, a new program has been added to the guidance curriculum to promote kind words and actions with students as well as to teach students to stand up for themselves and others. The Bullying Prevention curriculum, like the Second Step program, was created by a non-profit group, Committee for Children. The program was purchased with grant funds from Region V. When the Bullying Prevention and Second Step programs are used together, they provide a research-based approach to reduce bullying behaviors and improve positive behaviors in the classroom and school. We want to prevent bullying from happening in our school by educating students about what bullying is, recognizing when behaviors are inappropriate and how to stop negative behaviors that affect them. The program focuses on three aspects: **Recognize**-what is bullying, **Report**-when and how to I report the situation to school staff, **Refuse**-how do I and stand up for myself and others if bullying occurs.

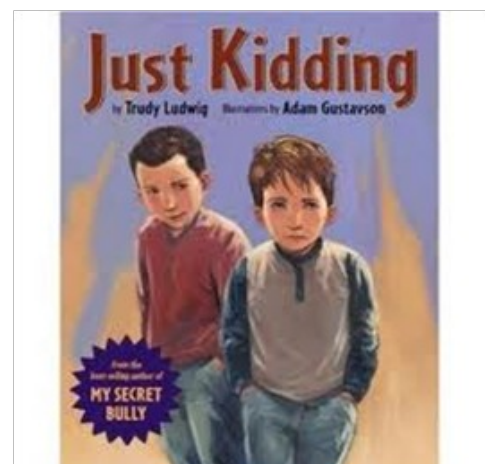
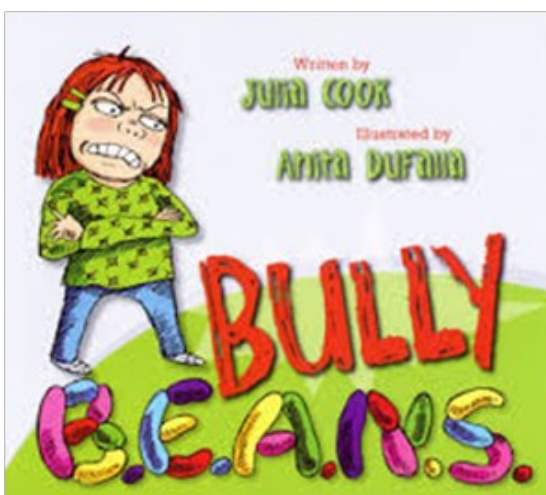
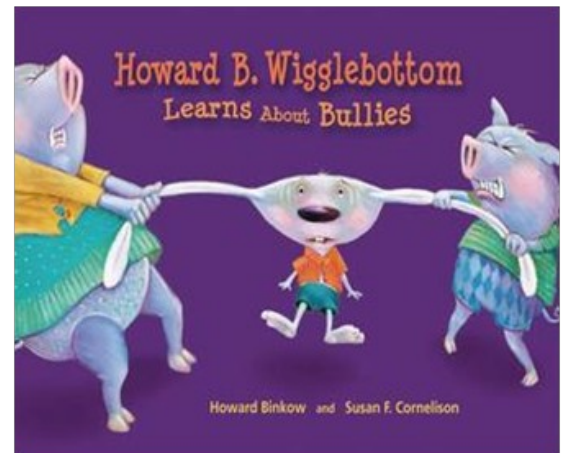
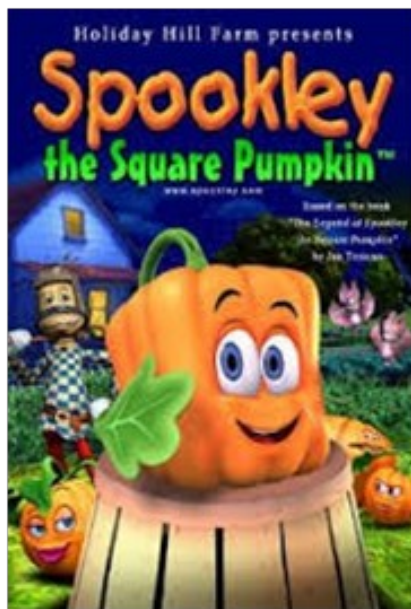
The bullying prevention program contains five lessons with videos and activities that are interactive for students to learn how to recognize the difference between when a student is being a problem, and when they are being a bully. These activities remind students that bullying behaviors are meant to hurt, are on purpose, are unfair and directed at the same student repeatedly. The lessons teach students how and when to report bullying to an adult. The lessons distinguish between tattling- telling on another student to get them in trouble when no one was hurt or in danger-and reporting, getting help for yourself or another student when they feel unsafe or disrespected. Finally, the lessons encourage students to refuse bullying behaviors from other students.

