

Jack D. Moles
Superintendent
402-335-3330

Rick Lester
High School Principal
402-335-3328

Rich Bacon
Athletic Director
Middle School Principal
402-864-4171

Jon Rother
Elementary Principal
402-335-3320



SUPERINTENDENT NOTES by Jack D. Moles



As has been the norm the past few years this summer flew right by. As I write this I am preparing to head off for Administrator Days in Kearney. For administrators this signals the end of summer. I do not say this with regret as I am always excited to get our students back, as well as having the opportunity to greet new students and staff members.

We add four new members to our teaching staff this year. Dr. Vicky Boone will teach high school science classes. Dr. Boone replaces Mark Robles. She has taken a rather unique career path as she moved from being a medical doctor to a medical software writer to teaching. Kim Ellicott will serve as a Speech Pathologist. We previously contracted for Speech services through Educational Service Unit 4 in Auburn. Our case load has grown enough that we had a need for our own teacher, thus this change. Kris Farris will teach high school English. She replaces Jenna Murphy who will take over as our Spanish teacher. Karen Hunzeker takes over as our middle school Math teacher. She replaces Kirk Faris, who moves into the high school upon the retirement of Jane Antholz. We are very excited to have these four teachers join our staff. They have all expressed great ideas and goals that will help us better serve our students.

Some of the moves we have made in high school staffing will provide a great benefit to our students and their parents. Teachers who possess a Masters degree provide us with a possibility of providing “dual credit” classes. Dual credit classes are classes that can be taken for both high school and college credit. By working with colleges such as Peru State College of Southeast Community College we have a unique opportunity to increase the number of such classes that we offer. Mr. Lester, Mrs. Moles, and I recently met with high school teachers Nick Weber, Vicky Boone, Kirk Faris, Kris Farris, Tina Richardson, and Christy Hodges to discuss our efforts in providing dual credit offerings. We will be able to offer dual credit classes that could eventually provide over 30 hours of college credit to our students. Thirty hours is the traditional number of hours a student takes in a given college year. In other words, over the course of the next two years we may have students graduating from high school who will have enough credits to be considered college sophomores. We will continue to provide more information as we move forward.

PREPARING FOR THE COMING YEAR

As students enter grades 6-12 this fall, I would like to make some recommendations for their parents to enable them to get the most out of their secondary education. It is my belief that these would all be of help to kids. Included are the following:

- Make sure that time is set aside for homework at a somewhat regular time each night. Being involved in activities sometimes makes this difficult, but having the organizational skills to make time available will be a lifelong skill that is developed. This is a skill that will especially be helpful in college.
- Get to know your child's teachers. I am always amazed when parents walk into a Parent-Teacher conference and tell me they don't know who some of the teachers are. We are still a small school and teachers do a good job of making themselves available to kids and parents. It is also a staff that tends to enjoy visiting with parents. Strong communication between the home and school goes a long way in ensuring student success.
- Encourage your child to read. Novels, magazines, newspapers, websites—all help to improve students' reading skills. Reading skills are one of the most important indicators of success in high school and college. A common theme we hear is how much time students spend with video games. Help to move your child(ren) off of the video games for even a small portion of time each day by encouraging reading.
- Encourage your child to really prepare for college entrance examinations. Good scores on the ACT can mean thousands of dollars in scholarships for students. Our school sees enough importance in students scoring well on the ACT that we make the Baylor Test Prep class available for our 9-12 graders. This is a class that we will hopefully continue to provide for our students. Many of our students have had nice scores over the past few years and I am sure that the Baylor Test Prep class had a role in this. The other aspect in properly preparing is to look at taking the ACT more than once. Taking the ACT as a freshman or sophomore is not out of the question. My wife and I have had each of our children take the ACT as freshmen. A bigger indicator of success on the ACT than either of these strategies, though, is how strenuous of a schedule a student takes. Students who challenge themselves with a difficult class schedule tend to score higher than students who do not challenge themselves. Frequently we see students who do not want to challenge themselves in order to protect their grade point average and class rank. Much more scholarship money goes to students based on ACT scores than either class rank or GPA. One point of emphasis in our move to requiring four years of math and science for graduation is to better prepare students for the ACT.
- Encourage your child to take on leadership opportunities. FFA and FBLA especially offer a number of such opportunities, but so do activities such as Student Council, athletics, and music. Leadership qualities are especially important to colleges and potential future employers.



- Have your child become involved in music. Studies show that people who are involved with music tend to perform better academically, especially in the areas of math and language. We have strong instrumental and vocal programs that we want to continue to build. If cost is a concern for band please visit with the teachers about using school owned instruments. Coupled with music, I believe it is important for students to be involved in the other arts as well, whether in an art class, or in speech or drama. The arts tend to help to define us as human beings.
- Encourage your child to go out for at least one sport. Our students tend to get a great mental workout each day. A well-rounded individual needs to also have a physical workout. Studies show that students who are active physically tend to improve academically. This can also serve as a great outlet for stress. It has been well documented that American teens are increasingly becoming more out of shape. Also, for Johnson County Central to be able to compete we need better participation.
- Do not allow yourself to get caught up in the “everyone else is doing it” justification for your child being allowed to do things outside of your morals or beliefs, or outside of the law. First of all, not everyone else is doing it. And, as I have told my own children on more than one occasion: “everyone else is not my child—you are”. Do not be afraid to tell your child “no”. They may resent it and attempt to make life miserable for a short while, but they will come around, especially when they want something from you like money or car keys. I would especially expect you to take this stand when it comes to illegal things for your child: alcohol, drugs, and tobacco for example. We, as adults, can make no valid justification for our kids to partake in these things.
- Be very careful in allowing your child to quit an activity or a class. My belief is that once a student makes a commitment to something they should see it through. Although there is sometimes an absolute necessity to quit, the vast majority of the time quitting is simply a matter of convenience or not wanting to put in an effort. I do not believe students learn much of a positive nature by quitting. In fact, it may serve to reinforce the idea of “taking the easy way out” and not committing to things in other areas of their lives.
- Know who your child’s friends are. Don’t blindly let your child run around with just anyone. You should set standards of expectations for the types of behaviors your child, and his/her friends, exhibit. If your child’s friends cannot or will not meet these expectations then you may want to consider whether these are good associations for your child.
- Try to talk with your kids frequently to find out what is going on in their lives. Parents who show interest in their child’s lives tend to have a much more positive impact in those lives.



