

Committee As A Whole & Regular Meeting  
Monday, March 20, 2023 6:00 PM  
Columbus Public Schools Administration  
Building  
2508 27th St.  
Columbus, NE 68601

- I. Board Meeting
  - I.A. Call to Order
  - I.B. Roll Call of Board
  - I.C. Pledge of Allegiance
  - I.D. Notice of Open Meeting Posted
    - I.D.1. President insures all can hear proceedings
  - I.E. Mission Statement
  - I.F. Opportunity for Public to be Heard
  - I.G. Committee on American Civics
  - I.H. Board Special Functions
  - I.I. Items to be removed from the Consent Agenda
  - I.J. Consent Agenda
    - I.J.1. Approval of Minutes
    - I.J.2. Financial Reports M2, M3, M4a
    - I.J.3. Financial Report M5
    - I.J.4. Certified Personnel
    - I.J.5. Classified Personnel
    - I.J.6. Professional Travel

I.K. Acceptance of Gifts/Donations

I.L. Curriculum and Instruction

I.L.1. Policies

I.L.1.1. First Reading of Policy 606.04 Media Centers

I.L.2. Administrative Functions

I.L.2.1. Elementary EL Programming

I.L.2.2. Approval of the Textbook Adoption for CHS

I.L.3. Updates

I.M. Business Operations and Human Relations

I.M.1. Administrative Functions

I.M.1.1. Surplus Property

I.M.1.2. Regular Education Tuition Rates for 2023-2024

I.M.2. Updates

I.N. Buildings & Sites/Technology

I.N.1. Administrative Functions

I.N.1.1. Approval of the Replacement of Staff Devices and District Servers

I.N.2. Updates

I.O. Student Services

I.O.1. Administrative Functions

I.O.1.1. ESU 2023-2024 Contract and Estimated Projections

I.O.1.2. Approval of Special Education Policies and Procedures

I.O.1.3. 2023-2024 Special Education Projections

I.O.1.4. Tuition Rates-Special Education

I.O.2. Updates

I.P. Superintendent's Report

I.Q. Board Sharing

I.Q.1. Staff Appreciation Event-Tuesday, March 28

II. Executive Session

III. Adjourn

CPS Board of Education Committee on American Civics  
Statute 79-724  
March 20, 2023

It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation's **history, government, geography, and economic system**. The youth in our state should be committed to the ideals and values of our country's democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. **A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained.** Since young people are most susceptible to the acceptance of principles and doctrines that will influence them throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

School District's Requirements:

1. BOE forms a Committee on American Civics: Ms. Becher, Mr. Brown, & Mr. Willoughby
2. Hold at least two public meetings annually, at least one when public testimony is accepted;
  - Meeting 1: March 20, 2023
  - Meeting 2: May 2023 BOE
    - Teachers from a couple different grade levels will present their curriculum, assessment samples, and patriotic school traditions
3. Ensure and approve K-12 Social Studies Curriculum is aligned to the NE Social Studies Standards
  - Fall of 2019 BOE approved the 2019 NE Social Studies Standards
  - Spring of 2020 BOE approved the CPS K-12 Social Studies Curriculum & Resources
    - Ensured the curriculum includes the rights, responsibilities and duties of citizenship
4. Provide required Social Studies Courses:
  - Grades K-8
  - Grade 9: Geography
  - Grade 10: World History
  - Grade 11: US History
  - Grade 12: American Government & Economics

Committee As A Whole  
Monday, February 13, 2023 6:00 PM Central

ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

Candace Becher: Absent  
Mark Brown: Present  
Michael Jeffryes: Absent  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 4, Absent: 2.  
Michael Jeffryes: Present  
Present: 5, Absent: 1.

## I. Committee As A Whole

### I.A. Call to Order

### I.B. Roll Call of Board

Motion to excuse Ms. Becher and Mr. Jeffryes from the meeting. Passed with a motion by Mark Brown and a second by Doug Molczyk.

Candace Becher: Absent, Michael Jeffryes: Absent, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 4, Nay: 0, Absent: 2

### I.C. Pledge of Allegiance

### I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings.

### I.E. Presentations

#### I.E.1. Emerson Elementary Presentation

Angie Luebbe, Emerson Elementary Principal gave a presentation on students, staff and events in her building. Mrs. Luebbe shared the new staff that was welcomed this year. They have all been great additions to the staff at Emerson. She shared the High Reliability Schools focus that Emerson is using, which always includes Level 1-Safe, Supportive and Collaborative Culture. Staff at Emerson have been using non-negotiables that were created by staff and the use of Expectation Stations. Mrs. Luebbe said that they have added more teaching times this year to be sure students are very clear on behavioral expectations, especially after breaks. She also talked about the safe seat and how they use that at Emerson. This is a seat that is a place to be safe. Emerson staff uses Crusader Cash to support students that demonstrate being safe, respectful and responsible. There are weekly visits to classrooms with the Crusader Cart where students can purchase items from earned Crusader Cash. Emerson has monthly assemblies to award Student of the Month and the Golden Award among others. CPS activities are also highlighted at the assemblies. Emerson PTO continues to be very supportive, often supporting teachers outside of the school day. Mrs. Luebbe is a firm believer in the trust accelerators that were created by staff. Collaboration is using "Data Into

Action" with the 4 PLC Questions for guidance. As they look at the data some cycles showed growth and some areas need growth. Mrs. Luebbe said she feels like the staff is getting better at using the data. She touched on information about the teacher survey data, and the Marzano Focused Teacher Evaluation Model. This helps guide staff to effective teaching in every classroom.

#### I.F. Board Special Functions

##### I.F.1. CMS Course Description Book 23-24

Amy Haynes, CMS Principal reported on the CMS Course Description Catalog. She said there will be some changes made in the Family and Consumer Science section. Specific projects will not be listed to give teachers and students some flexibility. Other changes included science and social studies classes to keep up with changing standards. Language Arts classes had some name changes to match high school names to make the transition easier when enrolling in classes at CHS.

##### I.F.2. Approval of CPS Foundation Board Members

Dr. Loeffelholz said each year the board is required to approve the foundation board members. He said this will change once the foundation is managing the daycare center, as it will need to be separated.

##### I.F.3. Field Trip/Excursion Application Approval

Dr. Loeffelholz, said this policy should be reviewed, the process is a year out, some of the information requested is not available that far out. This was originally created for groups to get permission to fundraise for an out of state field trip.

Jacob Ritter, CHS Music Teacher presented the information regarding the vocal jazz festival that they are asking to attend. It is in Creston Iowa, he said there will be schools from several states. Mr. Ritter said it is a noncompetitive festival. The groups will have the opportunity to create mastered recordings at this event. All fees for registration, lodging and food will be paid for by fundraising done by booster club events. Mr. Ritter said this event provides a quality experience for students. Dr. Loeffelholz added that rosters have been turned in for all students and sponsors along with an itinerary of the trip.

Jaime Stodola also presented in regard to the art club trip to Kansas City. This will be a one-day trip.

##### I.F.4. CHS English Novel Information

Dave Hiebner asked the CHS English Department to put a list together of all novels being used. The list also shares the rationale for each novel. The books will be displayed and available for the community to review for thirty days. Mr. Hiebner thanked the English Department for putting the list together.

#### I.G. Consent Agenda

##### I.G.1. Approval of Minutes

## I.G.2. Financial Reports M2, M3, M4a

Dr. Chip Kay, Director of Finance and Human Resources said we are expecting reimbursements that have not come through because they are waiting for the auditor's report to release the funds. The M3 is showing we are behind in receiving revenue. We have received about one third of what we usually see at this time of year. Reimbursements should be released by March 10, 2023. Nothing unusual is shown in the M4 report.

## I.G.3. Financial Report M4b

### I.G.4. Certified Personnel

Dr. Kay said there are two new hires and 12 resignations listed. Most of the resignations are from teachers moving home.

### I.G.5. Classified Personnel

Classified list looks like normal month, Dr. Kay said he is seeing the pool has increased quite a bit. That has not slowed down the departures.

### I.G.6. Professional Travel

## I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz said that January is the first month of their calendar year.

## I.I. Curriculum and Instruction

### I.I.1. Administrative Functions

#### I.I.2. Updates

Teresa Hausmann, Director of Curriculum, Instruction and Assessment talked about the Cognia visit. She shared the Standard Areas of Excellence. Mrs. Hausmann talked about the Board of Education interviews. Four have already agreed to participate. Along with the board, interviews will be conducted with principals, teachers, and parents.

## I.J. Business Operations and Human Relations

### I.J.1. Administrative Functions

#### I.J.1.1. TERIP Application Information

Dr. Kay presented the three applications. He said that it was a record low.

I.J.1.2. The superintendent recommends the board review the following list of new staff positions based on building and district priorities for the 2023-2024 school year as submitted:

Dr. Loeffelholz talked about the list of needs for new staff for next year. The early childhood center is at the top of the list. Dean of students at Centennial. SPED Behavior Interventionist. He also said building budgets will be frozen. We would like to meet some needs in each building, none of the suggestions are bad, if we had the funding. Dr. Loeffelholz said once state aid numbers are released, the list will need to be reviewed by the negotiating committee for

approval. Best case scenario would be to be able to add 4 FTE positions, at the minimum we will get Kramer staffed.

Dr. Kay added that he recently attended a job fair at UNL, he said the playing field is changing. UNL is only graduating 15 math teachers this year, a more typical amount would be 150. We will need to get creative about hiring teachers in the near future.

#### I.J.2. Updates

Dr. Kay updated on moving investments from FNB to a local bank, he said there will be a formal action once legal paperwork is done. He talked about the teacher fairs and looking at attending to gather data. Dr. Kay also commented on the Community Meetings, he said there are lots of questions, and it creates more conversation. The slide deck is very good, it tells a great story about the district. Dr. Kay also spoke on Project Lifesaver. He said letters were sent out to families that would be eligible. He said he appreciates the police department and Columbus Community Hospital in partnering this program. One student has signed up, waiting for a few more.

#### I.K. Buildings & Sites/Technology

##### I.K.1. Administrative Functions

###### I.K.1.1. Safety Response Protocol-2023/Updated Language Approval

Leonard Kwapnioski, Director of Buildings/Sites and Technology talked about the updates to the Standard Response Protocol. He said the biggest change is the language. Lock-Out has been changed to Secure. All signs are being printed and the teachers will be brought up to speed for next school year. Parents will need to be informed and trained. This program is used in every school district in Nebraska. Posters are in three languages English, Spanish and French.

###### I.K.1.2. CASSETTE House Project Bid

Mr. Kwapnioski said we received one bid, two other companies pulled out at the eleventh hour. The budget was set at \$600,000.00; the bid came in well above. The plan is to use ESSER III Funds, which makes the process different than other funding. He is requesting that the bid be rejected. This project is 100% needed.

##### I.K.2. Updates

The update from Mr. Kwapnioski included progress on Kramer and the PA system at CHS. He also mentioned the house on the Third Avenue property was demolished this week.

#### I.L. Student Services

##### I.L.1. Administrative Functions

##### I.L.2. Updates

Jason Harris, Director of Student Services and Special Education said starting this week through March 31, there will be a parent survey sent out through NDE. This survey helps to know if our policies and procedures are being followed. The survey is sent through a link, some families can complete the survey at parent teacher conferences. Mr. Harris also talked about Indicator 13. We

had been selected to pilot the plan. They are doing an inventory of preschool classrooms. Kindergarten registration is March 20-24 at the Student Center. Preschool registration started in February.

#### I.M. Superintendent's Report

Dr. Loeffelholz shared the next community meetings schedule. He talked about the phone surveys. Currently, there have been 226 responses, hoping for 400. Dr. Loeffelholz said the majority have picked 4 cents to complete projects. The options have been narrowed down; the next step is putting dollar amounts on projects. He shared information regarding a special meeting for March 9 for a vote on projects and to ratify state aid.

#### I.N. Board Sharing

##### I.O. Executive Session

Motion to go into Executive Session Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

Candace Becher: Absent, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1 Motion to come out of executive session at 8:14pm Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

Candace Becher: Absent, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

#### I.P. Adjourn

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, February 13, 2023.

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President

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Secretary

Regular Meeting  
Monday, February 20, 2023, 5:30 PM Central

Columbus Public Schools Administration Building  
2508 27th St.  
Columbus, NE 68601

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 6.

## I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings.

I.E. Mission Statement

I.F. Opportunity for Public to be Heard

I.G. Presentations

I.G.1. Community Survey Results

The Community Survey Results were presented by Kordica and Annette Eyan. The goal was to get 400 valid surveys from registered voters. They were able to get 440. The survey gives a picture of the community and the climate of the voters. It was very specific in how demographics were broken out. The data is all listed on the attached report.

I.H. Board Special Functions

I.H.1. CMS Course Description Book 23-24

The Superintendent recommends that the Board approve the CMS Course Description Book 23-24, as submitted. Passed with a motion by Doug Molczyk and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

I.H.2. Approval of CPS Foundation Board Members

The Superintendent recommends that the Board approve the CPS Foundation Board Members, as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

#### I.H.3. Field Trip/Excursion Application Approval

The Superintendent recommends that the Board approve the out of state excursions for CHS Choir and Art Students, as submitted. Passed with a motion by Mark Brown and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Troy Loeffelholz, Superintendent explained the procedure we followed prior to COVID. Typically, a year out they get approval for fundraising and then they get approval for the actual travel closer to the date of the trip. He said there is a need to review the policy. Dr. Loeffelholz said there will also be a conversation with Dave Hiebner, CHS Principal and Tim Kwapnioski, CHS Activities Director regarding the policy.

#### I.I. Items to be removed from the Consent Agenda

Motion to remove item 4B from the Consent Agenda. Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Financial Report 4b was removed from the Consent Agenda.

#### I.J. Consent Agenda

Motion to approve the Consent Agenda. Passed with a motion by Theresa Seipel and a second by Doug Molczyk.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

#### I.J.1. Approval of Minutes

#### I.J.2. Financial Reports M2, M3, M4a

#### I.J.3. Financial Report M4b

Move to approve the financial report M4b. Passed with a motion by Mark Brown and a second by Theresa Seipel.

Candace Becher: Abstain (With Conflict), Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Abstain (With Conflict): 1

#### I.J.4. Financial Report M5

Chip Kay, Director of Finance and Human Resources shared some of the payments that have recently gone out, including American Reading Company for curriculum resources, Loup Power for electricity and gas, Associated Staffing for contracted staff. Dr. Kay said we pay Associated Staffing and they pay the employee, CPS will hire the employee after 12 weeks. Central Nebraska Rehab Service is on the list for OT and PT services contracted for special education.

#### I.J.5. Certified Personnel

Dr. Kay said the certified hires and resignations list was updated from last week's meeting. He also said Heather Walla was rehired.

#### I.J.6. Classified Personnel

#### I.J.7. Professional Travel

#### I.K. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations Passed with a motion by Doug Molczyk and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel:

Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

#### I.L. Curriculum and Instruction

##### I.L.1. Administrative Functions

##### I.L.2. Updates

#### I.M. Business Operations and Human Relations

##### I.M.1. Administrative Functions

###### I.M.1.1. TERIP Application Information

The Superintendent recommends that the Board approve the TERIP Applications, as submitted.