Students are encouraged to tell a student that is not treating them kindly to stop the behavior. We practice 3 components of bullying refusal: 1) Look at the person you are speaking to 2) use a strong and respectful voice 3) tell the student to stop the behavior. Students need to advocate for themselves and others if they see a bullying situation.

Respect is an expectation of all students at JCC, at all times. If your child is having a problem at school, encourage them to be positively assertive, to stand up for themselves in a respectful manner. If things do not improve, encourage them to talk to an adult and report the situation. Listen to your child if they are having a problem, validate their feelings and help them find a solution to the issue. There are many good books for children of various grade levels designed to help students understand how to handle difficult situations. Read books together to learn more what bullying is and how to refuse it. Reflect on what behaviors are ok, and which behaviors are not acceptable. Most importantly, teach your children how to refuse negative behaviors targeted at them, to positively assert themselves.

Remember that you are the best role model for your child. Encourage positive behaviors from your child by clearly stating your behavior expectations of him or her. In addition, teach your child how they should expect to be treated by their peers at school and in other social situations.

Books that may help students with bullying situations include:



Speech-Language News by Kim Ellicott

The speech-language program is off and running. Students from all grades enjoy coming to speech to work on articulation, language, fluency, and social skills. The students utilize iPad apps for speech sound practice. Books, worksheets, and games are used to teach the many rules of the English language. Students who stutter are learning the facts about stuttering as well as strategies to facilitate smooth speech. The majority of the social skills instruction occurs in the context of the classroom during free play time. It is a pleasure working with all of the students.



Building Life Skills in Horizon II
Reid Genuchi

Since the beginning of the school year the students have been working towards learning how to build life skills for the future.

They have learned that it's important to keep their hands clean because of germs. Our hands touch many different surfaces during the day and we don't know when the last time that surface was cleaned. The students are battling those germs by wiping desks, doorknobs, and other surfaces they use throughout the day. Other skills they are currently learning and using daily are household chores, proper hygiene care, communicating with others, and managing emotions.

**PLEASE ATTEND
T-BIRD BOOSTER CLUB MEETING
NOVEMBER 10TH, 6:00 PM
HIGH SCHOOL CAFETERIA**

SAVE THE DATE !!!!

PTO/TITLE I
PARENT/STUDENTS K-5
BOOK-BINGO NIGHT



FRIDAY, NOVEMBER 7, 2014
HIGH SCHOOL CAFETERIA
7:00-9:00 p.m.

FREE SNACKS AND DRINKS
CHANCES TO WIN FREE BOOKS
FOR
YOUR HOME LIBRARY

JC Central Physical Education by Chris Hutt

The K thru 3 Elementary students have Physical Education every day. Research has shown that a student can improve their academics in the classroom if they have more exercise opportunities mixed into their school day. PE class and recess can provide that stress outlet. It is also important for kids to be active and play outside at home.

The Kindergarten classes have worked on exercises, body movements, ball skills, jumping rope, hula hoops, roller racers and scooter boards. They have learned “Stations” where they rotate to 3 different activities. The students have demonstrated cooperation skills when using the parachute. They take pride in performing T-BIRD Jumping Jacks.

The 1st, 2nd and 3rd grade students complete a different warm-up each day, which include; jogging, exercises, jumping rope, and Wall Day stretches. We have focused on ball skills of catching and throwing and developing coordination. The students have worked hard on their fitness in completing a 10 station workout. In this workout they have an exercise partner and move from station to station. These students have also been outside for some lap work on the track, jogging and walking.

The 9th grade PE students have been participating in Volleyball, Football and Basketball. These students alternate daily with Strength Training Class. Our students have the opportunity to lift weights every other day.