NEWS FROM PRINCIPAL RICK LESTER

Welcome Back! I hope you had an enjoyable summer and are rejuvenated and ready for a great 2014-2015 school year.

We are excited to announce that Johnson County Central High School is bringing proven ACT preparation to all our college-bound students. Our goal is to help each student get into the best two or four year college at the least amount financially. JCC has purchased the use of John Baylor Test Prep (JBTP) to be used on-line for JCC students either at school or at home.

We are excited to announce that all JCC students (9th – 12th grade) have the option to participate. All participants will be expected to view all 12 sessions (one session = one hour) and to complete all assigned homework (about 20 minutes for each session).

Each student will have full access at school or at home to all the ACT Prep sessions, bonus materials, and college counseling content using their iPad. Students can access the ACT Prep sessions during their study halls at school or on their own at home.

Bringing the John Baylor Test Prep program on-line to JCC district and our communities is an investment by the District in your ACT score: an important measure used for college admission and financial aid. Most Test Prep courses cost hundreds of dollars, JCC student's will have access to the John Baylor Test Prep either at school or at home absolutely free of charge.

We truly believe the best and efficient way a student maximizes his/her potential on the ACT test is to take challenging core classes throughout their high school career. The John Baylor Test Prep program is another tool to help students reach their potential on the ACT test. We are excited that Johnson County Central High School students will have an opportunity to receive excellent test preparation. We strongly encourage students to participate and to take advantage of this opportunity.

If you are interested in your student to take the John Baylor Test Prep program, please make sure your student fills out the form they received on August 25 and make sure they return it to the High School office: Once the student turns in this form they will receive a packet for the John Baylor Test Prep program.



NEWS FROM MIDDLE SCHOOL PRINCIPAL RICH BACON

Welcome back to the 2014 - 2015 school year. I hope everyone had an enjoyable summer vacation and is looking forward to the start of another memorable school year. As always, I am looking forward to the start of, what should be, another great year at Johnson County Central Middle School. One of the best days of every year is the first day of school when everyone is eager and excited for the challenges that lay ahead.

This year we welcome a new face to our teaching staff at the Cook site. Mrs. Karen Hunzeker will be the new 7th & 8th Grade Math Teacher this year. Mrs. Hunzeker has been teaching for the past several years in the Auburn School District.

The Middle School Walk-Through will be held Monday, August 18th beginning at 6:00. The walk-through gives students an opportunity to walk through their class schedule, find their classrooms, meet with their teachers, and alleviate some of the anxiety that students may feel on the first day of school. The walk-through will also allow parents to hear the expectations the teachers have of their students and what will be required of their children. There will also be an open house for the 4th and 5th grades starting at 5:00. This will allow any student who is not familiar with the Cook site to find his/her classroom, walk the halls, find the restrooms and ask any questions they may have about the upcoming school year.

After the walk-through has concluded, Sixth graders will have an opportunity to purchase school supplies that have been suggested by their teachers. 7th & 8th graders will be responsible for purchasing their school supplies on their own. The following items are recommended for all students in the Middle School: one 3-ring binder per academic class, loose leaf notebook paper, black or blue pens, 3 spiral notebooks, package of 3" x 5" index cards, a calculator and a protractor. Individual teachers may have other suggestions which will specifically pertain to their particular class.

All 7th grade students and each student who expects to participate in athletic contests this year will need to turn in a physician's certificate stating that he/she is physically fit for athletic participation. This physical examination must be given during the school year in which the student participates or during the summer vacation period which precedes the school year in which the individual participates and must be turned in before the student can participate in any interschool sport. Also, all incoming freshmen and juniors must complete the ImpACT Concussion test to establish a baseline in the event of a head injury. This test will be conducted by school officials and must be done before an athlete is allowed to practice or participate in a contact sport. If an athlete suffers a head injury, the results of the pre-injury test will help to objectively evaluate the athlete's post-injury condition and track recovery for safe return to play.

All students, grades 7-12, who plan to participate in any NSAA sponsored activities need to turn in a signed Parental Consent form. This must be done before a student is eligible for practice and competition in any activity that is under the jurisdiction of the Nebraska School Activities Association. The participating student and one of his/her parents or guardians must sign the certificate of consent and turn this certificate into the school office. By signing this consent form parents and students acknowledge that they understand there are risks involved in any activity.

I hope everybody is looking forward to the start of another school year. Middle school provides an excellent opportunity for students to make friends and memories. I encourage all students to start the school year with an open mind toward their classes and to take advantage of the opportunity to try as many activities as possible. This is the best way for students to learn about themselves, strengthen friendships and have a positive school experience. I hope our staff, students, and parents all start the school year hoping to have a successful and productive year.

CONCUSSION INFORMATION

The [Nebraska Concussion Awareness Act](#) was signed into law Governor Heineman in April, 2012. The bill affects any schools having athletes 19 years old or younger, as well as any sports organization, including youth leagues, club sports, or any organization sponsoring a sporting activity where there is a cost to participants or where such costs are sponsored.

There are 3 primary components to the Nebraska Concussion Awareness Act:

Education – (a) concussion educational training must be made available to all coaches on how to recognize symptoms of a concussion, and how to seek proper medical treatment. (b) Athletes and parents must be provided concussion information prior to an athlete's participation on an annual basis that includes (i) signs & symptoms of a concussion, (ii) risks posed by sustaining a concussion, and (iii) actions an athlete should take in response to sustaining a concussion – including informing their coaches.

Removal of Athlete – an athlete presenting with signs or symptoms of a concussion thereby being “reasonably suspected” of having sustained a concussion (a) must be removed from participation, and (b) may not return to participation until evaluated by appropriate licensed health care professional, *and*,

Written & Signed Clearance for Return to Play (RTP) – an athlete having been removed from participation for the purpose of presenting with signs or symptoms or “reasonably suspected” of having sustained a concussion must have, before RTP or participation is allowed by a coach, (a) written and signed clearance from an appropriate licensed health care professional, and (b) written and signed clearance from the athlete's parents.

This law has changed the way concussions have been handled in the past. Schools/Organizations must notify a parent of a concussed athlete of the date and time of the head injury, the observed signs & symptoms, and action taken. Schools/Organizations will need to have concussion educational information readily available, and they must demand written clearance for RTP from a licensed health care professional and parent for any concussed athlete. Schools should anticipate the number of concussions, if appropriately “recognized”, to increase significantly; on average, 10% of athletes in a contact or collision sport, and 15%-20% of FB players. Coaches will not only have a duty, but will be required to know the “Signs and Symptoms” of a concussion, and will be responsible for “recognizing” concussions and the potential for head injury. Coaches will have to remove any such athlete “reasonably suspected” of having sustained a concussion, and not allow that athlete to RTP without the athlete first being evaluated by an appropriate licensed health care professional, and without the athlete having written clearance from both a licensed health care professional and parent.