The deadline is the deadline, but the board is making an exception with the late application.

Passed with a motion by Doug Molczyk and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa

Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Kay told the board there was one application added based on unique and extenuating circumstance.

###### I.M.1.2. Approval of Jay Spearman as Underwriter

The Superintendent recommends that the Board approve Jay Spearman as Underwriter, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa

Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Kay is requesting approval for Jay Spearman to serve as our fiscal advisor pre-bond. This would not entitle him to be the exclusive underwriter. Dr. Loeffelholz said this will help with estimating and Mr. Spearman is a person that is trusted by CPS.

###### I.M.1.3. Approval of the Addition of New Staff Positions for 2023-2024.

The superintendent recommends the board table the following list of new staff positions based on building and district priorities for the 2023-2024 school year, as submitted. Passed with a motion by Doug Molczyk and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa

Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Loeffelholz recommended to table this item as there is not a clear picture of state aid for next year at this time.

#### I.M.2. Updates

### I.N. Buildings & Sites/Technology

#### I.N.1. Administrative Functions

##### I.N.1.1. Safety Response Protocol-2023/Updated Language

The Superintendent recommends that the Board approve the Safety Response Protocol-2023/Updated Language, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

The professional development schedule has been set up for next year.

##### I.N.1.2. CASSETTE House Project Bid

The Superintendent recommends that the Board reject the Cassette House Project Bid. Passed with a motion by Michael Jeffryes and a second by Doug Molczyk.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

#### I.N.2. Updates

### I.O. Student Services

#### I.O.1. Administrative Functions

#### I.O.2. Updates

### I.P. Superintendent's Report

Dr. Loeffelholz reported on state wrestling, CPS had 6 medalists: girls basketball subdistrict this week and boys next week. He also shared that the next meeting will be March 20. There will be no Listening Session, so plan to tour Kramer at 5:00 and then begin the meeting at 6:00.

### I.Q. Board Sharing

The Board shared appreciation for the work done on the list for CHS English books, it was very thorough and gives a clear picture. They all agreed that the school year is going fast. Spring sports will be starting soon. Looking forward to everything coming up and the work on the bond. There were similar comments on the good information that came from the survey, very encouraging.

## II. Executive Session

Motion to go into executive session for personnel and contract matters at 6:55 pm. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

### III. Adjourn

Motion to come out of executive session and adjourn at 7:24 pm. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, February 20, 2023.

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President

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Secretary

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Special Board Meeting  
Thursday, March 9, 2023, 12:00 PM Central

Columbus Public Schools Administration Building  
2508 27th St.  
Columbus, NE 68601

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 6.

## I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Mission Statement

Doug Willoughby, Board President, read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.G.1. Resolution for Bond Issue Vote on May 9, 2023

The Superintendent recommends that the Board accept the Resolution of Platte County School District 0001 (Columbus Public Schools) in the State of Nebraska (the "District") to issue bonds of said District in the principal amount of not to exceed \_\_\_\_\_53,500,000.00\_\_ DOLLARS (\$53,500,000) for the purpose of paying the costs of construction for projects listed in the resolution for a Bond Issue Vote on May 9th, 2023. Passed with a motion by Mark Brown and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

This resolution is for the May 9th ballot. The information is very specific and easy to understand. This will be a mail-in ballot, and it will be very important for the community to see clearly the details of each project. The official ballot is included in the document. Voters will be asked to mark yes or no for easy understanding. Dates that ballots will be mailed are included along with the date ballots must be received.

I.G.2. Approve Boyd Jones as the Construction Manager at Risk

Discuss, consider and take all necessary action with regard to approving the construction manager

at risk agreement for a potential multiple school facilities project.

The Superintendent recommends that the Board Approve of the contract with Boyd Jones as the CM@Risk. Passed with a motion by Candace Becher and a second by Doug Molczyk.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

The approval of the contract with Boyd Jones CM@Risk has been a long process because all of the general conditions are very specifically itemized. Our attorney, Derek Aldridge, went over this document diligently. Sometimes, costs can be hidden. There were some equipment costs that were negotiated to benefit our taxpayers. The contract includes information regarding the bond being passed before any fees are paid.

### I.G.3. Negotiated Agreement 2023-2024

Superintendent recommends the board approve the negotiated agreement with the Columbus Education Association. Base will raise the salary to \$39,100,00 total package increase is 2.75%.

Passed with a motion by Mark Brown and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Chip Kay, Director of Finance and Human Resources said all changes to the negotiated agreement are noted in the memo attached. Most changes are small and clerical. He said two steps were added for a master's degree. This allows teachers that have been here for several years to move on the salary schedule without bottoming out. The committee said the group worked well together. The negotiations went very smoothly and there was a lot of trust on both sides.

### I.G.4. Kramer Staff Approval

The Superintendent recommends that the Board approve Kramer Education Center Staff as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Kay shared that the committee discussed the support of staff for the Kramer Education Center. As listed, they will need to hire a year-round custodian, nurse/clinic aid, receptionist and a .5 administrator/.5 SPED endorsed candidate. Food service employees will be needed, those costs will be paid from the Nutrition Fund.

## II. Board Sharing

The Board is very excited about the upcoming bond vote, and to see the next steps for this project to continue.

## III. Superintendent Update

Dr. Loeffelholz talked about the first staff meeting regarding the projects and the bond vote is scheduled for tomorrow morning. He said that staff deserves to be told first. The Campaign Committee is meeting tonight, and the community will begin to see ads, yard signs, etc. Dr. Loeffelholz also shared information regarding Staff Appreciation coming up on March 28.

IV. Adjourn

Adjourned at 12:36pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Thursday, March 9, 2023.

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President

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Secretary

Special Work Session  
Monday, March 6, 2023, 6:00 PM Central

Columbus Public Schools Administration Building  
2508 27th St.  
Columbus, NE 68601

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 6.

## I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Presentations

I.E.1. Short presentations from Boyd Jones, Clark & Enersen, Annette Eyman, and Jay Spearman. Presentations were given by Jay Spearman of Piper Sandler regarding interest rates, bond rates, and tax levy implications. Annette Eyman discussed next steps with the board and the campaign committee was meeting at 7:00 pm that evening. Boyd Jones discussed estimating costs and what that all entails. Clark & Enersen showed the board the overall site map of each building and how projects would impact these schools.

I.F. Board Special Functions

I.F.1. Discussion to determine the project scope of Bond Project.

The board shared their thoughts on the overall tax levy, implications for voters, and had a conversation about the strengths and weaknesses of each of the projects. Discussion took approximately two hours to dig into great detail the scope of a bond issue for May 9th.

I.G. Superintendent's Report

No report

I.H. Board Sharing

No sharing at this time.

Adjourned at 10:20pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, March 6, 2023.

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President

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Secretary

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 42,307.09		
	Attachment M5 (prior Bd Mtg)			\$ 3,923,007.41		
	Transfer from GP ICS Savings					
	Receipts GP checking		\$ 5,197,530.48			
	<b>GEN FUND - GREAT PLAINS STATE BANK</b>	\$ 1,993,952.56	\$ 5,197,530.48	\$ 3,965,314.50	\$ 3,226,168.54	\$ 6,073,314.54
	Transfer to GP Checking					
	Interest					
	<b>GEN FUND- GP SAVINGS</b>	\$ -	\$ -		\$ -	
	Dividends		\$ 2,247.13			
	Management Fees			\$ 236.44		
	Investment Gain			\$ 2,798.34		
	Transfer out		\$ (790,000.00)			
	<b>GENERAL FUND - FNB TRUST</b>	\$ 933,734.65	\$ (787,752.87)	\$ 3,034.78	\$ 142,947.00	\$ 942,136.37
	<b>General Fund -Cash Balance</b>				\$ 3,369,115.54	
Depreciation-GF	Dividends		\$ 5,053.35			
	Management Fees			\$ 614.62		
	Investment Gain			\$ 15,390.75		
	Transfer out		\$ (53,025.00)			
	<b>DEPRECIATION - FNB</b>	\$ 2,427,346.16	\$ (47,971.65)	\$ 16,005.37	\$ 2,363,369.14	\$ 2,290,637.83
Temporary Funds -GF	<b>PAYROLL - PINNACLE BANK</b>	\$ 273,870.45	\$ 3,670,569.98	\$ 3,646,258.81	\$ 298,181.62	\$ 267,403.99
	<b>PAYFLEX - PINNACLE BANK</b>	\$ 54,630.52	\$ 10,342.90	\$ 13,280.19	\$ 51,693.23	\$ 46,145.15
Activities	Administration	\$ 957,305.63	\$ 98,195.01	\$ 31,305.74	\$ 1,024,194.90	\$ 867,339.63
	Middle School	\$ 146,021.35	\$ 11,211.30	\$ 14,851.91	\$ 142,380.74	\$ 107,655.68
	High School	\$ 628,471.39	\$ 45,335.73	\$ 45,389.53	\$ 628,417.59	\$ 487,551.36
	<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 1,731,798.37	\$ 154,742.04	\$ 91,547.18	\$ 1,794,993.23	\$ 1,462,546.67
Nutrition Fund	Other income		\$ -			
	Interest Income		\$ 1,335.01			
	State Reimbursement		\$ 161,238.11			
	Rct to Expenditures		\$ 3,911.64			
	Student/Staff Meals		\$ 74,924.94			
	<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 799,154.43	\$ 241,409.70	\$ 259,056.34	\$ 781,507.79	\$ 564,581.87
Bond Fund	B.O.K. Financial					
	Platte County Treasurer		\$ 250,850.47			
	Butler County Treasurer		\$ 1,122.41			
	Polk County Treasurer		\$ 73.25			
	Dividends		\$ 2,772.73			
	Management Fees			\$ 236.74		
	Investment Gain			\$ 1,125.00		
	<b>BOND FUND - FNB</b>	\$ 934,947.11	\$ 254,818.86	\$ 1,361.74	\$ 1,188,404.23	\$ 686,448.16
Special Building Fund	Dividends		\$ 991.28			
	Management Fees			\$ 101.80		
	Investment Loss			\$ 2,132.90		
	<b>SPECIAL BLDG FUND - FNB TRUST</b>	\$ 402,053.43	\$ 991.28	\$ 2,234.70	\$ 400,810.01	\$ 40,279,544.00
	<b>SPECIAL BLDG FUND - BANK OF THE VALLEY</b>	\$ 1,342,148.25	\$ 71,082.37	\$ -	\$ 1,413,230.62	\$ 1,199,351.37
	<b>Special Building Fund - Cash Balance</b>				\$ 1,814,040.63	

Columbus Public Schools  
 General Fund Revenue Detail  
 February 28, 2023

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$24,325,478.00)	(\$1,506,480.68)	(\$10,540,087.97)	(\$13,785,390.03)	43.33%
01.1.01115.000.000	Carline Taxes	(\$21,000.00)	\$0.00	(\$2,782.82)	(\$18,217.18)	13.25%
01.1.01120.000.000	Public Power District Sales Ta	(\$850,000.00)	\$0.00	\$0.00	(\$850,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,343,000.00)	(\$195,204.18)	(\$1,125,614.04)	(\$1,217,385.96)	48.04%
01.1.01125.733.001	Alternate Education	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01312.000.000	Tuition, Summer School	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01323.000.000	Tuition, SpEd School Age	(\$35,000.00)	\$0.00	\$0.00	(\$35,000.00)	0.00%
01.1.01510.000.000	Interest	(\$15,000.00)	(\$5,857.25)	(\$44,948.08)	\$29,948.08	299.65%
01.1.01540.000.000	Income from Real Property	(\$25,000.00)	(\$17,857.50)	(\$20,857.50)	(\$4,142.50)	83.43%
01.1.01801.000.000	CASP /Parent Fees	(\$35,000.00)	(\$5,214.00)	(\$43,508.00)	\$8,508.00	124.31%
01.1.01910.000.000	Rental Fees	\$0.00	\$0.00	(\$900.00)	\$900.00	#DIV/0!
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$4,695.00)	(\$20,305.00)	18.78%
01.1.01990.000.000	Miscellaneous Local Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$15,451.61)	(\$129,688.53)	(\$25,311.47)	83.67%
01.1.02120.733.001	School Counselors	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.02790.580.001	School Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03110.000.000	State Aid	(\$14,316,378.00)	(\$1,431,638.00)	(\$8,589,828.00)	(\$5,726,550.00)	60.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,602,545.00)	\$0.00	(\$663,482.00)	(\$1,939,063.00)	25.49%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$135,000.00)	\$0.00	\$0.00	(\$135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	(\$3,676.57)	(\$3,749.20)	\$3,749.20	#DIV/0!
01.1.03131.000.000	Property Tax Credit	\$0.00	(\$436.91)	(\$436.91)	\$436.91	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$25,000.00)	\$0.00	\$0.00	(\$25,000.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$50,000.00)	(\$7,452.77)	(\$15,983.42)	(\$34,016.58)	31.97%
01.1.03400.000.000	State Apportionment	(\$525,000.00)	(\$777,521.20)	(\$777,521.20)	\$252,521.20	148.10%
01.1.03500.110.000	Elementary Attendance Monitor	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03535.000.000	High Ability Learner Allocatio	(\$25,000.00)	\$0.00	(\$25,731.00)	\$731.00	102.92%
01.1.03540.000.000	State Early Childhood Grant	(\$150,940.00)	\$0.00	(\$100,388.00)	(\$50,552.00)	66.51%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$164,500.00)	(\$72,295.00)	(\$96,843.00)	(\$67,657.00)	58.87%
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03599.000.000	Education Quest College Access	\$0.00	\$0.00	(\$12,319.14)	\$12,319.14	#DIV/0!
01.1.03599.000.001	Education Quest College Access	(\$20,000.00)	(\$10,000.00)	(\$10,000.00)	(\$10,000.00)	50.00%
01.1.03995.000.000	Nebraska VR	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04421.000.000	IDEA (611) ARP B-21	\$0.00	(\$55,525.00)	(\$55,525.00)	\$55,525.00	#DIV/0!
01.1.04423.000.000	IDEA (PRO) ARP NonPub	\$0.00	(\$4,374.00)	(\$4,374.00)	\$4,374.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$568,214.00)	\$0.00	(\$165,958.00)	(\$402,256.00)	29.21%
01.1.04509.000.000	ESSA Title II Receipts	(\$106,004.00)	\$0.00	(\$43,469.00)	(\$62,535.00)	41.01%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$41,513.00)	\$0.00	\$0.00	(\$41,513.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$24,723.00)	(\$4,184.00)	(\$4,184.00)	(\$20,539.00)	16.92%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$928,690.00)	(\$261,644.00)	(\$261,644.00)	(\$667,046.00)	28.17%
01.1.04521.000.000	IDEA Proportionate Share	(\$134,873.00)	(\$16,512.00)	(\$16,512.00)	(\$118,361.00)	12.24%
01.1.04524.000.000	ECF	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04525.000.000	Carl Perkins Grants	(\$41,918.00)	\$0.00	(\$47,894.00)	\$5,976.00	114.26%