The first unit in Advanced PE this fall was Archery. The students learned all of the safety rules and completed a written test on archery. We covered the parts of the bow and arrow, shooting adjustments, terminology, and fundamentals of loading, drawing, and aiming. We had many fun tournaments, including bullseye, points, color, and archery eliminator. We had team tournaments as well as individual. Best of all, we were safe! We have also played Volleyball, One Bounce Volleyball, Football and Basketball.



Middle School Social Studies by Mr. Robeson

The middle school kids are off to a great start in Social Studies this year. 7th and 8th graders get the luxury of brand new books, and a new curriculum. We now have U.S. History in both 7th and 8th grade, with 7th grade being pre-1877 and 8th grade being 1877-present. This helps us to better meet the state standards, and the kids seem to like it since they are dealing with American history. Right now we are studying Ancient Egypt in 6th grade, and they are a great bunch of kids. The first month or so takes some getting used to, as they are adjusting to middle school and I am trying to learn their names and personalities. So far, though, everything is going great. The 7th graders are studying the American Revolution right now. They seem to like it, and I always like exposing them to additional information on what might seem to be an old subject. The 8th grade just finished chapters on the Civil War and Reconstruction. They are now studying the movement to the West, and it should be a fun unit since it deals with cowboys and the “Wild West.” Overall, I’m expecting a great year from the kids and look forward to it.

2014-15 FBLA

By Angie Huskey

JCC's 2014-15 FBLA Chapter has 45 members. We have a great group of kids this year. They are eager to put in the needed hours of dedication and preparation in order for our organization to grow in our successes. Our current officers are: President-Tristan Attebery, Vice President-Cody Rieken, Treasurer-Garret Badertscher, Secretary/News reporter-Melissa Bausch, and Parliamentarian-Michael Purcell. We also have four dedicated members serving as our class representatives for the year. They are as follows: Senior- Erika Hunzeker, Junior- Grant Moles, Sophomore- Marissa Borrenpohl, and Freshman- Nick Goracke.

Our members are filling their schedules with many fundraising, community service, and leadership opportunities during the school year. The following are a few of the activities that are keeping our members busy:

Fundraising:

- Club's Choice Food Fundraiser: This is our major annual fundraising event. Our two-week selling spree began on Monday, October 20 and will continue through, November 4, 2014. This fundraiser enables many FBLA members to attend conferences and competitions through the year with minimal out-of-pocket expenses.
- Pastry Puffins: In the Spring of 2015 we will again be selling Pastry Puffins to help fund our State and National Competitions.

Community Service

- Trick-or-Treat for the area food pantries:-FBLA members are asked to dress up and go "trick or treating" around the area asking for a non-perishable food item that will be donated to the local food pantries. This year, we plan to also involve the elementary and middle school students with a fun competition to bring in canned foods to donate.
- Tecumseh Chamber of Commerce-Christmas/Santa visitation: Our FBLA members will be helping the area businesses in making the Christmas/Santa day a success, by helping to fill treat bags and donating time/service to aid the Chamber of Commerce members make this a successful event each year.
- Individual service hours-Students continually work on individual service hours that are counted toward our state goal of total hours worked/donated each year.

Leadership:

- Fall Leadership Conference (FLC) in Omaha: The FBLA officers attended FLC, in Omaha at the end of September. FLC is aimed at jumpstarting the students' desire and willingness to lead their fellow students. We listened to a variety of inspirational and upbeat speakers as well as attended some very important officer seminars before heading back to JCC to share what they learned and the ideas that blossomed while in Omaha.

Conferences/Competitions

- Path to Success Conference-November 4, 2014
- American Business Competition at UNL- February 4, 2015
- Peru Business Contest-February 11, 2015
- State Leadership Conference-in Omaha-April 9-11, 2015
- National Leadership Conference-June 28th – July 3, 2014 in Chicago, IL

4th Grade News, Homestead National Monument By: Mrs. Naber

Have you ever thought what it would have been like to homestead a piece of land in the state of Nebraska in the 1800's? Our 4th graders traveled to Homestead National Monument in Beatrice to learn what it was like to live the life of a homesteader. Many of the students decided it was much easier living today than it would have been a long time ago.