So what's the reality of it? The most difficulty in complying with this law will be the understanding of what is considered a concussion by coaches and parents. The most painful aspect for coaches dealing with concussions will be: “a ding is a concussion”. An athlete that got “dinged” or had their “bell rung” is very likely to present with fairly recognizable signs and symptoms and is to be considered having sustained a concussion - regardless at what point the signs and symptoms may clear. Another point is, RTP of a concussed athlete will be essentially out of the hands of a coach, if at any point there are any signs or symptoms, or one is “reasonably suspected” of sustaining a concussion. No longer can there be any reasoning or judgment on the part of a coach, or parent, as to how minor or severe a concussion might be as to when a coach might think it's OK for an athlete to RTP – RTP will be solely restricted to a licensed health care professional's decision. It will be prohibitive for an athlete presenting with signs or symptoms in a game, even briefly, to RTP within the same game, and may become a rarity for an athlete concussed in a Friday night FB game to return for the following week's game.

Conversely, an athlete could essentially resume play, provided an appropriate assessment was made where no such findings were apparent to a coach. Removal, evaluation by a licensed health care professional, and written clearance are necessary in the event “signs and symptoms” were present or a concussion was “reasonably suspected”. Finally, asking an athlete “Are you OK, can you go?” will no longer be an appropriate means to assess their condition. Coaches will need to follow an appropriate method of sideline assessment for recognizing potential concussions.

[Adapted from the Nebraska Sports Concussion Network website]

A Parent's Guide to Concussion in Sports

Taken from the NSAA website and the National Federation of State High School Associations

What is a concussion?

A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked out") to suffer a concussion.

Concussion Facts

It is estimated that over 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System)

Concussions occur most frequently in football, but girl's lacrosse, girl's soccer, boy's lacrosse, wrestling and girl's basketball follow closely behind. All athletes are at risk.

A concussion is a traumatic injury to the brain.

Concussion symptoms may last from a few days to several months.

Concussions can cause symptoms which interfere with school, work, and social life.

An athlete should not return to sports while still having symptoms from a concussion as they are at risk for prolonging symptoms and further injury.

A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

What are the signs and symptoms of a concussion?

SIGNS OBSERVED BY PARENTS, FRIENDS, TEACHERS OR COACHES	SYMPTOMS REPORTED BY ATHLETE
Appears dazed or stunned	Headache
Is confused about what to do	Nausea
Forgets plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or fuzzy vision
Moves clumsily	Sensitivity to light or noise
Answers questions slowly	Feeling sluggish
Loses consciousness	Feeling foggy or groggy
Shows behavior or personality changes	Concentration or memory problems
Can't recall events prior to hit	Confusion
Can't recall events after hit	Confusion

What should I do if I think my child has had a concussion?

If an athlete is suspected of having a concussion, he or she must be immediately removed from play, be it a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and even death. Parents and coaches are not expected to be able to "diagnose" a concussion, as that is the job of a medical professional. However, you must be aware of the signs and symptoms of a concussion and if you are suspicious, then your child must stop playing:

When in doubt, sit them out!

All athletes who sustain a concussion need to be evaluated by a health care professional who is familiar with sports concussions. You should call your child's physician and explain what has happened and follow your physician's instructions. If your child is vomiting, has a severe headache, is having difficulty staying awake or answering simple questions he or she should be taken to the emergency room immediately.

When can an athlete return to play following a concussion?

After suffering a concussion, no athlete should return to play or practice on that same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time. Concerns over athletes returning to play too quickly have led state lawmakers to pass laws stating that no player shall return to play following a concussion on that same day and the athlete must be cleared by an appropriate health-care professional before he or she is allowed to return to play in games or practices. The laws also state that concussion educational training must be made available to all coaches on how to recognize symptoms of a concussion, and how to seek proper medical treatment.

Once an athlete no longer has symptoms of a concussion and is cleared to return to play by a health care professional knowledgeable in the care of sports concussions he or she should proceed with activity in a step-wise fashion to allow the brain to re-adjust to exertion. On average the athlete will complete a new step each day. The return to play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weightlifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be reevaluated by their health care provider.

How can a concussion affect schoolwork?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization. In many cases it is best to lessen the athlete's class load early on after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or perhaps a longer period of time, if needed. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time.

What can I do?

Both you and your child should learn to recognize the "Signs and Symptoms" of concussion as listed above.

Teach your child to tell the coaching staff if he or she experiences such symptoms.

Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.

Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.

Monitor sports equipment for safety, fit, and maintenance.

Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.

Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

Other Frequently Asked Questions

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

Athletes who are not fully recovered from an initial concussion are significantly vulnerable for recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return to play decisions are carefully made. No athlete should return-to-sport or other at-risk participation when symptoms of concussion are present and recovery is ongoing.

s a “CAT scan” or MRI needed to diagnose a concussion?

Diagnostic testing, which includes CT (“CAT”) and MRI scans, are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g. skull fracture, bleeding, swelling), they are not normally utilized, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including text messaging) all may worsen the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms lessen, you can allow increased use of computers, phone, video games, etc., but the access must be lessened if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases symptoms may last for several weeks, or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as how the injury happened and length of symptoms following the concussion, are very important and must be considered when assessing an athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time we have very little knowledge of the long-term effects of concussions which happen during high school athletics. In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or shear force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to very carefully manage each concussion.

Some of this information has been adapted from the CDC’s “Heads Up: Concussion in High School Sports” materials by the NFHS’s Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

Elementary News

J O H N S O N C O U N T Y C E N T R A L

SPECIAL POINTS OF INTEREST:

- Cook Site Open House, Grades PK, 4-5, Monday, August 18, 5 p.m.—6 p.m.
- Tecumseh Site Open House, Grades PK-3, Tuesday, August 20, 5 p.m.—6 p.m.
- **1st DAY of SCHOOL!** Wednesday, August 20.

Water Bottles

This year we are allowing water bottles to be brought into the classrooms. Allowable water bottles:

- flip-top
- No larger than 16 oz.
- Washable

Water bottles are not a requirement, but will help to keep students hydrated without having to stand in lines.