Columbus Public Schools  
 General Fund Revenue Detail  
 February 28, 2023

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.04526.000.000	Perkins Revision Grant	(\$100,000.00)	\$0.00	\$0.00	(\$100,000.00)	0.00%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$79,934.00)	\$0.00	(\$29,917.00)	(\$50,017.00)	37.43%
01.1.04528.000.000	Title III Immigrant	(\$54,397.00)	\$0.00	(\$29,811.00)	(\$24,586.00)	54.80%
01.1.04530.000.000	Federal Grant NC/FF/ECF	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,163.00)	\$0.00	(\$149,163.00)	\$0.00	100.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$34,643.00)	\$0.00	(\$77,729.67)	\$43,086.67	224.37%
01.1.04969.000.000	ESSA Title IV SSAE Grant	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04995.000.000	FEMA/Federal Disaster Funds	\$0.00	\$0.00	(\$55,848.23)	\$55,848.23	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04997.000.000	Cares Act II	(\$350,000.00)	\$0.00	\$0.00	(\$350,000.00)	0.00%
01.1.04998.000.000	Cares Act III	(\$1,400,000.00)	\$0.00	\$0.00	(\$1,400,000.00)	0.00%
01.1.05200.000.000	Transfers from Other Funds	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.05690.000.000	Other Non-Revenue Receipts (Rt	\$0.00	\$0.00	(\$3.00)	\$3.00	#DIV/0!
		(\$49,857,913.00)	(\$4,391,324.67)	(\$23,151,395.71)	(\$26,706,517.29)	46.43%
	Transfers		(\$790,000.00)			
	Reimbursements/ Refunds		(\$19,871.20)			
	Interest - Other Accounts		\$3,665.39			
	<b>Total Revenue</b>		<b>(\$5,197,530.48)</b>			

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14051	ASSOCIATED STAFFING, INC	\$5,152.84
14052	BRADY, LANA CHERISE	\$185.60
14053	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$330.00
14054	DeLEON-OROZCO, SUSSAN	\$37.12
14055	ESPINO, ROSARIO	\$104.86
14056	ESU #7	\$12,693.09
14057	FIRST NATIONAL BANK OMAHA	\$2,333.96
14058	FIRST NATIONAL BANK OMAHA	\$60.92
14059	FIRST NATIONAL BANK OMAHA	\$434.21
14060	FIRST NATIONAL BANK OMAHA	\$37.98
14061	FIRST NATIONAL BANK OMAHA	\$400.24
14062	FIRST NATIONAL BANK OMAHA	\$947.66
14063	FIRST NATIONAL BANK OMAHA	\$728.95
14064	GUTIERREZ, KAYLYN	\$74.24
14065	JACKSON SERVICES INC.	\$178.79
14066	KAY, CHESTER	\$159.90
14067	LOEFFELHOLZ, TROY	\$43.18
14068	MATHESON TRI-GAS INC	\$460.19
14069	NATUS MEDICAL INCORPORATED	\$1,038.00
14070	NCSA	\$150.00
14071	ORTIZ GARCILAZO, DANIELA	\$114.52
14072	ORTIZ, FAVIOLA	\$111.36
14073	ORTIZ, MARIA	\$55.68
14074	PACHECO ROBLEDO, YARA	\$55.68
14075	PATEL, DEVAM LAVKESH	\$52.91
14076	PLUNKETTS PEST CONTROL	\$610.00
14077	QUADIENT FINANCE USA, INC	\$1,961.00
14078	SEEHUSEN, BETHANY L	\$60.00
14079	VALENTINOS OF COLUMBUS	\$543.00
14080	VEGA-AREVALOS, JESSICA	\$120.64
14081	YOUNG, GAVIN	\$81.92
14082	ACE HARDWARE-COLUMBUS	\$45.56
14083	AWARDS & ENGRAVING	\$90.00
14084	BJOREM SPEECH PUBLICATIONS, LLC	\$246.00
14085	BOMGAARS	\$63.84
14086	CITY OF COLUMBUS WATER & SANITATION DEPA	\$1,682.49
14087	COLUMBUS ARNOLD MOTOR SUPPLY	\$12.26
14088	COLUMBUS MUSIC	\$476.37
14089	COMMONWEALTH ELECTRIC MIDWEST	\$3,975.00
14090	COUGHLAN COMPANIES, LLC	\$286.36
14091	DUSH, REGINA	\$179.22
14092	EAKES OFFICE SOLUTIONS	\$96.36
14093	FERGUSON ENTERPRISES INC	\$117.78
14094	HOESING, KRISTIN	\$209.09
14095	IMAGE TECH & PRINTING	\$217.00

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14096	J.W. PEPPER & SON, INC	\$457.85
14097	MENARDS-COL	\$362.19
14098	MUHSMAN, ERICA	\$62.88
14099	NEBRASKA SALT & GRAIN CO.	\$516.00
14100	PAITZ, TONYA	\$67.07
14101	RUTT'S HEATING & AIR CONDITIONING, INC -	\$700.88
14102	SUNBELT RENTALS	\$466.00
14103	T-C CEILINGS INC	\$1,120.00
14104	THE HOME DEPOT PRO	\$262.80
14105	TY'S OUTDOOR POWER, INC.	\$264.20
14106	AMAZON CAPITAL SERVICES	\$919.79
14107	CAPITAL ONE/WALMART	\$197.91
14108	HY-VEE FOOD STORES	\$176.41
14109	SUPER SAVER	\$79.58
		<hr/>
		\$42,669.33
	Voided checks from 21/22 SY never cashed	<hr/>
		-\$362.24
	Total Fund Expenditures	<hr/>
		\$42,307.09

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14110	AHRENS, KYLER	\$17.92
14111	ASSOCIATED STAFFING, INC	\$4,092.27
14112	BRAINPOP LLC	\$175.00
14113	CITY OF COLUMBUS WATER & SANITATION DEPA	\$4,841.21
14114	COLUMBUS AREA CHAMBER COMMERCE	\$12,500.00
14115	COMMONWEALTH ELECTRIC MIDWEST	\$8,941.00
14116	DAYLIGHT DONUTS	\$83.05
14117	ESPINO, ROSARIO	\$51.04
14118	ESU #7 SPECIAL EDUCATION	\$31,187.46
14119	ESU #8	\$60.00
14120	FIRST NATIONAL BANK OMAHA	\$729.67
14121	HOMETOWN LEASING	\$6,749.98
14122	LINCOLN JOURNAL STAR	\$2,282.20
14123	LOUP POWER DISTRICT	\$52,357.55
14124	MURPHY-1099, DAWN	\$875.00
14125	NASB (NE. ASSOCIATION OF SCHOOL BOARDS)	\$97.00
14126	OCCUPATIONAL HEALTH SERVICES	\$140.00
14127	OMAHA WORLD HERALD	\$566.80
14128	ONE SOURCE	\$178.00
14129	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$1,961.60
14130	RIVERSIDE PORTABLES, LLC	\$315.00
14131	SERVICEMASTER BY SHEVLIN	\$37,533.00
14132	U AND I SANITATION LLC	\$1,860.00
14133	VIVIAL	\$69.90
14134	WOODRIVER ENERGY LLC	\$48,429.57
14135	ASSOCIATED STAFFING, INC	\$4,672.78
14136	DEAN FAJEN PE, AIA	\$500.00
14137	NCSA	\$120.00
14138	RUTT'S HEATING & AIR CONDITIONING, INC -	\$36,810.00
14139	CPS FOUNDATION	\$53,025.00
14140	ALBOUM TRANSLATION SERVICES	\$126.77
14141	CITY OF COLUMBUS WATER & SANITATION DEPA	\$44.50
14142	CITY OF COLUMBUS-TRANSFER STATION	\$528.54
14143	COLUMBUS PUBLIC SCHOOLS ACTIVITY	\$148.96
14144	COLUMBUS SCHOOL LUNCH FUND-CHS	\$1,094.96
14145	CULLIGAN	\$13.25
14146	ESPINO, ROSARIO	\$46.40
14147	ESU #7	\$924.39
14148	FATHER FLANAGAN'S BOYS' HOME	\$32,651.73
14149	Glandt, Gregory L	\$31.77
14150	GONE, RAJ	\$71.85
14151	GUTIERREZ, KAYLYN	\$69.60
14152	JACKSON SERVICES INC.	\$178.68
14153	JEFFRYES, WESTON	\$254.29

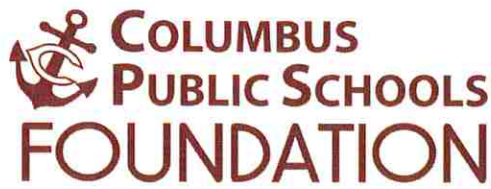
<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14154	LINCOLN JOURNAL STAR	\$4,876.16
14155	LOUP POWER DISTRICT	\$232.48
14156	MOSYLE CORPORATION	\$275.00
14157	NUMOTION	\$4,132.00
14158	OCCUPATIONAL HEALTH SERVICES	\$280.00
14159	ORTIZ, MARIA	\$55.68
14160	PASCO SCIENTIFIC	\$94.00
14161	PINNACLE BANK OMAHA	\$165.00
14162	PRESTO-X-COMPANY	\$19.02
14163	QUADIANT FINANCE USA, INC	\$462.80
14164	QUALITY SOUND & COMMUNICATIONS INC	\$16.17
14165	SERVICEMASTER BY SHEVLIN	\$1,856.95
14166	UCHTMAN, JEFF	\$200.00
14167	UPS STORE	\$13.56
14168	VERIZON WIRELESS	\$402.76
14169	WOODRIVER ENERGY LLC	\$296.39
14170	AMAZON CAPITAL SERVICES	\$4,062.73
14171	CAPITAL ONE/WALMART	\$211.22
14172	HY-VEE FOOD STORES	\$106.44
14173	SUPER SAVER	\$1,112.78
14174	ASSOCIATED STAFFING, INC	\$4,791.81
14175	KOCH EXCAVATING CO.	\$15,000.00
14176	T-BONE TRUCK STOP	\$5,943.52
14177	B-D CONSTRUCTION INC.	\$30,200.00
14178	POSTMASTER	\$328.56
14179	SCHOOL DISTRICT #1-PAYROLL	\$3,495,827.74
14180	ACE HARDWARE-COLUMBUS	\$20.75
14181	ALLEN, ETHAN	\$112.00
14182	APPLE INC.	\$22,223.00
14183	AVILA, SARAH	\$27.84
14184	BATES, LINDSEY	\$268.82
14185	BLASER, AMY	\$268.82
14186	BOMBERGER, KYLA	\$51.88
14187	BOMGAARS	\$32.95
14188	BURNETT, ROBIN	\$104.80
14189	CAPITAL SANITARY SUPPLY	\$1,336.80
14190	CCS PRESENTATION SYSTEMS, INC.	\$568.08
14191	CENTRAL NEBRASKA REHAB. SERV	\$52,578.35
14192	COFFEY, ALANNAH	\$168.01
14193	COLUMBUS ARNOLD MOTOR SUPPLY	\$16.61
14194	COLUMBUS MUSIC	\$1,337.57
14195	COMMONWEALTH COMMUNICATIONS	\$9,505.40
14196	COMMONWEALTH ELECTRIC MIDWEST	\$1,765.70
14197	CONTROL DEPOT	\$145.00

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14198	COUGHLAN COMPANIES, LLC	\$785.35
14199	CULLIGAN	\$63.93
14200	CYZA, NICOLE	\$253.88
14201	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$330.00
14202	DEMCO, INC	\$141.32
14203	DONOGHUE, TRACY	\$403.23
14204	DUSH, REGINA	\$201.61
14205	EAKES OFFICE SOLUTIONS	\$7,114.30
14206	ELECTRICAL ENGINEERING & EQUIP	\$45.26
14207	FERGUSON ENTERPRISES INC	\$53.59
14209	FOLLETT CONTENT SOLUTIONS, LLC	\$2,306.34
14210	FREEMAN, TYLER	\$235.22
14211	GALLEY, SHANNON	\$235.22
14212	GRAFE, TARA	\$268.82
14213	HAKE, ANGELA	\$751.94
14214	HOESING, KRISTIN	\$235.22
14215	HOLLIS, EMILY	\$268.82
14216	IMAGE TECH & PRINTING	\$756.00
14217	INNESS, SARAH	\$209.08
14218	J.W. PEPPER & SON, INC	\$747.71
14219	JARECKI, KAY	\$253.88
14220	JARESKE, KELSEY	\$235.22
14221	KELLY SUPPLY CO.	\$37.66
14222	KOHL, CHELSEY	\$235.22
14223	LAKESHORE LEARNING MATERIALS	\$21.99
14224	LAPOINTE, KENDRA	\$235.22
14225	LOUP POWER DISTRICT	\$174.63
14226	LOVELESS, STACY	\$433.10
14227	LUNCHTIME SOLUTIONS, INC	\$1,059.45
14228	MADDEN THERAPY LLC	\$10,896.12
14229	MATHESON TRI-GAS INC	\$32.07
14230	MATSON, PAUL	\$87.58
14231	MENARDS-COL	\$1,320.93
14232	MILLER, ASHLEY	\$560.25
14233	MUELLER, PAM	\$168.02
14234	MUHSMAN, ERICA	\$70.74
14235	NEBRASKA HARVESTORE SYSTEMS	\$289.08
14236	NEBRASKA SAFETY CENTER	\$925.00
14237	NEBUDA SHARPENING SERVICES	\$314.40
14238	OCCUPATIONAL HEALTH SERVICES	\$573.00
14239	OLIVER & ANDY'S BOOK COMPANY	\$641.00
14240	OMAHA MUSIC THERAPY LLC	\$4,004.64
14241	PACZOSA, MEGAN	\$222.14
14242	PAYFLEX SYSTEMS USA, INC.	\$322.40

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14243	PRESENCELEARNING INC	\$29,709.16
14244	RETZLAFF, JESSICA	\$268.82
14245	ROBINSON, MEGAN	\$82.53
14246	RUTT'S HEATING & AIR CONDITIONING, INC -	\$1,741.97
14247	SCHMITT MUSIC	\$130.00
14248	SECURITY EQUIPMENT	\$3,456.00
14249	SETTLES, ERIN	\$235.22
14250	SNAP-ON EQUIPMENT INC.	\$184.80
14251	SOTO, REYNA	\$73.36
14252	STAROSCIK, KRISTINE	\$224.00
14253	STEALTH BROADBAND	\$5,690.88
14254	STEMPEK, STACI	\$184.81
14255	TAYLOR MUSIC, INC.	\$48.00
14256	TAYLOR, BROOKE	\$336.03
14257	TEACHER SYNERGY, LLC	\$68.97
14258	TELLEZ, GAMALIEL	\$257.62
14259	TEPLY, TAMMY	\$369.63
14260	THE HOME DEPOT PRO	\$125.61
14261	THYSSENKRUPP ELEVATOR CORPORATION	\$641.25
14262	TWOREK, DANIEL	\$268.82
14263	FLINN SCIENTIFIC INC.	\$26.18
	<b>Total Fund Expenditures</b>	<b><u>\$4,091,547.08</u></b>