On our visit to Homestead we learned what the requirements were for homesteading a tract of land. We were shown a video that explained that early settlers could claim free tracts of land for a small registration fee. Claiming the land was simple, but “proving up” when the time came was not so easy. In order to “prove up” a homesteader had to improve the land by building a home and making a living off the land in some way. This did not always prove to be a simple task. Many of the homesteaders failed and lost their claims.

We were able to spend quite a while exploring the museum of homesteading pioneers at the park. It was amazing how the settlers completed their daily tasks. I think the students came to the conclusion that life today is much simpler for us than it was for the early pioneers.

The walk across the prairie was wonderful. It was a cool brisk day, but we were able to see what the prairie was really like when the first settlers came across Nebraska.

One of the highlights of the day was learning about how the Native Americans used the buffalo. The Native Americans used every part of the buffalo. Not only was the buffalo used for the meat, but the bones were used as tools to dig with, the horns as spoons or cups, the hides as blankets, and the stomach as a boiling pot. Ask a 4th grader for some other uses of a buffalo.

The pioneers had many chores that needed to be done on the homestead. We ran a relay race which included many of the chores that the children helped with. We collected eggs, helped with laundry, collected corn cobs for the fire, helped build fence, and churned butter. It was a fun way to see how things have changed over the years.

The final activity of the day was identifying skins and skulls of animals that are common to Nebraska. Many of our students knew exactly what animals the skins and skulls came from.

Our trip to Homestead National Monument was a great way to start our study of the state of Nebraska. We have a great deal to learn about where our state started and where we are today.



Johnson County Central Public School Self-Assessment 2014-2015

School improvement is a continuous process. There really is no starting point or ending point. We as a district are closely looking at ourselves to recognize our strengths as well as areas in which we'd like to improve. As written in the October newsletter and also on Johnson County Central's website, the students, staff, and parents will or have completed a survey to gather important information about our school. Another way in which we are gathering data is having our staff conduct a self-assessment of our school district. This is an in-depth evaluation of each of the five Advanc-ED Standards for Quality. These standards assist in identifying the evidence, data, information, and documentation used to reflect upon the strengths and opportunities for improvements in our school system.

The definition of the Advanc-Ed Standards for Quality are "comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness." Each standard has a set of indicators that are "operational definitions or descriptions of exemplary practices and processes." Each indicator has four performance levels that a school uses to rate the practices and procedures in place within the system. These levels are numbered 1-4 with a score of 1 or 2 being an area in need of improvement and a score of 3 or 4 which highlights areas of strength. Once a performance level is identified, evidence must be collected and displayed to support the rating for that individual indicator. In the end, this self-assessment answers the questions, "What practices/processes are being implemented on our school system, and are they effective?"

The following is the list of the five Advanc-ED standards and the committee members assigned for assessing each standard. These members are responsible for taking their piece of the standard, research the practices, policies, procedures in place, gather evidence to support the rating they feel best matches our school district, and report back to the committee chairs. The information gathered will then be compiled into the final report which will be submitted to Advanc-ED prior to our external team visit in the spring of 2016. The external team will use this report to give feedback to our school and make an accreditation recommendation.

Committees for the Five Standards of the Self-Assessment

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Chairs: Gail Hutt and Tanya Crotty

Members: Barb Gottula, Susie Lacey, Tom Doran, Chris Hutt, Dean Wellensiek, Diane Wilken, Casey Fricke, Kathie Grotrian, Joni Fox, Lisa Weber, Daisy Mejia, Stacie Weakland, Alison Jackson, Karla Benson

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Chairs: Shelley Moles and Maggie Rother

Members: Jo Gadeken, Steve Nolte, Lavinia Doeden, Ron Kothe, Jackie Parrish, Judi Borrenpohl, Ruth Bray, Jeff Robeson, Reid Genuchi, Connie Walters, Mary Teten, Greg Hunzeker, Heather Clements, Mike Gerdes, Kris Farris, Lavonne Niedermeyer

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and insure teacher effectiveness and student learning.