Open House!

Cook Site Pk, 4-5 Monday, August 18 5 p.m.—6 p.m.

Join us at the Cook site for our open house! The open house will begin at 5:00 p.m. Please report, with your student, to their classroom teacher's room. Each classroom teacher will be giving an overview of the upcoming year. You can also drop off school supplies at this time.

At 5:30 p.m., please meet in the Old Gym. I will be going over the handbook and covering some policies and protocol.

Marsha Bacon will be talking with you about some of our school expectations concerning behavior and academic success. Abby Klaasmeyer will be going over necessary paperwork and office proce-

dures. More often than not, Abby or Julie Damme will be the people you will talk to first when you call the Cook site, therefore, it is good to know them and that they know you.

Nurse Walters will be addressing school physicals, health procedures and policies.

Tecumseh Site PK-3 Tuesday, August 20 5 p.m.—6 p.m.

The Tecumseh site open house will start in the Elementary auditorium at 5:00 p.m. I will be discussing the handbook and school policies.

Susie Lacey will be going over some office details. She will also discuss any necessary billing or paperwork procedures. Susie handles much of our school lunch and billing in the Elementary.

Nurse Kuhl will be on hand to discuss school health issues, procedures and policies. She will also be able to answer any questions you may have for her concerning medication, physicals and school health.

Marsha Bacon will be discussing her role with your students.

Once we are done in the auditorium, you will have the opportunity to visit your child's classroom and meet their teacher. Again, this would be an ideal time to drop off school supplies and ask questions.

We hope to see all of you at our open houses and look forward to another great year of learning and discovery!

Preparing for School

Documents, Documents, Documents!

Please make sure we have all of your child/children's documents (physicals, shot records, birth certificates).

Other items that need signed and returned to school are the Handbook Agreement and Title I Compact.

More information on these will be given at the Open House.

Breakfast, Lunch and Milk

School breakfasts, lunches and milk snack money *should* be paid in advance. Please try to communicate with the office either through a phone conversation or in person when there is a dispute about a bill

you have received. These issues can be resolved best with reciprocal communication.

Also, remember that the milk snack is not included in the breakfast/school lunch plan. Therefore, free/reduced status does not apply to milk snacks.

Counselor News by Shelley Moles

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

Only a few short weeks before school begins! I hope everyone has had a terrific summer and is ready for an exciting 2014-2015 school year. This year promises to be another one filled with great educational opportunities at Johnson County Central! I am looking forward to working with a great class of seniors and welcoming new students and freshmen to JCC. I anticipate some great leadership and academics from all JCC students.

This year JCC has the opportunity to offer many additional high school courses for college credit or dual credit. We have added a College Algebra course that will count as a general studies math course for many technical programs. Students must have completed at least Advanced Algebra and will need to be taking college credit through Peru State College. Other new courses that may be taken for college credit are: Advanced English IV (English Composition), Biology II (College Biology), Physiology (Human Anatomy and Physiology), and Calculus (Calculus I). In addition, JCC will continue to offer Psychology (Introduction to Psychology), Sociology (Principles of Sociology), American Government (American National Government), American History (American History Before 1865 and American History After 1865), and Introduction to Education/ Experiences in Teaching (Teacher Education: Principles and Practicum). These represent a great “first step” into college after high school for qualifying juniors and seniors.

Again I will continue to update “Mrs.Moles” page with resources and information for students. If you have not already discovered it on the school website, you may access my page at www.jccentral.org, JCC Staff – High School, Moles, Shelley: Counselor, then “Click here for my Site.” I will continue to update this page adding calendar dates, scholarship applications, lists, testing information, and valuable information links.

Student Registration and Schedules: Students may visit with me about their class schedule all day Monday, August 11 or Tuesday, August 12, as outlined in Mr. Lester's letter mailed to high school students. Please call to schedule a time before school starts to register or change classes if you cannot come on August 11th or 12th. Students also have the first week of school to make class schedule changes for first semester.

Students and School Success: As a school counselor, one of my favorite activities is working with students to help them be successful in school. I may listen when students need to talk with an adult at school, help work on study skills or ways to approach a problem, help students select classes that will prepare them for their planned future or supply research sources for them to make better decisions.

Parents also teach basic skills and help children be ready to learn. Following are 5 simple ideas for parents to use to help students be more responsible and prepared for the rest of his/her life.

1. Give your teen as much responsibility as you can. While teens still definitely need parents to guide them, they also need lots of practice making decisions. Whenever you can, give your teen a chance to make a decision for him/herself.
2. Help your teen think about the consequences of his/her decision or lack of decision. Teens tend to jump in without thinking. Encourage your teen to think about the results of an action before taking it.
3. Make a plan. At the beginning of the school, help your student figure out a schedule. Consider the best time to study, and the amount of time to participate in sports or other extracurricular activities. Can he/she participate in the school activities that are important, devote time to studies and still hold a job?
4. Let your teen learn from experience. Experience is a good teacher but teens can't learn the lessons they will need in the future if parents are always there to bail them out. If your teen doesn't get his paper written on time, let him deal with the teacher and suffer the consequences. Having a plan and using good decision making should help your teen develop responsible work habits.
5. Most important of all, celebrate success and believe in your teen more than he/she believes in him/herself. Take a few minutes every day to let him/her know how special he/she is to you and enjoy helping him/her learn. Take the time to listen to him/her and get to know how terrific he/she truly is. Teens need a parent's positive vision and belief in their potential.

2014-2015 ACT TESTING DATES AND REGISTRATION:

ACT testing dates and registration deadlines for the 2014-2015 school year are listed below. Please notice that the registration deadline for the September test date is before school begins.

<u>Test Date</u>	<u>Registration Deadline</u>
Saturday, September 13, 2014	Friday, August 8, 2014
Saturday, October 25, 2014	Friday, September 19, 2014
Saturday, December 13, 2014	Friday, November 7, 2014
Saturday, February 7, 2015	Friday, January 9, 2015
Saturday, April 18, 2015	Friday, March 13, 2015
Saturday, June 13, 2015	Friday, May 9, 2015

Reminder – students must electronically submit a photo with the application and the admission ticket will have the student's picture printed on it. When students take the test, they must have photo identification so test proctors can match the picture to their printed admission ticket.

All students must also indicate the school they attend when registering. Johnson County Central High School's **school code number** is **282 319**.