**Travel Report**  
**March 2023**

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
2/8/2023	3.00	JASON HARRIS	NASES LEGISLATIVE CONFERENCE - LINCOLN	\$460.00
2/8/2023	0.50	TIM KWAPNOSKI	NSAA STATE BOWLING - LINCOLN	\$0.00
2/9/2023	1.00	JESSICA VOLKER	NNNC SOCIAL STUDIES COLLAB & DESIGN - NORFOLK	\$0.00
2/9/2023	1.00	JON SHEA	NNNC SOCIAL STUDIES COLLAB & DESIGN - NORFOLK	\$185.00
2/10/2023	0.75	SARA COLFORD	UNL TEACHER JOB FAIR - LINCOLN	\$0.00
2/15/2023	1.00	TROY LOEFFELHOLZ	GNSA MEETING - LINCOLN	\$0.00
2/15/2023	2.00	BRETT NOVAK	STATE WRESTLING - OMAHA	\$0.00
2/16/2023	1.00	AUSTIN CARMICHAEL	STATE WRESTLING - OMAHA	\$0.00
2/16/2023	1.00	TIM KWAPNOSKI	STATE WRESTLING - OMAHA	\$0.00
2/16/2023	2.00	ANNE ROBERTSON	USGA/PGA RULES OF GOLF WORKSHOP - KANSAS CITY, KS	\$165.00
2/21/2023	2.00	JACKIE EICKHOFF	TRANSITION CONFERENCE - KEARNEY	\$430.00
2/21/2023	2.00	JASON HARRIS	TRANSITION CONFERENCE - KEARNEY	\$340.00
2/23/2023	1.00	TROY LOEFFELHOLZ	STANCE MEETING - LINCOLN	\$0.00
2/23/2023	1.00	BETHANY SEEHUSEN	NSCA CAPITOL EVENT & COUNSELOR OF THE YEAR - LINCOLN	\$0.00
3/1/2023	1.00	EMILY DELP	SPICE 4 LIFE TRAINING - NORFOLK	\$0.00
3/1/2023	1.00	ABBY SAYERS	STATE BASKETBALL - LINCOLN (she drove a van)	\$175.00
3/3/2023	1.00	JEFF PEABODY	NSBA CONVENTION - LINCOLN	\$250.00
3/6/2023	0.75	TIM KWAPNOSKI	HAC MEETING - LINCOLN	\$0.00
3/6/2023	5.00	JON SHEA	CLOSE-UP - WASHINGTON, DC	\$700.00
3/6/2023	5.00	NATHAN COAN	CLOSE-UP - WASHINGTON, DC	\$660.00
3/7/2023	2.00	SARA COLFORD	BEYOND SCHOOL BELLS ASP CONFERENCE - LINCOLN	\$0.00
3/8/2023	1.00	JESSY HILL	PEDIATRIC BEHAVIORAL & MENTAL HEALTH STATUS QUO CONFERENCE - YORK	\$0.00
3/8/2023	1.00	LAURIE SWANSON	PEDIATRIC BEHAVIORAL & MENTAL HEALTH STATUS QUO CONFERENCE - YORK	\$185.00
3/9/2023	1.00	MARCUS GILLESPIE	BOYS STATE BASKETBALL - LINCOLN	\$165.00
3/10/2023	1.00	JORDAN HITCHCOCK	BOYS STATE BASKETBALL - LINCOLN	\$0.00
3/10/2023	1.00	SETH KIRKEGAARD	BOYS STATE BASKETBALL - LINCOLN	\$0.00
3/15/2023	1.00	TROY LOEFFELHOLZ	GNSA MEETING - LINCOLN	\$0.00
3/16/2023	2.00	TROY LOEFFELHOLZ	GNS MEETINGS - LINCOLN	\$350.00
3/16/2023	1.50	LEONARD KWAPNOSKI	NATA MEETING - OMAHA	\$420.00
				<b>\$4,485.00 Total</b>



2508 27th Street, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

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March 1, 2023

Doug Willoughby  
Board of Education  
Columbus Public Schools

Dear President Willoughby and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of February. On behalf of the Board of Directors for the CPS Foundation and the officers of the thirteen umbrella organizations, we respectfully submit these items to the Board of Education for acceptance.

**Foundation**

\$2,130.89 - C4K Grant Supplies	\$4,276.76 - Kramer Child Development Center
\$5,552.45 - Columbus After School Program Supplies	\$299.44 - Comfort Closet
\$96.59 - Educators Rising	\$241.38 - Lighting of the Anchor
\$2,000.00 - Boys and Girls Golf	\$412.20 - Stem Supplies
\$4,537.00 - CMS DYTI grant purchases	

**Band Boosters**

\$2,064.70 - Waffleman

**Post Prom**

\$2,183.03 - Inflatables

**North Park PTO**

\$254.93 - Parent Teacher Conference Meals  
\$9.13 - Printing

**Vocal Music Boosters**

\$200.00 - Variety Show Prizes  
\$1,778.00 - New World Singer Meals

**West Park PTO**

\$68.25 - Popcorn  
\$6.91 - Printing  
\$67.17 - Parent Teacher Conference Meals  
\$7,677.75 - Clubs Choice Fundraiser

**Centennial PAC**

\$657.38 - Parent Teacher Conference Meals  
\$145.00 - Para Meeting Breakfast  
\$66.06 - Activity Supplies

**Lost Creek PTO**

\$1,600.00 - Teacher Christmas Gifts

**Sports Boosters**

\$1,788.00 Winter Sports Support  
\$392.00 Student Wrestling Pizza  
\$332.80 - Winter Programs Printing

The total contributions for the month of February was **\$38,837.82**

The total contributions for the FY 2023 total is **\$79,703.93**

*\*CPS Foundation's fiscal year is January 1 through December 31.*

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Nicole Anderson". The signature is written in a cursive, flowing style.

Nicole Anderson  
Director of Marketing & Foundation

Columbus Public Schools Elementary EL Programming  
March 20, 2023

**Research**

- Reached out to Fremont, Schuyler, Lexington, Grand Island, Crete, Ralston, South Sioux to compare Elementary EL Programming
- Studied EL Proficiency data of the schools on NEP to determine growth and achievement
- Identified ELD only resources for Newcomer language acquisition skills
- Met with the elementary principals to discuss importance of EL teacher schedule and proposed changes
- Met with elementary EL teachers to share proposed schedule change and ELD resources

**Elementary EL Numbers as of 2/17/23**

<b>Grades K-4</b>	<b>Newcomer</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Total</b>
Centennial	12	24	82	118
Emerson	14	14	56	84
Lost Creek	3	15	41	59
North Park	5	16	79	100
West Park	5	20	33	58
District Totals	39	89	291	419

**Current Elementary EL Programming**

- Elementary EL teachers spend the majority of their time working with Newcomer and Emerging EL students
  - Newcomer students are defined as students new to the United States and in their first year attending a US school

**2023-24 Elementary EL Programming**

- Newcomer students in grades 1-4 will receive 30 minutes of “pull out” support a day until they have finished the full cycle of curriculum
- Emerging and Progressing EL students will receive “push in” core curriculum vocabulary support each day

**Proposed Newcomer ELD Resources & Emerging/Progressing Vocabulary Books**

- Kindergarten
  - 1) Capstone Oral Language Books using the pages that align to the current kindergarten Social Studies, Science, and Math Curriculums
- Grades 1 & 2 - Pullout for 30 minutes a day for 18 weeks
  - 1) Capstone Wonder Words - Curriculum supports basic English language skills

- 2) Embed CPS Specific Vocabulary support to help students gain classroom and school language acquisition skills
- Grades 3 & 4 - Pullout for 30 minutes a day for 18 weeks
  - 1) Benchmark Hello - Curriculum supports basic English language skills and geared towards older elementary EL students
  - 2) Embed CPS Specific Vocabulary support to help students gain classroom, school, and Columbus, Nebraska language acquisition skills
- Grades 1-4 Emerging and Progressing EL Students - Receive “push in” core curriculum vocabulary support each day
  - 1) Vocabulary Notebook

Grade	Resource	Cost
K	Capstone Oral Language Big Books	\$4581.76
1 & 2	Capstone Wonder Words Curriculum (Unlimited Years - Blackline Masters)	\$13816.00
3 & 4	Benchmark Hello Curriculum (6 Years - Consumables)	\$10,098.00
1-4	Vocabulary Notebooks	\$502.08
Total Cost (Price includes S/H)		<b>\$28997.84</b>

Nebraska ELA State Standards

Strand/thread	Standards Covered	Strand/thread	Standards Covered
Analyzing Narratives	RP.1, RP.2, RP.4	Analyzing Complex Texts	RP.6, RP.8, RI.8
Analyzing Point of View	RP.3	Analyzing Multiple Perspectives	RP.7, RI.7
Analyzing Central Ideas	RI.1, RI.2	Generating Sentences	W.1
Analyzing Purpose & Perspective	RI.3	Generating Claims, Evidence & Reasoning	W.2, W.4
Analyzing Text Features & Structure	RI.4	Generating Text Organization & Structure	W.2, W.5
Analyzing Claims, Evidence & Reasoning	RI.6	Generating Research	W.2, W.6
Comparing Texts	RP.5, RI.5		

**ENGLISH 9**

<b>Course:</b> English 9			
<b>Novel Title 1</b>	<b>Romeo and Juliet (1597) - in use since before 1991</b> <b><i>No Fear Shakespeare</i> Translation Version (2003)</b>		
<b>Standards</b>	Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Tragedy/drama	<b>Possible Themes</b>	Love, fate, family honor, death
<b>Cultural and/or Historical Relevance</b>			
Canonical literature (point of reference/foundations of lit). Historical relevance for European lit.			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Evaluating themes and figurative language.</li> <li>•The purpose of the translation version is to help EL, SPED, and other language impaired students with understanding the Old English of the text. It is a side-by-side text that allows for comparison to the original Shakespeare language.</li> <li>•CommonSense Media gives it 5 stars. "<i>Romeo and Juliet</i> is often the first Shakespeare play that young people read, and it's an excellent introduction to the language and rhythm of his works. Also, Shakespeare's plots, and many of his lines, reappear across many generations of literature; reading Shakespeare is part of a great foundation for further study."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Jokes about rape, sex jokes, discussions on virginity/loss of virginity, suicide, discussions of suicide, murder (all written in Shakespearian language)			

<b>Course:</b> English 9			
<b>Novel Title 2</b>	<b>Speak (1999) - in use since at least 2013</b>		
<b>Standards</b>	Analyzing Narratives, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Young adult fiction	<b>Possible Themes</b>	Coming of age; family and friendship; isolation; overcoming depression, suicidal thoughts, trauma; speaking up for oneself
<b>Cultural and/or Historical Relevance</b>			
Cultural relevance is to depict the journey of overcoming challenging/traumatic events in life. National Book Award finalist			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Overcoming challenging/traumatic events in life. Evaluating themes.</li> <li>•CommonSense Media gives it 5 stars. "This National Book Award finalist will grip teen readers -- and can open up a number of discussions, from dealing with clique politics to surviving rape. Parents and teachers may want to check out a guide for delving more deeply into the plot."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Depiction of rape, profanity Discussions of depression/suicidal thoughts Self-harm Jokes about abstinence			

<b>Course:</b> English 9			
<b>Novel Title 3</b>	<b>Animal Farm (1945) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Multiple Perspectives, Generating Sentences, Generating Claims, Evidence & Reasoning		
<b>Genre</b>	Allegory	<b>Possible Themes</b>	Equality and inequality, power, control, and corruption
<b>Cultural and/or Historical Relevance</b>			
Historical relevance to the power of governmental structures, especially with regard to the Russian Revolution, rise of the Soviet Union, and Communism.			
<b>Rationale for using this novel</b>			
Evaluate themes of manipulation of information, inequality, power, control, and corruption.  CommonSense Media gives it 5 stars. "George Orwell's novel, about totalitarianism in general and Stalinism in particular, is one of the most famous satires in the English language. It comments on Soviet Russia specifically and human folly in general."			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Discussion of murder			

**ENGLISH 10**

<b>Course:</b> English 10			
<b>Novel Title 1</b>	<b>Oedipus (c. 429 BC) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Point of View, Analyzing Purpose & Perspective, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Tragedy	<b>Possible Themes</b>	fate
<b>Cultural and/or Historical Relevance</b>			
An ancient Greek classic			
<b>Rationale for using this novel</b>			
Excellent opportunity to discuss author's purpose as well as elements of a tragedy/the tragic hero			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Incest revealed (characters involved were unaware), Suicide, Self-maiming/self harm, Discussion of murder			

<b>Course:</b> English 10			
<b>Novel Title 2</b>	<b>Stotan! (1986) - in use since at least 2010</b>		
<b>Standards</b>	Analyzing Narratives, Analyzing Multiple Perspectives, Generating Sentences, Generating Text Organization & Structure		
<b>Genre</b>	Contemporary fiction	<b>Possible Themes</b>	Overcoming obstacles, friendship/loyalty
<b>Cultural and/or Historical Relevance</b>			
The author won the Margaret A. Edwards Award (2000) for his contribution to young adult literature.			
<b>Rationale for using this novel</b>			
The obstacles faced by the four central characters are similar to those faced by many students. Through the events of the story, students can consider how to handle their own obstacles and/or those of people around them. The author is also very accessible and has zoomed with CHS sophomores as recently as last year.			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Domestic violence, Racism, Death/suicide, Drug use, Discussions of death			

<b>Course:</b> English 10			
<b>Novel Title 3</b>	<b>The Hobbit (1937) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Narratives, Analyzing Text Features & Structure, Generating Sentences		
<b>Genre</b>	Fantasy	<b>Possible Themes</b>	The problem with greed, the value of home, loyalty/friendship, personal growth
<b>Cultural and/or Historical Relevance</b>			
Tolkien was attempting to create a mythology that was uniquely British. It is also the seminal work of a modern media franchise and may have more buy-in with students.			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•This introduces many students to the fantasy genre.</li> <li>•The themes are positive and the story consistently awards intelligence over strength.</li> <li>•CommonSense Media gives this 5 stars. "Dig deeper into J.R.R. Tolkien's world, and readers will find out more about his made-up languages and runes, as well as art inspired by this book and the <i>Lord of the Rings</i> trilogy. Younger readers will also build up their vocabulary, so keep a dictionary handy. Words like "flummoxed" should be looked up so kids get the full enjoyment out of Tolkien's beautiful writing."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Fantastical creatures (dragons, dwarves, elves, fairies, hobbits, trolls, others), Magic/wizard, Discussion of murder			

<b>Course:</b> English 10			
<b>Novel Title 4</b>	<b>Julius Caesar (No Fear version) - Students have been using the online <i>No Fear</i> version since at least 2015.</b>		
<b>Standards</b>	Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Drama/tragedy	<b>Possible Themes</b>	Characteristics of a leader
<b>Cultural and/or Historical Relevance</b>			
The play is the source of many famous cultural references (et tu, Brute?, the fault in our stars, friends, Romans, countrymen, etc). The play also dramatizes ancient Roman history as described by Plutarch.			
<b>Rationale for using this novel</b>			
The NoFear version of <i>Julius Caesar</i> provides a unique opportunity to present students with a challenging story that can be digested in a less difficult manner. It also prints the Shakespearean English with each modern translation, meaning students are still given the traditional experience for the more commonly referenced portions of the piece.			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Ghost, Murder, Suicide			