Chairs: Nick Weber, Lisa Othmer, Dustin Buggi

Members: Robin Heidemann, Teresa Goracke, Kayleen Doeden, Candy Laue, Tania Durre, Christy Hodges, Angie Huskey, Colleen Naber, Susan Dieckgrafe, Julie Tubbesing, Rachel Walters, Lisa Schuster, Beckie Robeson, Kelli Dorsey, Emily Lubben, Ben Swanson, Linda Goracke, Kathy Phillippi, Julie North, Stephanie Berkebile, Jenna Murphy, Emily Fricke, Joan Peters, Laurie Badertscher

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Chairs: Rebecca Kling and Jeanette Palmer

Members: Abby Klaasmeyer, Sue Borchert, Ashley Juilfs, Mandi Goodrich, Brie Stephens, Connie Watson, Vicki Mulholland, Lisa Kuhl, Cheryl Grove, Sally Hutt, Lindsey Meints, Beth Rumery, Kim Ellicott, Michelle Borrenpohl, Laura Rademacher, Devon Roesener, Ranae Othmer

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Chairs: Marsha Bacon and Marcus Scheer

Members: Mike Remond, Julie Damme, Nichole Justeson, Rick Richards, Joan Peters, Alta Bohling, Kirk Faris, Carol Hemmingsen, Carol Wiebke, Tina Richardson, Vicky Boone, Karen Hunzeker

As Johnson County Central continues with the school improvement process, more articles will be placed in the monthly newsletter and on the school website at www.jccentral.org to keep everyone informed of the progress made and information gathered.



Fifth Grade News By Mrs. Tubbesing

The fifth graders have had an awesome start this fall! They have been working hard on the NESAs science standards which have been introducing them to a broad number of science concepts. So far this school year, they have studied life science. The students planted bean seeds to learn about the parts of the plants and why each section of the plant is necessary for the plants survival. Currently, the students are trying to establish a mini meal worm farm. The purpose of this activity is to watch the mealworms go through their life cycle. In addition, the students have taken part in the Mission 7 NASA International Space Station project that Dr. Boone brought to JCC. The two sections of fifth grade science each developed an experiment, followed the steps of the scientific method, and then submitted their proposal for review. The entire process has been a true learning experience!

In math, the fifth grade students continue to review previous skills learned as they are introduced to new concepts. Currently, they are working with geometry, fractions, and percents. They have learned about angles, polygons, scales, and comparing and converting fractions to percents. The fifth graders in the near future will learn how to classify triangles, measure angles, work with mixed numbers, and add and subtract fractions.

Some of the language arts activities are very challenging for the fifth graders. Each week they write to prompts that help them analyze and synthesis the week's reading selection. Then at the end of the week their writing test pushes them to use their higher-order thinking skills.

The fifth grade students also used their writing skills to complete their DARE essays. The fifth graders have taken part in the DARE program that is taught by retired Trooper Trantham since August 27. Every Wednesday, Mr. Trantham taught each fifth grade class for about an hour in the area of drug and alcohol prevention. Graduation for DARE will be Wednesday, November 19, at 2:30 p.m. in the Cook new gym. DARE graduation is opened to the public and parents and grandparents are encouraged to attend.

6th Grade Math, Science and Keyboarding by Alta Bohling

Challenging!!! Sixth graders are being challenged with producing a proposal for the ISS project. It may be challenging, but very exciting!! One team from JCC (5th through 12th grades) will be chosen to send their science experiment into space to the International Space Station!!!! Students are working hard to get this proposal done. It is like being in the real science world. Deadlines and research have to be done. The project must meet specifications. This makes all students REAL scientists!!

In math, sixth grades continue to expand their math knowledge in Saxon Math. Recently, sixth graders have learned about measuring angles with a protractor. They continue to learn basic concepts of add, subtract, and multiplying fractions. Elapsed time is another concept recently explained.

1st trimester keyboarders are progressing well with their skills. Most have passed the intermediate level and are in the advanced level of Mavis Beacon. This is the program used to help students learn to keyboard. In the advanced level, all keys are already learned and now the goal is speed and accuracy.

One Act Play Production: The Cop and the Anthem—Tania Durre

The Johnson County Central High School One Act Play cast and crew are eagerly preparing for this fall's production of The Cop and the Anthem. This play is a comedy adapted for the stage by Mark Bucci from a short story with the same name by O. Henry.