Students may register online at www.actstudent.org. Online registration is possible 24/7 on any computer connected to the internet. A MasterCard or VISA must be used to pay fees online. (Fee Waivers are available for juniors and seniors who qualify - see Mrs. Moles for waiver eligibility).

The www.actstudent.org site also offers FREE practice test questions, FREE ACT Question of the Day, FREE Test tips, FREE "Preparing for the ACT" booklet in PDF format, and FREE Test Descriptions. The ACT Question of the Day may be a painless way for students to prepare for the type of questions on the ACT during the summer!

Student Records and Release of Information:

The *Family Educational Rights and Privacy Act* (FERPA) is a Federal law that requires Johnson County Central School, with certain exceptions, to obtain a parent's written consent prior to the disclosure of personally identifiable information from a child's education records. However, Johnson County Central School may disclose appropriately designated "directory information" without written consent, unless parents have advised the District to the contrary. The primary purpose of directory information is to allow Johnson County Central School to include directory information from a child's education records in certain school publications. Examples include:

1. A music program showing a student's name and grade;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs;
5. Sports activity sheets, such as football, volleyball, or basketball programs showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEA) receiving assistance in the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Johnson County Central School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 15, 2014. Please direct your request to Mr. Moles or your student's building principal. Johnson County School has designated the following information as directory information:

- Student name
- Address
- Telephone listing
- Photograph
- Grade level
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Honors and awards received
- The most recent educational agency or institution attended.

Parents and students wishing Johnson County Central School to release additional information contained in a student's education record to outside agencies need to present a signed, written request or complete the appropriate student record release form.

Requesting a High School Transcript:

Current High School Students applying for postsecondary institutions, educational programs and scholarships need to bring a written request from a parent to Johnson County Central School in order for a transcript or other information such as class rank, grade point average, or ACT/SAT score to be released. Transcript Request Forms may be picked up from the guidance office. Transcript requests should be signed by both the parent/legal guardian and student.

Graduates of Johnson County Central Public Schools, Elk Creek Schools, Nemaha Valley Schools or Tecumseh Public School need to submit a written request stating: a) information to send (such as a transcript of grades), b) the year of graduation and/or attendance (such as graduated 2011), c) name and address of institution or program to receive requested information and finally, the printed name and signature of the former student making the request. Requests may be mailed (Johnson County Central High School, Attn: Mrs. Shelley Moles, 358 N. 6th Street, Tecumseh, NE 68450) or given to Mrs. Moles in the counselor's office.



**Johnson County Central
Middle School
Fall Walk-Through
Monday, August 18th
6:00 pm @ Cook site**

To: 6th, 7th, & 8th Grade Students and Parents

Middle School is a critical step in a student's education. It presents new changes and challenges. We hope to help make this a smooth transition with the Fall Walk-Through by allowing students to see their schedules, find their rooms and lockers, and meet with their teachers. This time will also allow the parents to see what is expected of their children in each class regarding homework, lecture notes, deadlines, note taking, etc.

The Fall Walk-Through will begin at 6:00 pm in the commons area where students will receive their 2014-2015 schedules as well as forms to be completed. Following a short welcome in the main gym, students and parents will be dismissed to the student's 1st period class. Each period will meet for approximately 5 minutes. During this time teachers will explain their expectations and guidelines for their classes, plus provide an opportunity for parents and students to ask questions. After the last period, forms will be collected in the commons area and 6th grade students will be able to purchase supply packs if interested. The supply pack contains some of the recommended supplies suggested by the 6th grade teachers. Supply packs will not be available for 7th & 8th grade students to purchase. They will be responsible for purchasing supplies on their own. All students are expected to come prepared for each class with paper, pencils/erasers, pens, highlighters, kleenex, etc. **Student Planner/Assignment Books and Handbooks will be handed out to all students the first day of school.*

Lunch money will be collected in the commons area following the Walk-Through or students may bring money for lunches the first day of school. All lunches are to be paid in advance.

*Free & Reduced lunch applications are available.

School physicals are required for ALL students entering the 7th grade and immunizations must be up to date! School physicals are also required for all 8th grade students who are participating in any sport.

**School Physical forms/NSAA Parent Consent forms are available at the Middle School office, High School office or can be found on the school website: www.jccentral.org. Please bring your student's Physical Clearance Form and NSAA Student/Parent Consent Form to the Walk-Through. If you have any questions, please feel free to contact the Middle School @ 864-4181.*

Hope to see everyone there!

ELEMENTARY CLASSROOM SUPPLIES

2014-2015 SCHOOL YEAR

PLEASE LABEL ALL ITEMS WITH YOUR STUDENT'S NAME

Kindergarten-Mrs. Borrenpohl/Mrs. Grotrian

Mrs. Robeson

- Pencil Box
 - Pencil
 - Eraser
 - 1-8pk Crayons
 - 1-16pk Crayons
 - 2-24pk Crayons
 - 8-10 Glue Sticks
 - A plastic mat (only plastic) for rest time
 - Book bag
 - Paint shirt (man's T-shirt works well)
 - 2 large boxes of Kleenex
 - Scissors - no sharp points
 - 1 container of anti-bacterial wipes
- Grade 1-Mrs. Benson/Mrs. Faris**
- 2 dozen #2 pencils
 - 2 packs of 8 crayons & one BIG pack of many colors
 - 1 large pencil box
 - 1 paint shirt
 - 1 bottle of Elmers glue & 8 glue sticks
 - 1 pair (no sharp points) scissors
 - 1 box of Kleenex
 - 4-2 pocket folders
 - 1 drawing tablet
 - 1 large eraser
 - 1 to 2 inch o
 - 1 large shoe box w/lid or plastic container w/lid
 - 1 container of anti-bacterial wipes
 - P.E. shoes - **Mrs. Benson only**
 - 1 roll of paper towels
 - 1 box of quart or gallon zip lock baggies



Grade 2-Mrs. Doeden/Mrs. Hemmingsen

- 2 doz. Yellow #2 pencils
- 1 big eraser
- 2 glue sticks
- 1 spiral notebook, wide ruled
- 1 box 24 crayons
- 1 box of 12 colored pencils
- 2 pkgs of 3x5 ruled index cards
- 1 small pencil box or bag
- 1-2" binder (3 hole punch)
- 2-2" pocket folders
- 2 large boxes of Kleenex
- 2 containers of anti-bacterial wipes
- P.E. shoes
- School bag
- 1 pair pointed Fiskers scissors