**ENGLISH 10 HONORS**

<b>Course:</b> English 10 Honors			
<b>Novel Title 1</b>	<b>Peace Like a River (2001) - in use since at least 2010</b>		
<b>Standards</b>	Analyzing Narratives, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Fiction	<b>Possible Themes</b>	Justice, family relationships, coming of age
<b>Cultural and/or Historical Relevance</b>			
Positive portrayal of faith and religion; cultural relevance of Westerns in the 1960s			
<b>Rationale for using this novel</b>			
Gives students a complex text to analyze for theme, parallelism between characters, and juxtaposition of characters			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Violence; murder			

<b>Course:</b> English 10			
<b>Novel Title 2</b>	<b>Julius Caesar (c. 1599) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Drama/tragedy	<b>Possible Themes</b>	Power, characteristics of a leader
<b>Cultural and/or Historical Relevance</b>			
Canonical literature (point of reference/foundations of lit). Historical relevance for European lit. Basis for many contemporary cultural and literary references			
<b>Rationale for using this novel</b>			
Access to complex literary text, Analysis of characters and theme			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Ghost, Murder, Suicide			

<b>Course:</b> English 10 Honors			
<b>Novel Title 3</b>	<b>The House on Mango Street (1991) - added in 2021 - THIS TITLE HAS GONE THROUGH THE APPROPRIATE REVIEW.</b>		
<b>Standards</b>	Analyzing Point of View, Analyzing Text Features & Structure, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Realistic fiction; vignettes	<b>Possible Themes</b>	Coming of age; home; identity; belonging; gender
<b>Cultural and/or Historical Relevance</b>			
Modern classic in Chicano literature, Award winning novel			
<b>Rationale for using this novel</b>			
Analyzing themes and characters; overcoming obstacles and hardships			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Sexual harrassment; abuse; depiction of rape; racism; profanity			

<b>Course:</b> English 10 Honors			
<b>Novel Title 4</b>	<b>Fahrenheit 451 (1953) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Point of View, Analyzing Purpose & Perspective, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Science fiction, dystopian fiction	<b>Possible Themes</b>	Dependence on technology; censorship; government control; lack of meaningful relationships; willful ignorance
<b>Cultural and/or Historical Relevance</b>			
See rationale			
<b>Rationale for using this novel</b>			
CommonSense Media gives this 5 stars. " <i>Fahrenheit 451</i> is one of the most famous examples of American dystopian science fiction. It is frequently taught in high school and college literature courses."			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
References to abortion, suicide; suicide attempt; violence; profanity			

<b>Course:</b> English 10 Honors			
<b>Novel Title 5</b>	<b>Oedipus (c. 429 BC) - in use since before 1991</b>		
<b>Standards</b>	Comparing Texts, Generating Claims Evidence & Reasoning		
<b>Genre</b>	drama	<b>Possible Themes</b>	fate
<b>Cultural and/or Historical Relevance</b>			
An ancient Greek classic			
<b>Rationale for using this novel</b>			
Excellent opportunity to discuss author's purpose as well as elements of a tragedy/the tragic hero			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Incest revealed (characters involved were unaware), Suicide, Self-maiming/self harm, Discussion of murder			

<b>Course:</b> English 10 Honors			
<b>Novel Title 6</b>	<b>The Lord of the Flies (1954) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Narratives, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Historical Fiction	<b>Possible Themes</b>	Human nature, survival, good vs. evil
<b>Cultural and/or Historical Relevance</b>			
Classic novel, frequent references in pop culture			
<b>Rationale for using this novel</b>			
CommonSense Media gives this 5 stars. "Readers will come away from <i>Lord of the Flies</i> with a grasp of the book's basic premise: that some individuals, deprived of the rules and restrictions of society, will revert to primitive savagery. This central thesis of learned and imposed morality vs. natural brutality is found on every page. They will also learn something about survival on an unpopulated island."			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Violence, animal cruelty, murder, minor profanity			

**ENGLISH 11**

<b>Course:</b> English 11			
<b>Novel Title 1</b>	<b>Montana 1948 (1993) - in use since at least 2007</b>		
<b>Standards</b>	Analyzing Point of View, Comparing Texts, Generating Sentences, Generating Claims Evidence & Reasoning		
<b>Genre</b>	fiction	<b>Possible Themes</b>	Justice, abuse of power, treatment of Native Americans, strength of women
<b>Cultural and/or Historical Relevance</b>			
Reservations, history of abuse towards Native American women			
<b>Rationale for using this novel</b>			
Presents students with an opportunity to learn about obstacles faced by Native Americans in a more modern setting (as opposed to early US history)			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
References sexual assault of Native American women (it all happens before the events of the novel), Racist language, Suicide, Murder, Profanity			

<b>Course:</b> English 11			
<b>Novel Title 2</b>	<b>A Lesson Before Dying (1993) - in use since at least 2011</b>		
<b>Standards</b>	Analyzing Narratives, Generating Sentences, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Contemporary fiction	<b>Possible Themes</b>	Racism, injustice, humanity, heroism, commitment
<b>Cultural and/or Historical Relevance</b>			
<ul style="list-style-type: none"> <li>•Based on the true story of man who survived the electric chair; examines pre-civil rights application of the justice system</li> <li>•Author is a person of color</li> </ul> Pulitzer Prize nominee, National Book Critics Circle Award winner (1993)			
<b>Rationale for using this novel</b>			
Lets students see pre-civil rights era south and the inequities that persisted following the Civil War			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Profanity, discussions of sexual acts being performed			

<b>Course:</b> English 11			
<b>Novel Title 3</b>	<b>Of Mice and Men (1937) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Narratives, Analyzing Central Ideas, Analyzing Text Features & Structures, Analyzing Claims, Evidence & Reasoning, Generating Sentences, Generating Research		
<b>Genre</b>	Fiction, novella	<b>Possible Themes</b>	Friendship, loyalty, the American Dream
<b>Cultural and/or Historical Relevance</b>			
Classic American novella by John Steinbeck; based on Steinbeck's time working with migrant workers in California			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>• Taught in conjunction with research into the 1930s, this gives students a glimpse into how some people lived through the Great Depression.</li> <li>• CommonSense Media gives it 5 stars. "<i>Of Mice and Men</i> presents a vivid portrait of life in California's Salinas Valley during the Depression. Steinbeck not only depicts the hard-scrabble existences of itinerant ranch hands, but also spotlights the flora and fauna once abundant in the area."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Historically appropriate cursing, use of the N-word, Murder, Racism			

<b>Course:</b> English 11			
<b>Novel Title 4</b>	<b>The Kite Runner (2003) - in use since 2016</b>		
<b>Standards</b>	Analyzing Narratives, Analyzing Complex Texts, Generating Sentences, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Contemporary fiction	<b>Possible Themes</b>	Friendship, forgiveness
<b>Cultural and/or Historical Relevance</b>			
The immigrant experience (Afghanistan to US). The reader learns about Afghanistan both pre- and post-Taliban control. The author is from Afghanistan.			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>• This novel was added after Dr. Muhammed's visit in 2016 and in response to the need to diversify our offerings.</li> <li>• This novel gives students a view into another part of the world at a very different time (Afghanistan, 1970s &amp; 1980s). It addresses the crushing effect of shame and the power of forgiveness.</li> <li>• CommonSense Media gives this 5 stars. "Teens will learn about Afghanistan from the 1970s through 2001, including divisions between religious and political groups, and life in Kabul before and during the Taliban's rule. They'll also pick up some Farsi words and understand more about the experience of Afghani immigrants to the United States. <i>The Kite Runner</i> also presents geographical information about Afghanistan, Pakistan, and the San Francisco Bay Area."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Racial/religious prejudice (leads to sexual assault of a young boy), References to violence/murder/assault carried out by Taliban, Suicide, Profanity, Murder, Discussions of sexual slavery of a child, Molestation of a child, Rape of a child			

<b>Course:</b> English 11			
<b>Novel Title 5</b>	<b>A Raisin in the Sun (1959) - in use since 2016</b>		
<b>Standards</b>	Analyzing Text Features & Structure, Analyzing Point of View, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Drama	<b>Possible Themes</b>	Family, dreams, pride, discrimination
<b>Cultural and/or Historical Relevance</b>			
<ul style="list-style-type: none"> <li>•First Broadway play written by a Black woman and to have a Black producer</li> <li>•1950s Chicago - chronicles the efforts of one African-American family to move to a better neighborhood in the pre-civil rights era</li> </ul>			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•This work was added after Dr. Muhammed's visit in 2016 and in response to the need to diversify our offerings.</li> <li>•The introduction of a play provides some variety for the students; the inclusion of a work by a Black woman helps to provide some diversification.</li> <li>•CommonSense Media gives this 5 stars. "Whether Lorraine Hansberry's Tony Award-nominated play is read or seen on the stage, the play teaches young readers about the daily lives of urban African Americans in the 1950s, and about the ways that racial prejudice affected their prospects. Beneatha Younger's relationship with Joseph Asagai shows black Americans' burgeoning interest in reclaiming an African identity, and gender roles within the Younger family depict the ways women were viewed at that time."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Racial slur -N-word, Character considers abortion (does not have one)			

## ENGLISH 11 HONORS

<b>Course:</b> English 11 Honors			
<b>Novel Title 1</b>	<b>The Scarlet Letter (1850) - in use since before 1991</b>		
<b>Standards</b>	Comparing Texts, Analyzing Multiple Perspectives, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Historical Fiction	<b>Possible Themes</b>	Religion, sin, redemption
<b>Cultural and/or Historical Relevance</b>			
Classic American literature. Portrays early American culture			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Complex text for students to analyze theme, characters, and symbolism</li> <li>•CommonSense Media gives this 5 stars. “<i>The Scarlet Letter</i> is one of the most celebrated novels in early American literature and is probably the magnum opus of its author, Nathaniel Hawthorne. It vividly depicts Puritan life in Massachusetts during the mid-1600s and explores issues of American morality, religion, and hypocrisy. Its use of symbolism can't be missed. The novel is frequently used in high school and early college literature classes and is a favorite example for discussion on AP tests and the like.”</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Discussions of adultery, Self harm			

<b>Course:</b> English 11 Honors			
<b>Novel Title 2</b>	<b>The Color Purple (1982) - in use since at least 2000</b>		
<b>Standards</b>	Analyzing Point of View, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Fiction, epistolary	<b>Possible Themes</b>	Overcoming hardships, racism, journey of self-discovery
<b>Cultural and/or Historical Relevance</b>			
Pulitzer Prize winner for fiction (1983), National Book Award for fiction, Author is a woman of color			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Students can learn from the main character as she overcomes an unfortunate situation, racism and sexism and builds herself into a successful woman of color in the early 1900s. They can also learn of the universal nature of racism through the letters of the sister of the main character.</li> <li>•CommonSense Media gives this 4 stars. “<i>The Color Purple</i> presents the plight of voiceless and disenfranchised African-American women in the South before the civil rights movement. The setting is rural Georgia in the 1930s, and the horrors of ignorance, poverty, racism, and sexism are alive on every page. Readers who might take for granted the opportunities available for women of color in today's society will have their eyes opened to the misery suffered in that time and place.”</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Incest, rape, profanity (including N-word), sexuality/sexual exploration			

<b>Course:</b> English 11 Honors			
<b>Novel Title 3</b>	<b>The Road</b>		
<b>Standards</b>	Analyzing Complex Texts, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Post-modern, dystopian/post-apocalyptic fiction	<b>Possible Themes</b>	Survival, good vs. evil, humanity
<b>Cultural and/or Historical Relevance</b>			
2007 Pulitzer Prize for Fiction			
<b>Rationale for using this novel</b>			
Students explore human nature and what might happen after the collapse of civilized society			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
References to suicide, rape, death, and cannibalism; profanity			

<b>Course:</b> English 11 Honors			
<b>Novel Title 4</b>	<b>A Separate Peace (1956) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Narratives, Analyzing Point of View		
<b>Genre</b>	Historical fiction	<b>Possible Themes</b>	Friendship, human nature, coming-of-age, identity
<b>Cultural and/or Historical Relevance</b>			
Focus on WWII, William Faulkner Foundation Award, National Book Award finalist			
<b>Rationale for using this novel</b>			
Students get to explore who we are, how we are shaped by people and events around us, and get to dig into how a world war changes society and the people involved in it.			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Some mild profanity			

<b>Course:</b> English 11 Honors			
<b>Novel Title 5</b>	<b>The Great Gatsby (1925) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Narratives, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Fiction	<b>Possible Themes</b>	Money, love, American Dream
<b>Cultural and/or Historical Relevance</b>			
Classic American Literature, "The Great American Novel"			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Analysis of theme and character; use of imagery and symbolism</li> <li>•CommonSense Media gives this 5 stars. "<i>The Great Gatsby</i> is a book very much of its time. Readers will learn about life in New York during the Jazz Age (1920s), and about drinking behavior during Prohibition. Also, the character Tom Buchanan converses about books he likes that represent bigoted views held by many whites at that time. These beliefs are often offensive, but they do inform the reader about the time Fitzgerald portrays."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Murder, Adultery, Excessive consumption of alcohol/partying			

<b>Course:</b> English 11 Honors			
<b>Novel Title 6</b>	<b>Of Mice and Men (1937) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Point of View		
<b>Genre</b>	Fiction, novella	<b>Possible Themes</b>	Friendship, loyalty, the American Dream
<b>Cultural and/or Historical Relevance</b>			
Classic American novella by John Steinbeck; based on Steinbeck's time working with migrant workers in California			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Taught in conjunction with research into the 1930s, this gives students a glimpse into how some people lived through the Great Depression.</li> <li>•CommonSense Media gives it 5 stars. "<i>Of Mice and Men</i> presents a vivid portrait of life in California's Salinas Valley during the Depression. Steinbeck not only depicts the hard-scrabble existences of itinerant ranch hands, but also spotlights the flora and fauna once abundant in the area."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Historically appropriate cursing, one use of the N-word, Murder, Racism			

**ENGLISH 12**

<b>Course:</b> English 12			
<b>Novel Title 1</b>	<b>Brave New World (1932) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Purpose & Perspective, Generating Sentences		
<b>Genre</b>	Fiction, science fiction, dystopian satire	<b>Possible Themes</b>	Government control of society, individuality, happiness
<b>Cultural and/or Historical Relevance</b>			
Regularly appears on lists of top influential novels. Huxley's treatment of 1930's England is one of the premiere examples of dystopian satire. Written as a cautionary tale for what can happen when vices of the author's time become out of control			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Gives students the opportunity to discuss the role of science in society (if we can do something, should we?), and what we might be willing to give up in exchange for stability in society. Topics in this 90 year-old novel are still relevant today.</li> <li>•CommonSense Media gives this 5 stars. "<i>Brave New World</i> is an extremely influential dystopian science-fiction novel that presents both a richly imagined future and a sharp critique of trends prevalent at the time of its publication that are still relevant today."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Genetic engineering of all humans, Multiple sexual partners, Government-sanctioned frequent drug use, References to birth control, Reference to abortion			