Set in the early 1900s, The Cop and the Anthem tells the story of Lemuel T. Thwackbusher, a resident of New York's park benches. Lemuel realizes that winter is upon him, and he must find shelter to survive the harsh weather. Each year, Lemuel works up a scheme to be sent for three months to his favorite winter resort—the local prison. However, this year, no matter what he tries, it just won't work! What ensues is a comedic series of encounters between Lemuel and law enforcement as Lemuel pleads his case to be arrested. The play ends with one of O. Henry's signature surprises.

Please join us for our community performance as we prepare for competition. The community performance is **Monday, November 24, 2014 at 7 PM** in the JCC elementary auditorium at Tecumseh.

We invite you to attend our other performances as well. Price of admission varies.

- **Saturday, November 8 @ 9 AM:** East Central Nebraska Conference (ECNC) One Act Play Production, The Loft, Manley, Nebraska
- **Monday, November 24 @ 7 PM:** Community Performance, Elementary Auditorium, Tecumseh, Nebraska
- **Monday, December 1 @ 9 AM:** District One Act Play Production, Sandy Creek Middle School, Clay Center, Nebraska
- **Thursday, December 11:** State One Act Play Production, Johnny Carson Theatre, Norfolk, Nebraska (pending qualification at districts)



MS Reading

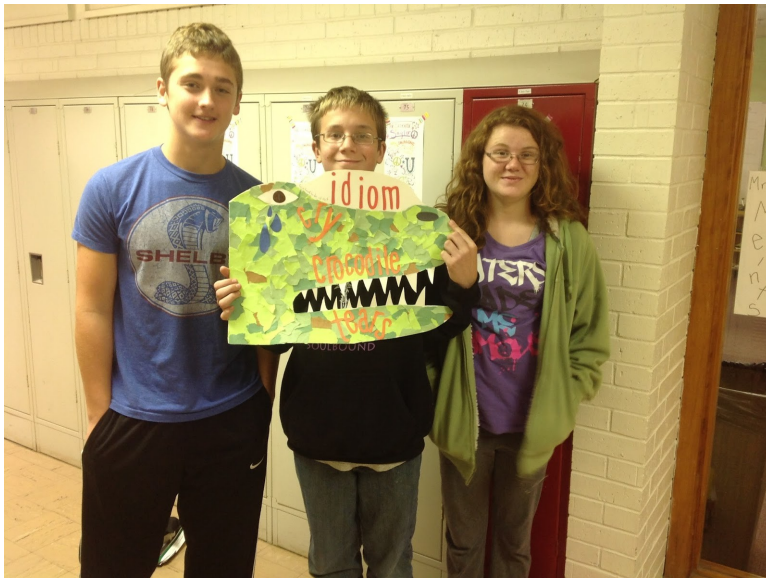
Linsey Meints

We have had a great start to the school year in Reading. During the first quarter both 7th and 8th grade students were learning about fiction and nonfiction. The students got to read some great stories.

The 7th graders made bookmobiles using their favorite books or book series. For this project we went to the computer lab and printed out the pictures of the books. The students then had to string the pictures together and they are currently hanging in the classroom. They will be bring these home at the end of the year.

At the end of September the 8th graders were learning about idioms. As part of the lessons they had to choose an idiom and while working with partners create a poster for the idiom they chose. They did a fantastic job with this project and they have received lots of compliments for their work. The posters are currently hanging in the middle school hallways.

During the second quarter both the 7th and 8th grade students will be learning about short stories. The 8th grade will also be working on an author study where they will be creating PowerPoint presentations and posters to share with their peers.



Third Grade News
Robin Heidemann

Third Grade is into the news. Every morning we read local, national, and world news. We are gaining valuable information about our world, vocabulary, informative writing, and map skills. The news is a great way for us to begin to recognize a world bigger than ourselves.

Autumn is a season of change. We are learning to write informative paragraphs about the changes we are noticing. It is fun to watch our earth change. Cursive writing is right around the corner. As third graders we eagerly anticipate the day when we can read and write cursive. Our cursive pencil will be put to the paper at the end of the month. We are growing up!

October is full of fun activities. Homecoming is a treat for us. We enjoyed preparing for the parade and spending the afternoon with our friends from the Cook site. We always enjoy the fun homecoming activities that the high school students plan for us.

Our volunteer firefighters sacrificed some time to share with us the importance of fire prevention and safety. We appreciate their willingness to serve our community. We also want to thank the businesses that helped provide the educational material we received from the firefighters.