Grade 3-Mrs. Dieckgrafe/Mrs. Heidemann

- 1 pkg of pencils with erasers
- 1 pair scissors
- 8 glue sticks
- 1 box of 8 Crayons
- 1 box of colored pencils
- 1 red checking pen
- 1 pencil bag
- 2 wide rule notebook
- 1 pkg 3x5 index cards
- 1 Clorox anti-bacterial wipes
- 2 boxes of Kleenex
- P.E. Shoes
- 1-1" 3-ring binder for **Mrs. Heidemann**



Grade 4-Mrs. Dorsey/Mrs. Naber

- 1 pocket folder for homework
- Colored pencils
- Crayons
- 12 yellow, six-sided #2 pencils, sharpened
- Red pen
- 1 spiral notebook
- 3 boxes of Kleenex
- 4 glue sticks
- 1 bottle of white glue
- Scissors (Fiskars if possible)
- 1-2" pink eraser
- 1 plastic storage box (shoebox size)
- P.E. shoes to be left at school
- NO** large trapper keepers or binders

Grade 5-Mrs. Crotty/Mrs. Tubbesing

- 12 Pencils- NO Mechanical pencils
- Box of 24 or less crayons or colored pencils
- Ruler (standard and metric)
- Pocket folder
- 4 glue sticks
- Erasers
- 2 checking pens-Red
- 3 large boxes of Kleenex
- P.E. Shoes to leave at school
- Scissors
- 3 spiral notebooks-Mrs. T. (**no easy tear out**)
- 2 spiral notebooks-Mrs. Crotty (**no easy tear out**)
- 1 pkg filler notebook paper-Mrs. Crotty
- 1-1" 3-ring binder for Mrs. Crotty
- NO** large trapper keepers or binders



[Johnson County Central Schools]

Dear Parent/Guardian:

Children need healthy meals to learn. Johnson County Central Public Schools] offers healthy meals every school day. Breakfast costs \$1.60; lunch costs **\$2.75 for high/middle school, \$2.25 for elementary**. Your children may qualify for free meals or for reduced-price meals. Reduced-price is **\$.30** for breakfast and **\$.40** for lunch.

If your child(ren) qualified for free or reduced-price meals at the end of last school year, you must submit a new application by **September 30, 2014** in order to avoid an interruption in meal benefits.

Frequently asked questions and answers:

1. Do I need to fill out an application for each child?

No. Complete the application to apply for free or reduced-price meals. *Use one Free and Reduced-Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. **Return the completed application to: Johnson County Central Schools.**

2. Who can get free meals?

All children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Food Distribution Program on Indian Reservations (FDPIR) or Temporary Assistance to Needy Families (TANF) can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines.

3. Can foster children get free meals?

Yes, foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.

4. Can homeless, runaway and migrant children get free meals?

Yes, children who meet the definition of homeless, runaway or migrant qualify for free meals. If you haven't been told your children will get free meals, please call **402-335-3328** to see if they qualify.

5. Who can get reduced price meals?

Your children can get low cost meals if your household income is within the reduced price limits on the Federal Eligibility Income Chart shown with this application.

6. Should I fill out an application if I received a letter this school year saying my children are approved for free meals?

Please read the letter carefully and follow the instructions. Call the school if you have questions.

7. My child's application was approved last year for meal benefits. Do I need to fill out another one?

Yes, your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.

8. I receive WIC. Can my child(ren) get free meals?

Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out an application.

9. Will the information I give be checked?

Yes, we may ask you to send written proof.

10. If I don't qualify now, may I apply later?

Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free or reduced price meals if the household income drops below the income limit.

11. What if I disagree with the school's decision about my application?

You should talk to school officials. You also may ask for a hearing by calling or writing to: Johnson County Schools].

12. May I apply if someone in my household is not a U.S. citizen?

Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.

13. Who should I include as members of my household?

You must include all people living in your household, related or not (such as grandparents, other relatives or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children and who pay a pro-rated share of expenses), do not include them.

14. What if my income is not always the same?

List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you make \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.

15. We are in the military. Do we include our housing allowance as income?

If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.

16. My spouse is deployed to a combat zone. Is his combat pay counted as income?

No, if the combat pay is received in addition to his basic pay because of his deployment and it wasn't received before he was deployed, combat pay is not included as income. Contact your school for more information.

17. My family needs more help. Are there other programs we might apply for?

To find out how to apply for SNAP or other economic assistance benefits, please go online to ACCESSNebraska.ne.gov or call 1-800-383-4278.

If you have other questions or need help, call **402-335-3328**.

Si necesita ayuda, por favor llame al teléfono: 402-335-3328.

Si vous voudriez d'aide, contactez nous au numero: 402-335-3328.

Instructions for Completing the Free & Reduced Priced School Meals Family Application

If your household receives benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR), follow these instructions:

- Part 1:** List each child's name, the school they attend and their grade.
- Part 2:** Enter household's Master Case Number if the household qualifies for SNAP, TANF or FDPIR.
- Part 3:** Skip this part.
- Part 4:** Sign the form. The last four digits of a Social Security Number do not need to be reported.
- Part 5:** Answer this question if you choose to.

If you are applying for a FOSTER CHILD, follow these instructions:

If all children in the household are foster children:

- Part 1:** List all foster children, the school they attend and their grade. Check the box indicating the child is a foster child.
- Part 2:** Skip this part.
- Part 3:** Skip this part.
- Part 4:** Sign the form. The last four digits of a Social Security Number do not need to be reported.
- Part 5:** Answer this question if you choose to.

If some of the children in the household are foster children:

- Part 1:** List all children, including foster children, the school they attend and their grade. Check the box if the child is a foster child.
- Part 2:** If the household does not have a Master Case Number, skip this part.
- Part 3:** Follow these instructions to report total household income from last month.
 - Column 1 – Household Names:** List the first and last name of **each** person living in your household, related or not (such as grandparents, other relatives or friends) who share income and expenses. Attach another sheet of paper if necessary.
 - Column 2 - Gross Income and How Often it was Received:** For each household member, list each type of income received for the month. You must also report how often the money is received – weekly, every other week, twice a month, or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. **Gross income is the amount earned before taxes and other deductions.** You should be able to find it on your pay stub or your boss can tell you. For other income, list the amount each person received for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits) and disability benefits. Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household and any other income. For individuals who are self-employed, report income after expenses from business, farm or rental property. **Do not include income** from SNAP, FDPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. If you are in the Military Privatization Housing Initiative or receive combat pay, do not include these allowances as income.
 - Column 3–Check if NO income:** If the person does not have any income, check this box.
- Part 4:** An adult household member must sign the form and list the last four digits of their Social Security Number OR mark the box if he/she doesn't have one.
- Part 5:** Answer this question if you choose to.