<b>Course:</b> English 12			
<b>Novel Title 2</b>	<b>Hamlet (1600) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Central Idea, Analyzing Complex Texts, Generating Text Organization & Structure		
<b>Genre</b>	Drama/Tragedy	<b>Possible Themes</b>	Revenge, family
<b>Cultural and/or Historical Relevance</b>			
<i>Hamlet</i> is culturally relevant as it is regularly referenced in modern times. It is historically relevant as an important example of Elizabethan literature that is reflective of the issues of the time.			
<b>Rationale for using this novel</b>			
<p>Reading Shakespeare challenges students to tackle difficult language. The inclusion of a play provides variety.</p> <p>As the main character contemplates how to continue in the face of adversity, the reader is challenged to consider the same.</p>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Murder, Sexual comments, Main character contemplates suicide			

<b>Course:</b> English 12			
<b>Novel Title 3</b>	<b>The Catcher in the Rye (1951) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Narratives, Generating Text Organization & Structure		
<b>Genre</b>	Fiction	<b>Possible Themes</b>	Coming-of-age
<b>Cultural and/or Historical Relevance</b>			
<p><i>Catcher</i> offers a unique look into the mind of a young person suffering from depression/mental anguish. It also forces readers to consider the reliability of what they are reading, as the narrator is a self-described, "fantastic liar."</p>			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•The book is a great vehicle for examining point of view and narratives, two ELA standards.</li> <li>•CommonSense Media gives this 5 stars. "This book is a textbook for adolescence and helps kids really grapple with the anxieties of being a teen."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Profanity; Mention of sex and sex workers; Character tells his story from a psychiatric institution			

<b>Course:</b> English 12			
<b>Novel Title 4</b>	<b>I Know Why the Caged Bird Sings (1969) - listed in the curriculum since before 2000; not taught every year; reintroduced for 2022-2023</b>		
<b>Standards</b>	Analyzing Narratives, Generating Sentences		
<b>Genre</b>	Autobiography	<b>Possible Themes</b>	Identity, importance of family, racism
<b>Cultural and/or Historical Relevance</b>			
<p>Author is a woman of color. Author's poetry has been nominated for a Pulitzer Prize, a Tony Award, and Grammy Awards. Maya Angelou received the National Medal of Arts in 2000 and a Presidential Medal of Freedom in 2011.</p>			
<b>Rationale for using this novel</b>			
<ul style="list-style-type: none"> <li>•Although other titles on this list are based on the authors' personal experiences, this is the only full autobiography. Its inclusion provides diversity of text as well as authors.</li> <li>•CommonSense Media gives this 5 stars. "In <i>I Know Why the Caged Bird Sings</i>, the first autobiographical book by Maya Angelou, the acclaimed author gives readers a profound education about the lives of black people in the American South during the 1930s. Angelou not only reveals the ways she and the other African-American citizens of Stamps, AK, were constantly degraded, demoralized, and threatened by whites, but she also places them in historical context and reflects poignantly on the effects these experiences had on her self-image. Other educational details include descriptions of the differences between black and white schools at that time, a bit about life in 1930s St. Louis, and a good deal about the neighborhoods and race roles in World War II-era San Francisco."</li> </ul>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Racism; Sexual Assault			

<b>Course:</b> English 12			
<b>Novel Title 5</b>	<b><i>The Crucible</i> (1953) - in use since before 1991</b>		
<b>Standards</b>	Analyzing Central Ideas, Comparing Texts, Generating Sentences		
<b>Genre</b>	Drama	<b>Possible Themes</b>	Hysteria, reputation, judgment, intolerance, justice
<b>Cultural and/or Historical Relevance</b>			
Written in response to Joseph McCarthy's communist witch hunts and the House Un-American Activities Committee Dramatization of Salem Witch Trials of 1692			
<b>Rationale for using this novel</b>			
<p>•One would be hard pressed to find a better example of author's purpose. There are also great opportunities to analyze central ideas, generate well-supported claims, and even conduct academic research.</p> <p>•CommonSense Media gives this 5 stars. "Arthur Miller's play <i>The Crucible</i> gives readers a history lesson on multiple levels. The story takes place in Salem, MA, beginning in spring 1692, and offers a telling portrayal of American colonial life at that time. The action, depicting the events that instigated the Salem witch trials, gives a fictionalized account of those events, and offers a view into the colonists' religious and social values. The play was also meant as an allegory for, and indictment of, McCarthyism: the U.S. government's persecution of accused Communist Party members in the 1950s."</p>			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Extramarital affair (occurs prior to events in the play); Religious fanaticism; Accusations and descriptions of witchcraft; Execution			

<b>Course:</b> English 12			
<b>Novel Title 6</b>	<b><i>Red Sky at Morning</i> (1968)</b>		
<b>Standards</b>	Analyzing Point of View, Generating Claims Evidence & Reasoning		
<b>Genre</b>	Fiction	<b>Possible Themes</b>	Coming-of-age
<b>Cultural and/or Historical Relevance</b>			
Depicts struggle of WWII families on the homefront; It was regarded as a "true delight" (Washington Post Book World) and a "novel of consequence" (New York Times Book Review).			
<b>Rationale for using this novel</b>			
Great example of POV, good opportunity to develop claims, data, and reasoning			
<b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>			
Some innuendo; Profanity, often in Spanish; Substance abuse (from an adult)			

## AP ENGLISH Literature I

~~~AP courses require approval of the College Board to ensure they are meeting the expectations. Here is a copy of [the syllabus](#) that has been accepted. ~~~

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                         |                        |                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|---------------------------------------------------------|
| <b>Course:</b> Advanced Placement English Literature & Composition I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                         |                        |                                                         |
| <b>Novel Title 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Brave New World (1932) - in use since before 1991</b>                |                        |                                                         |
| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Analyzing Purpose & Perspective, Generating Claims Evidence & Reasoning |                        |                                                         |
| <b>Genre</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Fiction, science fiction, dystopian satire                              | <b>Possible Themes</b> | Government control of society, individuality, happiness |
| <b>Cultural and/or Historical Relevance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                         |                        |                                                         |
| Regularly appears on lists of top influential novels<br>Huxley's treatment of 1930's England is one of the premiere examples of dystopian satire                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                         |                        |                                                         |
| <b>Rationale for using this novel</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                        |                                                         |
| <ul style="list-style-type: none"> <li>•Gives students the opportunity to discuss the role of science in society (if we can do something, should we?), and what we might be willing to give up in exchange for stability in society. Topics in this 90 year-old novel are still relevant today.</li> <li>•CommonSense Media gives this 5 stars. "<i>Brave New World</i> is an extremely influential dystopian science-fiction novel that presents both a richly imagined future and a sharp critique of trends prevalent at the time of its publication that are still relevant today."</li> </ul> |                                                                         |                        |                                                         |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                        |                                                         |
| Genetic engineering of all humans; Multiple sexual partners; Government-sanctioned frequent drug use; References to birth control; Reference to abortion                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                        |                                                         |

|                                                                                                                                                                                                                                             |                                                                                                      |                        |                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------|-----------------|
| <b>Course:</b> Advanced Placement English Literature & Composition I                                                                                                                                                                        |                                                                                                      |                        |                 |
| <b>Novel Title 2</b>                                                                                                                                                                                                                        | <b>Hamlet (1600) - in use since before 1991</b>                                                      |                        |                 |
| <b>Standards</b>                                                                                                                                                                                                                            | Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning |                        |                 |
| <b>Genre</b>                                                                                                                                                                                                                                | Drama/Tragedy                                                                                        | <b>Possible Themes</b> | Revenge, family |
| <b>Cultural and/or Historical Relevance</b>                                                                                                                                                                                                 |                                                                                                      |                        |                 |
| <i>Hamlet</i> is culturally relevant as it is regularly referenced in modern times. It is historically relevant as an important example of Elizabethan literature that is reflective of the issues of the time.                             |                                                                                                      |                        |                 |
| <b>Rationale for using this novel</b>                                                                                                                                                                                                       |                                                                                                      |                        |                 |
| Reading Shakespeare challenges students to tackle difficult language. The inclusion of a play provides variety. As the main character contemplates how to continue in the face of adversity, the reader is challenged to consider the same. |                                                                                                      |                        |                 |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>                                                                                                                                       |                                                                                                      |                        |                 |
| Murder; Sexual comments; Main character contemplates suicide                                                                                                                                                                                |                                                                                                      |                        |                 |

|                                                                                                       |                                                             |                        |                                                  |
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| <b>Course:</b> Advanced Placement English Literature & Composition I                                  |                                                             |                        |                                                  |
| <b>Novel Title 3</b>                                                                                  | <b>Gulliver's Travels (1726) - in use since before 1991</b> |                        |                                                  |
| <b>Standards</b>                                                                                      | Analyzing Complex Texts, Analyzing Point of View            |                        |                                                  |
| <b>Genre</b>                                                                                          | satire                                                      | <b>Possible Themes</b> | The nature of corruption, the nature of humanity |
| <b>Cultural and/or Historical Relevance</b>                                                           |                                                             |                        |                                                  |
| Major work of the Restoration (late 17th, early 18th century)                                         |                                                             |                        |                                                  |
| <b>Rationale for using this novel</b>                                                                 |                                                             |                        |                                                  |
| Swift is best recognized for his satire, and this is considered his best full novel.                  |                                                             |                        |                                                  |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b> |                                                             |                        |                                                  |
| Public urination                                                                                      |                                                             |                        |                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |                        |                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------|--------------------------------------------|
| <b>Course:</b> Advanced Placement English Literature & Composition I                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                        |                                            |
| <b>Novel Title 4</b>                                                                                                                                                                                                                                                                                                                                                                                                            | <b>1984 (1949) - in use since before 1991</b>                   |                        |                                            |
| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                | Analyzing Complex Texts, Generating Claims Evidence & Reasoning |                        |                                            |
| <b>Genre</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | Dystopian fiction                                               | <b>Possible Themes</b> | Liberty, censorship, the power of language |
| <b>Cultural and/or Historical Relevance</b>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                        |                                            |
| This novel has become a part of our culture, with pieces recognized by people who have never read it.                                                                                                                                                                                                                                                                                                                           |                                                                 |                        |                                            |
| <b>Rationale for using this novel</b>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                 |                        |                                            |
| CommonSense media gives this 5 stars. "George Orwell's 1984 is one of the most influential satires of the 20th century. Its vocabulary has become part of everyday discourse, from "Big Brother" to "Thought Police" to "doublethink." Its themes remain especially relevant at a time of when personal privacy is at a premium and when governments large and small manipulate language to promote their own particular ends." |                                                                 |                        |                                            |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>                                                                                                                                                                                                                                                                                                                           |                                                                 |                        |                                            |
| The main characters are engaged in a sexual relationship. There is torture at the hands of the government. It is implied that the government has had people murdered.                                                                                                                                                                                                                                                           |                                                                 |                        |                                            |

**AP ENGLISH Literature II**

~~~AP courses require approval of the College Board to ensure they are meeting the expectations. Here is a copy of [the syllabus](#) that has been accepted. ~~~

|   |   |                        |  |
|---|---|------------------------|--|
| <b>Course:</b> Advanced Placement English Literature & Composition II                                 |   |                        |  |
| <b>Novel Title 1</b>  | <b>The Metamorphosis (1915) - in use since before 1991</b>      |                        |  |
| <b>Standards</b>  | Analyzing Complex Texts, Generating Claims Evidence & Reasoning |                        |  |
| <b>Genre</b>  | novella   | <b>Possible Themes</b> | economic effects on human relationships, family duty, alienation, freedom and escapism, guilt, personal identity |
| <b>Cultural and/or Historical Relevance</b>   |   |                        |  |
| One of Franz Kafka's best known works. This is regularly referenced/parodied in popular culture.      |   |                        |  |
| <b>Rationale for using this novel</b>   |   |                        |  |
| <a href="#">One student's opinion</a>   |   |                        |  |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b> |   |                        |  |
| NA  |   |                        |  |

|  |  |                        |                                |
|--|--|------------------------|--------------------------------|
| <b>Course:</b> Advanced Placement English Literature & Composition II  |  |                        |                                |
| <b>Novel Title 2</b>   | <b>Heart of Darkness (1899) - in use since at least 2000</b> |                        |                                |
| <b>Standards</b>   | Analyzing Complex Texts                                      |                        |                                |
| <b>Genre</b>   | novella  | <b>Possible Themes</b> | Journey, truth, abuse of power |
| <b>Cultural and/or Historical Relevance</b>  |  |                        |                                |
| Clearly depicts actions taken during a time of European imperialism  |  |                        |                                |
| <b>Rationale for using this novel</b>  |  |                        |                                |
| <p>•As well as learning about a different time/place, students read a very challenging piece of literature that has ties to modern themes about power.</p> <p>•CommonSense media gives it an A+ rating for educational content. "Readers learn about the Belgian colonization of Africa in the 19th century, the plundering of Congo for ivory, colonial racism, and the subjugation of indigenous people. They also learn a little about 19th century river steamers and weaponry."</p> |  |                        |                                |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>  |  |                        |                                |
| Use of the N-word; violence/mistreatment of native peoples; mention of cannibalism   |  |                        |                                |

|   |  |                        |  |
|---|--|------------------------|--|
| <b>Course:</b> Advanced Placement English Literature & Composition II   |  |                        |  |
| <b>Novel Title 3</b>  | <b>A Midsummer Night's Dream (c. 1595) - in use since at least 2004</b>                              |                        |  |
| <b>Standards</b>  | Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning |                        |  |
| <b>Genre</b>  | drama/comedy   | <b>Possible Themes</b> | order/disorder, love, appearance/reality |
| <b>Cultural and/or Historical Relevance</b>   |  |                        |  |
| Perhaps the most popular of Shakespeare's comedies  |  |                        |  |
| <b>Rationale for using this novel</b>   |  |                        |  |
| Students have read three Shakespearean tragedies; for those students preparing for the AP test, a different experience with Shakespeare is helpful. |  |                        |  |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>   |  |                        |  |
| Magical creatures, sexual innuendo  |  |                        |  |

|  |   |                        |                                      |
|--|---|------------------------|--------------------------------------|
| <b>Course:</b> Advanced Placement English Literature & Composition II  |   |                        |                                      |
| <b>Novel Title 4</b>   | <b>Fences (1985) - in use since about 1992</b>                              |                        |                                      |
| <b>Standards</b>   | Analyzing Text Features & Structure, Generating Claims Evidence & Reasoning |                        |                                      |
| <b>Genre</b>   | drama   | <b>Possible Themes</b> | Race relations, overcoming adversity |
| <b>Cultural and/or Historical Relevance</b>  |   |                        |                                      |
| Pulitzer Prize for drama (1987); Tony Award for best play (1987); Tony Award for best revival of a play (2010); <i>Fences</i> is one of ten plays by August Wilson in what is known as The Pittsburgh Cycle chronicling the experience of African Americans throughout the 20th century. |   |                        |                                      |
| <b>Rationale for using this novel</b>  |   |                        |                                      |
| See above  |   |                        |                                      |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>  |   |                        |                                      |
| Infidelity; Racism; Language (cursing and the N-word)  |   |                        |                                      |