Third Grade is an exciting year. We learn many new skills and we want to thank our parents for their encouragement and support.



High School History—Steve Nolte

Fall is in full swing again here and the 1st quarter has already past. In the Social Science department, we have been studying some very interesting topics. World History has been studying the religions of the world, learning how very unique, but similar many of them are. Students completed a power point over a particular religion and presented an in-depth look at it. Students were amazed at the different practices that some of these religions had. World History has also been studying the Renaissance and the Reformation.

In Geography, students have been learning about cultures around the world. I want them to gain a better understanding of how unique the world is. Students also learned the differences better the developed and developing worlds. I cover this so students can understand why some countries are wealthy and others are poor.

In Military History, we have been covering WWI. Students have learned about the culture of the United States during war time. Students have made propoganda videos in support of the war. They used music from the era but yet the videos had a modern feel. Students will soon be studying WWII and they are looking forward to that.

I hope everyone has a Happy Thanksgiving!!!!

Tecumseh Site Preschool

Our preschool students have settled in nicely this year and are working hard as we dig into our reading program and many other core concepts in preparation for Kindergarten. We have also begun our Second Step lessons where our students work on making positive relationships, problem-solving, and social-emotional skills. Parent/guardian handouts will continue to come from these lessons weekly so please enjoy reviewing them with your student(s). Along with the Second Step handouts we will also be sending home alphabet and other core concept homework to be practiced with your student(s). Preschool is such a wonderful age to learn through many diverse and repetitive experiences such as reading, writing, playing, and exploring. We look forward to continuing our growth as the school year progresses! Thank you parents/guardians for the continued support at school and at home. As a team we can help these students be successful as they are beginning their journey through education.

Ms. Jackson & Mrs. Walters



Hello, Everyone!

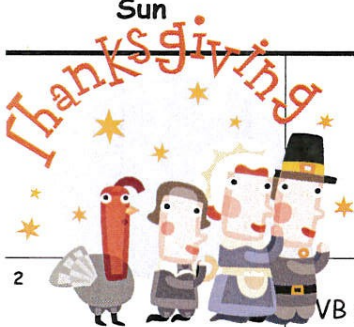


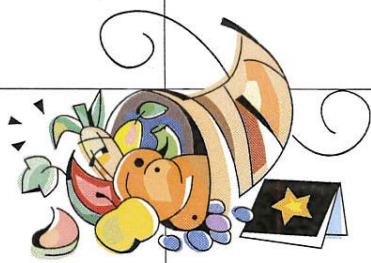
Allow me to introduce myself. My name is Kris Farris, and I have nearly 20 years of experience teaching language arts. I teach because I love what I do, and I am thoroughly enjoying my new position as the JCC English teacher for the high school juniors and seniors. Although I have been a faculty member in the district only one quarter, it has been long enough for me to feel at home as a Thunderbird. I am truly enjoying the opportunity to work with such a supportive staff and such a great group of students! The following are descriptions of the learning that is occurring in my classroom.

English III - The junior year is a busy one, filled with numerous academic challenges. In January, all 11th grade students will be evaluated by the state in their ability to write a persuasive essay; therefore, students have already started preparing for this assessment. Students just completed their first persuasive essay. These essays were taken to an analytical workshop sponsored by ESU4, and scored by other teachers from Southeast Nebraska. We will be using that feedback to focus on aspects of writing that need improvement.

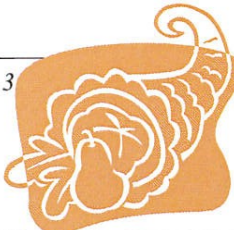
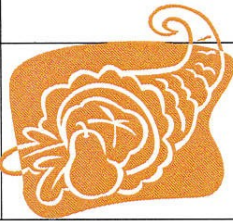
English IV - JCC seniors are currently studying British literature from the Middle Ages. Using their iPads, students are busy creating Thinglink research projects over medieval topics of their choice. Thinglink is a free, user-friendly digital tool that provides an alternative to the traditional written research report. Students will present their multimedia reports upon completion of their research.