For ALL OTHER HOUSEHOLDS, including WIC households, follow these instructions:

- Part 1:** List all children, including foster children, the school they attend and their grade. Check the box if the child is a foster child.
- Part 2:** If the household does not have a Master Case Number, skip this part.
- Part 3:** Follow these instructions to report total household income from last month.
Column 1 – Household Names: List the first and last name of **each** person living in your household, related or not (such as grandparents, other relatives or friends) who share income and expenses. Attach another sheet of paper if necessary.
Column 2 - Gross Income and How Often it was Received: For each household member, list each type of income received for the month. You must also report how often the money is received – weekly, every other week, twice a month, or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. **Gross income is the amount earned before taxes and other deductions.** You should be able to find it on your pay stub or your boss can tell you. For other income, list the amount each person received for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran’s benefits (VA benefits) and disability benefits. Under *All Other Income*, list Worker’s Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household and any other income. For individuals who are self-employed, report income after expenses from business, farm or rental property. **Do not include income** from SNAP, FDPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. If you are in the Military Privatization Housing Initiative or receive combat pay, do not include these allowances as income.
Column 3–Check if NO income: If the person does not have any income, check this box.
- Part 4:** An adult household member must sign the form and list the last four digits of their Social Security Number OR mark the box if he/she doesn’t have one.
- Part 5:** Answer this question if you choose to.

Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

FEDERAL INCOME CHART for School Year 2014-15					
Household size	Yearly	Monthly	Twice per Month	Every Two Weeks	Weekly
1	21,590	1,800	900	831	416
2	29,101	2,426	1,213	1,120	560
3	36,612	3,051	1,526	1,409	705
4	44,123	3,677	1,839	1,698	849
5	51,634	4,303	2,152	1,986	993
6	59,145	4,929	2,465	2,275	1,138
7	66,656	5,555	2,778	2,564	1,282
8	74,167	6,181	3,091	2,853	1,427
Each additional person:	7,511	626	313	289	145

Use of Information Statement: This explains how we will use the information you give us.

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number are not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health and nutrition programs to help them evaluate, fund or determine benefits for their programs, auditors for program reviews and law enforcement officials to help them look into violations of program rules.

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly.

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

As stated above, all protected bases do not apply to all programs. The first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for all applicants and recipients of the Child Nutrition Programs.

Parte 1: Niños en la Escuela

Escriba los nombre de todos los niños, incluyendo a los niños adoptivos, en la escuela. Si todos los niños incluidos son hijos adoptivos, pase a la Parte 4 a firmar el formulario. (Nombre, Inicial, Apellido)	Marque la casilla de abajo si el niño es adoptado.	Nombre de la Escuela que su Hijo Asiste	Grado
	<input type="checkbox"/>		

Parte 2: Beneficios de SNAP, TANF o FDPIR

Ingrese el **NUMERO PRINCIPAL del CASO** si el hogar califica para SNAP, TANF o FDPIR:
 (Números de Seguro Social, números de Medicaid y números de EBT no se aceptan.) Pase a Parte 4

Parte 3: Total de Ingreso Bruto del Hogar – Debe decirnos cuanto es y con qué frecuencia.

1. Nombres de Miembros del Hogar Incluya a todos en el hogar y el ingreso que cada uno gana y con qué frecuencia O marque la casilla a la derecha si no tienen ingresos. El ingreso de uso personal de un hijo adoptivo debe ser incluido.	2. Ingreso Bruto y Con Qué Frecuencia es Recibido								3. Marque la casilla si NO hay ingreso
	Ganancias del trabajo antes de las deducciones		Welfare, Manutención de los hijos, Pensión Alimenticia		Pensiones, Jubilación, Seguro Social, SSI, Beneficios VA, Beneficios de Discapacidad		Otros Ingresos (Trabajo por Cuenta Propia)		
	Ingreso	Con que frecuencia	Ingreso	Con que frecuencia	Ingreso	Con que frecuencia	Ingreso	Con que frecuencia	
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>
									<input type="checkbox"/>

Parte 4: Firma y Numero de Seguro Social (El Adulto Debe Firmar)

Un miembro adulto del hogar debe firmar la solicitud. Si la Parte 3 se ha completado, el adulto que firma la solicitud deberá anotar los últimos cuatro dígitos de su Número de Seguro Social o marcar la casilla "No tengo Número de Seguro Social". (Vea el Acta de Privacidad en página 2)
Yo certifico (prometo) que toda la información en esta solicitud es verdadera y que he reportado todos los ingresos. Entiendo que la escuela recibirá fondos Federales basados en la información que doy. Entiendo que las autoridades escolares pueden verificar (revisar) la información. Entiendo que si deliberadamente proveo información falsa, mis niños podrían perder los beneficios de alimentos y yo podría ser procesado legalmente.

Firme aquí: _____ Escriba su nombre : _____ Fecha: _____
 Dirección: _____ Código Postal _____ Número de Teléfono: _____
 Número de Seguro Social (últimos 4 dígitos): XXX – XX – _____ No tengo Número de Seguro Social

Parte 5: Identidades étnicas y raciales de los Niños (Opcional)

Marque una Identidad Étnica: - - y - - **Marque una o más de las Identidades Raciales:**
 Hispano o Latino Asiático Negro o Afro-Americano Nativo de Hawái u otra
 No Hispano o Latino Blanco Indio Americano o Nativo de Alaska Isla del Pacifico

No Escriba en Esta Área. Solo Para Uso Escolar.

Annual Income Conversion: Weekly X 52; Every 2 Weeks X 26; Twice a Month X 24; Monthly X 12

Total Household Size _____ Free

Total Income \$ _____ per _____
 Year Month 2 X Mo. Every 2 Wks Week

Categorically Eligible: SNAP/TANF/FDPIR Denied Reason for Denial:
 Foster Child Income too high Incomplete App.

Signature of Determining Official _____ Date Approved: _____
 Signature of Confirming Official (Verification only) _____ Date Confirmed: _____

Date Withdrawn from School: _____

Sus hijos pueden calificar para recibir alimentos gratis o a precio reducido si el ingreso de su hogar esta en o por debajo de los limites de esta tabla.