|   |  |                        |  |
|---|--|------------------------|--|
| <b>Course:</b> Advanced Placement English Literature & Composition II   |  |                        |  |
| <b>Novel Title 5</b>  | <b><i>The Crucible</i> (1953) - in use since before 1991</b> |                        |  |
| <b>Standards</b>  | Comparing Texts, Generating Claims Evidence & Reasoning      |                        |  |
| <b>Genre</b>  | Drama  | <b>Possible Themes</b> | Hysteria, reputation, judgment, intolerance, justice |
| <b>Cultural and/or Historical Relevance</b>   |  |                        |  |
| Written in response to Joseph McCarthy's communist witch hunts and the House Un-American; Activities Committee; Dramatization of Salem Witch Trials of 1692   |  |                        |  |
| <b>Rationale for using this novel</b>   |  |                        |  |
| <p>•One would be hard pressed to find a better example of the author's purpose. There are also great opportunities to analyze central ideas, generate well-supported claims, and even conduct academic research.</p> <p>•CommonSense Media gives this 5 stars. "Arthur Miller's play <i>The Crucible</i> gives readers a history lesson on multiple levels. The story takes place in Salem, MA, beginning in spring 1692, and offers a telling portrayal of American colonial life at that time. The action, depicting the events that instigated the Salem witch trials, gives a fictionalized account of those events, and offers a view into the colonists' religious and social values. The play was also meant as an allegory for, and indictment of, McCarthyism: the U.S. government's persecution of accused Communist Party members in the 1950s."</p> |  |                        |  |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>   |  |                        |  |
| Extramarital affair (occurs prior to events in the play); Religious fanaticism; Accusations and descriptions of witchcraft; Execution   |  |                        |  |

|  |  |                        |               |
|--|--|------------------------|---------------|
| <b>Course:</b> Advanced Placement English Literature & Composition II  |  |                        |               |
| <b>Novel Title 6</b>   | <b><i>The Catcher in the Rye</i> (1951) - in use since before 1991</b> |                        |               |
| <b>Standards</b>   | Analyzing Point of View  |                        |               |
| <b>Genre</b>   | Fiction  | <b>Possible Themes</b> | Coming-of-age |
| <b>Cultural and/or Historical Relevance</b>  |  |                        |               |
| <i>Catcher</i> offers a unique look into the mind of a young person suffering from depression/mental anguish. It also forces readers to consider the reliability of what they are reading, as the narrator is a self-described, "fantastic liar.             |  |                        |               |
| <b>Rationale for using this novel</b>  |  |                        |               |
| <p>•The book is a great vehicle for examining point of view and narratives, two ELA standards.</p> <p>•CommonSense Media gives this 5 stars. "This book is a textbook for adolescence and helps kids really grapple with the anxieties of being a teen."</p> |  |                        |               |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>  |  |                        |               |
| Profanity; Mention of sex and sex workers; Character tells his story from a psychiatric institution  |  |                        |               |

|  |  |                        |                                    |
|--|--|------------------------|------------------------------------|
| <b>Course:</b> Advanced Placement English Literature & Composition II  |  |                        |                                    |
| <b>Novel Title 7</b>   | <b>Frankenstein (1818) - in use since about 2005</b>   |                        |                                    |
| <b>Standards</b>   | Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning |                        |                                    |
| <b>Genre</b>   | Fiction, epistolary, gothic  | <b>Possible Themes</b> | Ambition, humanity, duty/vengeance |
| <b>Cultural and/or Historical Relevance</b>  |  |                        |                                    |
| Important as a popular work by a female writer and as perhaps the first true work of science fiction. This has inspired many others works in the 200 years since its publication   |  |                        |                                    |
| <b>Rationale for using this novel</b>  |  |                        |                                    |
| <ul style="list-style-type: none"> <li>•As well as its historic significance, this is an excellent novel for teaching about literary lenses.</li> <li>•CommonSense Media gives this 4 stars. "While Mary Shelley's often overwrought prose doesn't stand the test of time so well, the issues she raises are at least as timely today as they were when she wrote the book. From its impassioned odes to Europe's beauty spots to its hymns to masters of study and scholarship, it offers a fair introduction to Western civilization as it existed at the beginning of the 19th century, and an opening for further study. Perhaps more importantly, it raises many questions about human nature, what causes people to behave as they do and leads to inexorably terrible consequences."</li> </ul> |  |                        |                                    |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>  |  |                        |                                    |
| Murder   |  |                        |                                    |

|  |  |                        |           |
|--|--|------------------------|-----------|
| <b>Course:</b> Advanced Placement English Literature & Composition II  |  |                        |           |
| <b>Novel Title 8</b>   | <b>Slaughterhouse-Five (1969) - in use since mid-1990s</b>   |                        |           |
| <b>Standards</b>   | Analyzing Text Features & Structure, Analyzing Complex Texts, Generating Claims Evidence & Reasoning |                        |           |
| <b>Genre</b>   | Science fiction, post-modern, satire   | <b>Possible Themes</b> | war/death |
| <b>Cultural and/or Historical Relevance</b>  |  |                        |           |
| Kurt Vonnegut was a prolific American writer in the 20th century. He was nominated for numerous awards. <i>Slaughterhouse-Five</i> is one of his best known works. It is widely regarded as an anti-war novel.   |  |                        |           |
| <b>Rationale for using this novel</b>  |  |                        |           |
| <ul style="list-style-type: none"> <li>•See above.</li> <li>•CommonSense Media gives this 5 stars. "Readers will learn about the bombing of Dresden, and other facts about WWII. Though <i>Slaughterhouse-Five</i> is fiction, the author draws on his real-life experience of bombing and other situations as a prisoner of war. Readers may be disturbed by historical details, such as prisoners being given soap and candles made from human beings."</li> </ul> |  |                        |           |
| <b>Is there any questionable content in the novel (Ex: sexually related content, profanity, etc)?</b>  |  |                        |           |
| Descriptions of acts of violence/torture committed during war; Profanity; Mention of sexual activity   |  |                        |           |

**PREVIOUSLY TAUGHT TITLES**

Although these titles are no longer in the current rotation, they were taught for many years. They have been retained for alternate purposes. Most of these have been in our storeroom since at least 1991.

|                                 |                                 |                             |                                |
|---------------------------------|---------------------------------|-----------------------------|--------------------------------|
| <i>The Chosen</i>               | <i>Cold Sassy Tree</i>          | <i>Flowers for Algernon</i> | <i>Go Ask Alice</i>            |
| <i>The Illustrated Man</i>      | <i>Killing Mr. Griffin</i>      | <i>Monster</i>              | <i>Out of the Dust</i>         |
| <i>The Pearl</i>                | <i>The Return of the Native</i> | <i>When the Legends Die</i> | <i>Where are the Children?</i> |
| <i>Where the Red Fern Grows</i> |                                 | <i>Z for Zachariah</i>      |                                |



**Final**

**Columbus Public Schools**

Columbus, Nebraska

**System Accreditation Engagement Review**

April 3-4, 2023

**Prior to Review:**

**March 10 Instructional Staff Focus Groups via Zoom**

**8:30am-9:10am Elementary**

| Staff Member    | Instructional Grade Level or Content | School Building              |
|-----------------|--------------------------------------|------------------------------|
| Abby Gascon     | Kindergarten                         | Lost Creek Elementary School |
| Tammy Lyon      | 1 <sup>st</sup> Grade                | Emerson Elementary School    |
| Sandi Seckel    | 2 <sup>nd</sup> Grade                | West Park Elementary School  |
| Danielle Wacha  | 3 <sup>rd</sup> Grade                | West Park Elementary School  |
| Ally Melcher    | 4 <sup>th</sup> Grade                | Centennial Elementary School |
| Corey Florendo  | PE                                   | North Park Elementary School |
| Cherie Stadler  | Music                                | Lost Creek Elementary School |
| Melissa Jelinek | EL                                   | North Park Elementary School |
| Sheila Korth    | Title Reading                        | Centennial Elementary School |
| Ginger Darveau  | Counselor                            | Emerson Elementary School    |

**9:15am-9:55am Secondary**

| Staff Member     | Instructional Grade Level or Content | School Building        |
|------------------|--------------------------------------|------------------------|
| Sara Bottorff    | 5 <sup>th</sup> Science              | Columbus Middle School |
| Mindi Struebing  | 7 <sup>th</sup> Social Studies       |                        |
| Samantha Forney  | 8 <sup>th</sup> ELA                  |                        |
| Austin Schafer   | 5th-8 <sup>th</sup> Stem             |                        |
| Lilliana Velasco | World Languages                      | Columbus High School   |
| Zack Wayman      | Social Studies                       |                        |
| Abby Sayers      | Business                             |                        |
| Matt Bills       | Science                              |                        |

**DAY 1**

**DATE April 3, 2023**

| Time   | Event                           | Where  | Who   |
|--------|---------------------------------|--|---|
| 8:45am | Team Arrives at District Office | Columbus Public Schools District Administration Building<br>2508 27 <sup>th</sup> St<br>Columbus, NE | Lead evaluator onsite, Associate Lead via Zoom, and 2 onsite team members |

|  |  |  |  |
|--|--|--|--|
| <p>9:00am-9:45am</p> <p>(45 min maximum)</p> | <p><b>Overview of Improvement Journey</b></p> <p>The Overview presentation should begin with a brief overview of the system and community (no more than five minutes) and address the following questions:</p> <ul style="list-style-type: none"> <li>• What are the current strategic priorities and/or key goals for the system and what data was used to identify the priorities and goals? Acknowledgement of their response to their former engagement review priorities</li> <li>• How are you addressing those priorities and goals and what results do you have that measure your progress in meeting the priorities and goals?</li> <li>• What are your next steps based on your current progress?</li> </ul> | <p>District Office/<br/>Associate Lead via<br/>Zoom</p> <p>CPS Large<br/>Conference Room</p> | <p>District Leadership</p> <ul style="list-style-type: none"> <li>•<i>Dr. Loeffelholz, Superintendent</i></li> <li>•<i>Dr. Kay, Director of Finance &amp; Human Resources</i></li> <li>•<i>Teresa Hausmann, Director of Curriculum &amp; Instruction</i></li> <li>•<i>Leonard Kwapnioski, Director of Technology &amp; Sites</i></li> <li>•<i>Jason Harris, Director of Student Services</i></li> <li>•<i>Nicole Anderson, Director of Marketing &amp; Foundation</i></li> </ul> |
|--|--|--|--|

|  |  |  |   |
|--|--|--|---|
| <p>9:45am-12:00 pm<br/>(30 min each)</p> | <p><b>Focus groups</b></p> <ul style="list-style-type: none"> <li>• Superintendent (9:45-10:15) All Team</li> <li>• Central staff responsible for curriculum, assessment, special services, resources, data management, communication, etc. (10:15-10:45) All Team</li> <li>• BREAK 10:45-11:00</li> <li>• Principals (Elem) (11:00-11:30) Team Member #1</li> <li>• Principals (Middle) (11:00-11:30) Team Member #2</li> <li>• Principals (High) (11:00-11:30) Team Member #3</li> <li>• Board of Education (11:30-12:00)</li> </ul> | <p>District Office/AL via Zoom<br/>9:45 – 10:45<br/>CPS Large Conference Room</p> <p>11:00 – 11:30<br/>•Elementary Principals in CPS Large Conference Room</p> <p>•CMS Principals in Superintendent’s Office</p> <p>•CHS Principals in CPS Small Conference Room</p> <p>11:30 – 12:00<br/>CPS Large Conference Room – BOE Group 1</p> <p>CPS Small Conference Room – BOE Group 2</p> | <p><b>Superintendent Team</b></p> <ul style="list-style-type: none"> <li>•Dr. Loeffelholz,</li> <li>•Dr. Kay,</li> <li>•Teresa Hausmann,</li> <li>Leonard Kwapnioski,</li> <li>•Jason Harris,</li> <li>•Nicole Anderson</li> </ul> <p><b>Central Staff</b></p> <ul style="list-style-type: none"> <li>•Michelle Oppliger, EL Coordinator</li> <li>•Brandi Fleming, CIA Coordinator</li> <li>•Jess Volker, CIA Coordinator</li> <li>•Suzanne Stevenson, SIS Data Administrator</li> <li>•Eric Edzards, SIS Trainer/Programmer</li> <li>•Jeff Uchtman, Systems Administrator</li> <li>•Isaiah May, Communications Specialist</li> <li>•Sara Colford, CPS Student Services Facilitator</li> <li>•Marie Washburn, HR Associate</li> <li>•Tania Stahl, Payroll &amp; Benefits Associate</li> </ul> <p>Engagement Review Team (divided)</p> <p><b>1. Elementary Principals</b></p> <ul style="list-style-type: none"> <li>•Bob Hausmann</li> <li>•JP Holys</li> <li>•Paula Lawrence</li> <li>•Andy Luebbe</li> <li>•Angie Luebbe</li> </ul> <p><b>2. CMS Principals</b></p> <ul style="list-style-type: none"> <li>•Amy Haynes (Head)</li> <li>•Jordon Anderson</li> <li>•Adriana Carnes</li> <li>•Erika Hiemstra</li> </ul> <p><b>3. CHS Principals</b></p> <ul style="list-style-type: none"> <li>•Dave Hiebner (Head)</li> <li>•Molly Hornbeck</li> <li>•Angela Leifeld</li> <li>•Michael Ziola</li> </ul> <p><b>BOE Group 1</b></p> <ul style="list-style-type: none"> <li>•Mark Brown</li> <li>•Doug Willoughby</li> <li>•Mike Jeffryes</li> </ul> <p><b>BOE Group 2</b></p> <ul style="list-style-type: none"> <li>•Candace Becher</li> <li>•Theresa Seipel</li> <li>•Doug Molczyk</li> </ul> |
| <p>12:00pm-1:00pm</p>                    | <p><b>Team meeting / Lunch provided</b></p>  | <p>District Office Team<br/>CPS Large Conference Room</p>  | <p>Engagement Review Team</p>   |
| <p>1:00pm-1:15pm</p>                     | <p><b>Departure for buildings (one team member to High School, one team member to Middle School, one team member to an Elementary School)</b></p>  | <p>Travel to assigned buildings</p>  | <p>Engagement Review Team (divided)</p>   |

|               |  |  |  |
|---------------|--|--|--|
| 1:30pm-2:00pm | <p>Focus group:</p> <ul style="list-style-type: none"> <li>Students-Elementary (5-7 students)</li> <li>Students-Middle (5-7 students)</li> <li>Students-High (5-7 students)</li> </ul> | <p>Assigned buildings</p> <p>North Park Elementary<br/>2200 31<sup>st</sup> St<br/>-Office Conference Room</p> <p>Columbus Middle School<br/>2200 26<sup>th</sup> St<br/>-Office Conference Room</p> <p>Columbus High School<br/>3434 Discoverer Dr<br/>-Room F171</p> | <p>Engagement Review Team (divided)</p> <p><u>North Park Students</u></p> <p><u>CMS Students</u></p> <p><u>CHS Students</u></p>  |
| 2:00pm-2:15pm | <b>2 Team Members Return to District Office Team Workroom;</b>   | CPS Large Conference Room  | Engagement Review Team (divided)   |
| 2:00pm-3:20pm | <b>3<sup>rd</sup> Team Member: eleot observations at the high school.</b>  | CHS<br>3434 Discoverer Dr  |  |
| 2:30pm-4:00pm | <b>Team Meeting</b>  | CPS Large Conference Room  | Engagement Review Team (divided)   |
| 4pm-4:30pm    | <p><b>Focus Group:</b></p> <ul style="list-style-type: none"> <li>Parents (enough to represent all levels) 8-10?</li> </ul>  | CPS Large Conference Room  | <ul style="list-style-type: none"> <li>Lamonte &amp; Ashley Braithwait- LC 4<sup>th</sup> &amp; CHS 9<sup>th</sup> &amp; 11<sup>th</sup></li> <li>Sergio &amp; Kandi DeAnda -NP 2<sup>nd</sup> &amp; CHS 9<sup>th</sup></li> <li>Nathan &amp; Michala Ernst – WP 2<sup>nd</sup> &amp; 4<sup>th</sup></li> <li>Jason &amp; Kelly Gaver - CMS 8<sup>th</sup> &amp; 10<sup>th</sup></li> <li>Harriett Kibalya - WP 3<sup>rd</sup>, CMS 5<sup>th</sup> &amp; 7<sup>th</sup>, CHS 9<sup>th</sup> &amp; 11<sup>th</sup></li> <li>Ben &amp; Abbi Hellbusch – LC 1<sup>st</sup> &amp; 4<sup>th</sup></li> <li>Quelbin &amp; Danica Izaguirre – EM 1<sup>st</sup> Gr</li> <li>Brent &amp; Lindsay Ogle – CMS 5<sup>th</sup> &amp; 7<sup>th</sup></li> </ul> |