Journalism - This is my first experiencing with being a yearbook sponsor. In addition, every student in this class is new to the concept of creating a yearbook. Needless to say, we are ALL learning the process of using online design tools to create a professional looking annual. The staff is dedicated to making this year's edition of the JCC yearbook the best one ever published, and they are working diligently toward that goal. Recently, our students were in the community selling advertisements to the local businesses to help defray the cost of the yearbooks. What a great response we received from our community! Thank you for all the positive comments and support for our students.

November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
 <p>Thanksgiving</p>						¹ C Team VB @ Sterling 9:00 am
² 	VB Sub Districts @ Beatrice	⁴ VB Sub Districts @ Beatrice UNL-Path to Success	⁵ Drug Free Coalition Meeting @ JCC HS 8:30 am	⁶ 2nd/3rd to Belle Ter- race/Ridgeview Choir Pie Night @ JCC Elem. Aud. & HS Caf�. 7:00 pm	⁷ Book Bingo @ HS Cafeteria 7:00 pm VB Districts	⁸ ECNC One Act Play Production @ The Lofte—Manley NE 9:00 am
⁹	¹⁰ ECNC Honor Choir @ Louisville	¹¹ Veteran's Day Program 10:45	¹² UNL Hispanic Diversity Leadership Sym. 8:15 FFA Livestock Jud.@ SCC Beatrice 9:00 am BOE Mtg. @ Cook 7:30 pm	¹³ State VB HS Art to Joslyn Art Museum 10:30 am 2nd/3rs to Belle Terrace/ Ridgeview	¹⁴ NO SCHOOL TEACHER WORKDAY State VB	¹⁵ State VB
¹⁶	¹⁷	¹⁸	¹⁹ NMEA Conf. & All State Music DARE Graduation @ JCC MS Gym 2:30pm	²⁰ NMEA Conf. & All State Music UNL Math Day Regional Coalition Mtg @ Mahoney State Park 2nd/3rd to Belle Terrace/ Ridgeview	²¹ NMEA Conf. & All State Music 8th Grade Poverty Simulation Regional Coal. Retreat	²²
²³	²⁴ One Act Play @ JCC Aud. 7:00 pm	²⁵ SENCA Poverty Simulation @ JCC Aud. JH B BB vs. Louisville @ JCC MS 4:30	²⁶	²⁷ 	²⁸ NO SCHOOL THANKSGIVING BREAK	²⁹
³⁰ 						

November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
"THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER"				Milk Served With All Meals		1
2	3 <i>Chicken Nugget Corn Casserole Fruits & Veggie Bar Dinner roll</i>	4 <i>Chili Soup Cheese Stick Fruit & Veggie Bar Cinnamon Roll</i>	5 <i>Cheeseburger / WG Bun Tater Tots Fruit & Veggie Bar</i>	6 <i>Goulash Fruit & Veggie Bar WG Bread Stick</i>	7 <i>Hot Dog WG Bun Baked Beans Fruit & Veggie Bar</i>	8
9	10 <i>Crispy Chicken Wrap Corn Salsa Fruit & Veggie Bar</i>	11 <i>Turkey Mashed Potatoes/ Gravy Dessert Fruit & Veggie Bar</i>	12 <i>Chicken Patty/ WG Bun SP Fries Fruit & Veggie Bar</i>	13 <i>Pizza Fruit & Veggie Bar Pudding</i>	14 NO SCHOOL	15
16	17 <i>Cowboy Cavatina Fruit & Veggie Bar Cheese Bread</i>	18 <i>Sloppy Joe WG Bun Tater Tots Fruit & Veggie Bar</i>	19 <i>Ham & Turkey Sub Fruit & Veggie Bar Cookie</i>	20 <i>BBQ Meatballs Mashed Potato Cas- serole Fruit & Veggie Bar</i>	21 <i>Corn Dog Baked Beans Fruit & Veggie Bar</i>	22
23	24 <i>Sloppy Nachos Fruit & Veggie Bar Cookie</i>	25 <i>Sh BBQ Pork Baked Carrots Fruit & Veggie Bar</i>	26 <i>Chicken Noodle Soup Grilled Cheese Fruit & Veggie Bar</i>	27 No School	28 No School	29
3						

Johnson County Central Public Schools

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PO Box 255
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Phone: 402 335-3320 Superintendent @ Tecumseh
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