TABLA FEDERAL DE INGRESOS					
Para el Año Escolar 2014-15					
Tamaño de Miembros del Hogar	Anual	Mensual	Dos Veces al Mes	Cada Dos Semanas	Semanal
1	21,590	1,800	900	831	416
2	29,101	2,426	1,213	1,120	560
3	36,612	3,051	1,526	1,409	705
4	44,123	3,677	1,839	1,698	849
5	51,634	4,303	2,152	1,986	993
6	59,145	4,929	2,465	2,275	1,138
7	66,656	5,555	2,778	2,564	1,282
8	74,167	6,181	3,091	2,853	1,427
Cada persona adicional	7,511	626	313	289	145

Uso de Estado de Cuenta: Esto explica como nosotros usaremos la información que nos proporcione.

La Ley Nacional de Alimentos Escolares Richard B. Russell exige la información en esta solicitud. No tiene que dar la información, pero si no lo hace, nosotros no podemos autorizar que sus hijos reciban alimentos gratis o a precio reducido. Debe incluir los últimos cuatro dígitos del número de seguro social del miembro adulto del hogar quien firma la solicitud. Los últimos cuatro dígitos del número de seguro social no son necesarios cuando usted solicite para un niño adoptivo o si anota el numero de caso del Programa de Asistencia de Nutrición Suplementaria (SNAP), Programa de Asistencia Temporal para Familias Necesitadas (TANF) o numero de caso del Programa de Distribución de Alimentos en Reservaciones Indígenas (FDPIR) u otros identificador FDPIR para su hijo o cuando usted indica que el miembro adulto del hogar que firma la solicitud no tiene número de seguro social. Usaremos su información para determinar si su niño es elegible para recibir alimentos gratis o a precio reducido y para la administración y ejecución de programas de almuerzos y desayunos. Compartiremos su información de elegibilidad con programas educativos, de salud y nutrición para ayudarles a evaluar, financiar o determinar beneficios para sus programas, auditores para la revisión del programa, y personal de la justicia para ayudarles a investigar violación de las reglas del programa.

Declaración de No-Discriminación: Esto explica que hacer si usted cree que ha sido tratado injustamente.

El Departamento de Agricultura de EE.UU. prohíbe la discriminación en contra de sus clientes, empleados y solicitantes de empleo por motivos de raza, color, origen nacional, edad, discapacidad, sexo, identidad de genero, religión, represalia y donde aplique creencias políticas, estado civil, estado familiar o parental, orientación sexual, o todo o parte de los ingresos de un individuo son derivados de cualquier programa de asistencia publica, o información genética protegida en el empleo o en cualquier programa o actividad realizada o financiada por el Departamento. (No todas las bases prohibición se aplican a todos los programas y/o actividades de empleo.)

Si desea presentar una queja por discriminación al programa de Derechos Civiles, complete el Formulario USDA Programa de Quejas por Discriminación, que se encuentra en línea en http://www.ascr.usda.gov/complaint_filing_cust.html, o en cualquier oficina de USDA, o llame al (866) 632-9992 para solicitar el formulario. Envíe su formulario de queja o una carta a nosotros por correo a U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 o mande un correo electrónico a program.intake@usda.gov

Las personas sorda o con problemas de audición o discapacidades del habla pueden comunicarse a USDA a través del servicio Federal Relay Service al (800) 877-8339; o (800) 845-6136 (Español).

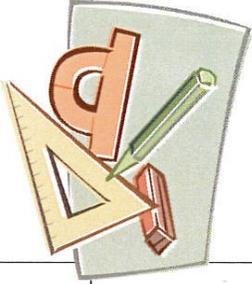
USDA es un proveedor y empleador de igualdad de oportunidades.

Como se menciona anteriormente, todas las bases protegidas no aplican a todo los programas. Las primeras seis bases protegidas de la raza, color, origen nacional, edad, discapacidad y sexo son las seis bases protegidas para los solicitantes y los beneficiarios de los Programas de Nutrición Infantil.

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
"THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER"						
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
3 	4 	5 12 pre-registration 8am 9 ipad orientation 9 am 11 pre-registration 10am 10 pre-registration 1pm 9 pre-registration 2:30 9 ipad orientation 7 pm	6 Marching Band Rehearsal 6:30 pm	7 Teacher Workday	8 Band Camp 8:30-3:30	9 
10 Marching Band Rehearsal 6:30 pm	11 12 pre-registration 8am 9 ipad orientation 9 am 11 pre-registration 10am 10 pre-registration 1pm 9 pre-registration 2:30 9 ipad orientation 7 pm	12 12 pre-registration 8am 9 ipad orientation 9 am 11 pre-registration 10am 10 pre-registration 1pm 9 pre-registration 2:30 9 ipad orientation 7 pm	13 HS Band @ Otoe Co Fair Parade B.O.E. @ Cook 7:30 pm	14 Teacher Workday	15 16	17 HS Band @ Johnson Co. Fair Parade
17 HS Band @ Johnson Co. Fair Parade	18 Teacher Workday Cook Elem open house 5 PM Middle School Open house 6 Cook PreK open house 5:45	19 Teacher workday Tecumseh Elem. open house 5:00 pm	20 <u>Classes Begin</u>	21 22 School Pictures	23	24 HS Band @ Johnson Co. Fair Parade
25 	26 27	27 28 V Golf @ Syracuse County Club 9:00 am V Softball @ WW 4:00 pm	28 V Golf @ Syracuse County Club 9:00 am V Softball @ WW 4:00 pm	29 V FB @ JCC 7:00 pm	30 V SB @ Syracuse 12:00	31 

Elementary Open House



Cook Site

Monday, August 18, 2014

5 p.m. - 6 p.m.

- Meet in your child's classroom @ 5:00 p.m.
- Pre-school will meet from 5:45 - 6:30 in the Pre-school room.

Tecumseh Site

Tuesday, August 19, 2014

5 p.m. - 6 p.m.

- Meet in the Elementary Auditorium @ 5:00 p.m.

Johnson County Central Public Schools

PO Box 338
Tecumseh, NE 68450

PO Box 255
Cook, NE 68329

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.

NON-PROFIT ORGANIZATION
US Postage Paid
Permit No. 3
Cook, NE 68329
ECRWS
ECRWS

POSTAL PATRON

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.

School Pictures!!!
Both sites on Friday, August 22