DAY 2

DATE April 4, 2023

| Time  | Event   | Where  | Who  |
|---|---|--|--|
| 8:00am-9:00am   | <b>Team Meeting</b>   | District Office Work Room/Zoom for AL<br>CPS Large Conference Room   | Engagement Review Team   |
| 9:00am-9:15am   | <b>Travel to School Buildings</b>   | North Park Elementary School<br>2200 31 <sup>st</sup> St<br><br>West Park Elementary School<br>4100 Adamy St<br><br>Columbus Middle School<br>2200 26 <sup>th</sup> St | Engagement Review Team (divided)   |
| 9:15am-11:15am  | <b>eleot® Observations/Classroom Walkthroughs @ North Park Elementary School, West Park Elementary School, and Columbus Middle School</b> | <b>Team Divided into 3 locations:</b><br>North Park Elementary School<br><br>West Park Elementary School<br><br>Columbus Middle School                                 | Engagement Review Team (divided)   |
| 11:15am-11:30am   | <b>Return to District Office Team Workroom</b>  |  | Engagement Review Team   |
| 11:30am-3:00pm  | <b>Lunch and Team deliberations</b>   | CPS Large Conference Room  | Lead evaluator, associate evaluator, team members  |
| 3:00-3:15pm<br>(may be pushed earlier if team is ready and the Superintendent is available) | <b>Brief Concluding Meeting with Superintendent</b>   | CPS Large Conference Room  | Lead Evaluator, Associate Lead Evaluator (Zoom), Review Team,<br><br><b>Superintendent Team</b><br>•Dr. Loeffelholz,<br>•Dr. Kay,<br>•Teresa Hausmann,<br>•Leonard Kwapnioski,<br>•Jason Harris,<br>•Nicole Anderson |
| 3:15pm  | <b>Team Departs</b>   |  |  |





# CIA Department Updates

March 20, 2023

# ELA Pilots

- Grades 7 & 8 have completed their pilots
- Grade K-6 are piloting the ARC resource
- Grade 6 will determine if they will go with a K-6 resource or a 6-8 resource
- Grades 7 & 8 (and possibly grade 6) will make a resource decision on April 5th



# CTE Curriculum Updates

## Manufacturing Technology Pathway

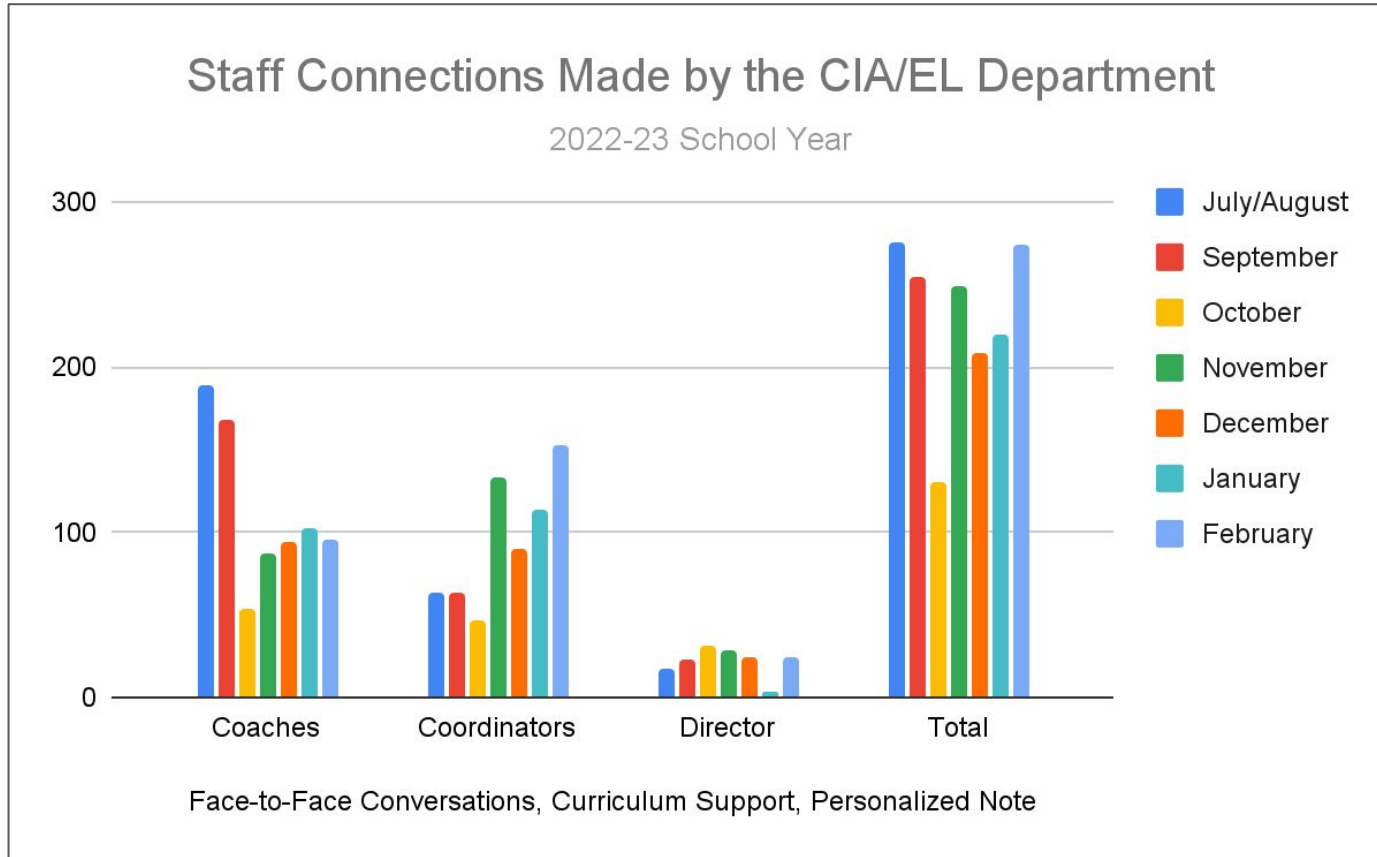
- One more course to complete
- Will need new classroom resources (current resource is very outdated)

## Early Childhood Education & Services Pathways & Food Science Pathways

- Started updating/creating curriculum
- Standards have changed so teachers are evaluating if current resources can be used with the new curriculum



# CIA Department Staff Connections



|   |                       |
|---|-----------------------|
| DATE  | 02/16/2023            |
| BUILDING  | North Park            |
| PROGRAM   | Library               |
| PRINCIPAL/DIRECTOR SIGNATURE                          | <i>Robert Hausman</i> |
| Description of materials to surplus:<br>Library books |                       |

| IMAGE INSERTED (If available)   | DESCRIPTION   | HOW WILL ITEMS BE DISPOSED OF   |
|---|---|---|
| To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image. | Give a description and the reason the item is being declared surplus property.  | Examples: trash, recycle, donated, etc. Items being moved to other CPS locations should not be declared surplus property.   |
|   | 167 materials withdrawn from North Park library collection from August 2, 2022 - February 16, 2023 - Items too worn or low circulation numbers. | <ol style="list-style-type: none"> <li>1. Items put on island in workroom for teachers to take and keep in their classroom</li> <li>2. Use Swap and Shop to get materials to other teachers in the district if they want them for free</li> <li>3. Put them on the tables during PTO's Book Bingo night for kids to win.</li> <li>4. Items will be put in the hallway for kids to take for free.</li> <li>5. Anything that remains will be thrown away</li> </ol> |
|   |   |   |

|   |                        |
|---|------------------------|
| DATE  | 3/16/2023              |
| BUILDING  | COLUMBUS MIDDLE SCHOOL |
| PROGRAM   |                        |
| PRINCIPAL/DIRECTOR SIGNATURE  | <i>Amy Day</i>         |
| Description of materials to surplus:<br>Classroom chair, Office chair parts, Classroom stools, Speakers, Amplifier. |                        |

| IMAGE INSERTED<br>(If available)   | DESCRIPTION   | HOW WILL ITEMS BE<br>DISPOSED OF   |
|--|---|--|
| <small>To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image.</small> | <small>Give a description and the reason the item is being declared surplus property.</small> | <small>Examples: trash, recycle, donated, etc. Items being moved to other GPS locations should not be declared surplus property.</small> |
|    | Classroom chair and Office chair parts.   | Trash and Recycle  |
|   | Classroom stools.   | Trash and Recycle  |
|   | Speakers and Amplifier  | Trash  |

To: Board of Education

From: Leonard Kwapnioski

CC: Dr. Loeffelholz, Dr. Kay

Date: March 15, 2023

Re: Staff Devices & District Servers

It is my recommendation that the Board of Education approve the replacement of staff devices (laptop or desktop computers) along with district servers as listed below. I would also like to declare the replaced items surplus with the intentions of selling them to the highest bidder to help defray these costs.

- (349) 13" Apple Macbook Airs
- (44) Apple Mac Mini
- (44) Monitors
- (44) Apple Mice & Keyboards
- (44) Mac Mini Vesa Mounts (allows the unit to be placed behind the monitor)
- (16) Dell Precision 13" laptop
- (14) Dell Optiplex All-in-One desktop
- (7) Dell 2nd monitors for Admin Business Dept.
- (18) Dell PowerEdge Servers
- (1) Dell Storage Array

All new devices will have a four-year warranty except monitors, keyboards, and mice.

Cost as follows:

|                          |                            |
|--------------------------|----------------------------|
| Apple devices            | \$566,769.52               |
| Dell devices             | \$195,844.12               |
| Misc (mounts & monitors) | \$ 8316.00                 |
| Total                    | <b><u>\$770,929.64</u></b> |

Apple devices will be on a lease and all other items will be paid with depreciation and the resell of the replaced items. Let me know if you have any questions.

Thanks.

Leonard

# AGREEMENT

## CONTRACTED LEVEL I, II, AND III SPECIAL EDUCATION SERVICES

**THIS AGREEMENT**, made and entered into this *2nd* day of *March 2023* by and between Educational Service Unit 7 of the State of Nebraska, hereinafter called "Servicing Agency" and **Columbus Public Schools** hereinafter called "District."

### WITNESSETH:

1. That the Servicing Agency does hereby agree that it will furnish to the District the following described Special Education services which meet the requirements of the State Department of Education. All rates are subject to the approval of the State Department of Education, and will be provided to the district prior to the district's budget preparation.
2. That the Servicing Agency does hereby agree it will furnish to the District the following described special education services as follows:
3. Services shall be provided only to children who qualify for such services as specified in State Department of Education, Special Education Rules and Regulations (Rule 51).
4. The Servicing Agency shall supply recorded information on each child for whom services are contracted. The Servicing Agency agrees that it will confer with the School District personnel for purposes of evaluating each child's progress.
5. The placing of a child in said program shall be made by joint decision of the Servicing Agency, the District, parents and/or guardians, and other members of the IEP team.
6. The Servicing Agency agrees to perform the services and the District agrees to pay in accordance with the Servicing Agency rate schedule as approved by the Nebraska State Board of Education. This schedule shall be in full force and effect during the school year of 23-24 commencing no earlier than August 1, 2023 and ending no later than July 31, 2024 .
7. The Servicing Agency retains the right to designate personnel to provide services. All personnel provided by the Servicing Agency shall be endorsed to provide their respective services.
8. Policies regarding sick leave, personal leave, and professional leave shall be determined by the negotiated agreement with the Servicing Agency for personnel providing services to the District.
9. In the event that school district's programming requirements and needs change at any time subsequent to and during the term of this agreement, the costs to the school established by this agreement, shall in mutual agreement between ESU 7 and the school district be adjusted and prorated and the parties may agree. Nothing in this paragraph, however, shall be construed to entitle the school district to abrogate this contract or declare it void. The district shall be obligated to pay all sums specified by this contract as due and owing the ESU 7 regardless of changes in circumstances within the district during the course of this contract. The ESU 7 shall, however, be obligated to meet with the school district and discuss in good faith alternatives to mitigating expense, reallocating staff, and other resources within the bounds of the law and as the ESU 7 may

in its sole discretion determine to be in the best interest of ESU 7 and the school district. Any and all changes or expenses incurred by ESU 7 in the course of performing its obligations pursuant to this agreement, or in preparing to do so, shall become due and payable by school district to ESU 7 upon billing in a manner consistent with the billing provision of this agreement.

**10.** If, for any reason the District does not pay as agreed, the Servicing Agency may cancel this contract and forthwith, without notice, refuse further services, without notice, to said district, but the District shall not be relieved from paying for services rendered by the Servicing Agency to the said District to date of termination of service. The District hereby expressly agrees, acknowledges and affirms that its refusal to pay for services rendered will result in the Servicing Agency refusal to render services in the future and that, by refusing to pay, the District does not and will not expect the Servicing Agency to provide services of any kind to the District until payment has been made in full.

**11.** The School District agrees that its payments will be made upon receipt of billing from the Servicing Agency. If the District refuses to make payment within sixty(60) days upon its receipt of billing, the outstanding amounts owed shall accrue in interest of the 1.25% per month or the maximum permitted by law, whichever is less, plus the expenses of collection.

**12.** It is understood and agreed, that in the event of any reason this contract does not comply with the State's requirement, it will be changed in accordance therewith, upon written notice by the Servicing Agency to the District and advising the District of the required changes to meet State requirements.

**13.** It is agreed this contract between the Servicing Agency and district must be signed by the District Board or Representative and returned to the Servicing Agency by **March 25, 2023**. The Servicing Agency's Board will then sign and return a copy of the contract to the District.

This agreement shall be binding upon the parties hereto and their successors. The persons executing this Agreement on behalf of the respective parties specifically acknowledge and represent that they have value authority to bind the party to whose benefit this Agreement had been executed.

**Signatures:**

\_\_\_\_\_  
**District Board Representative**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**ESU 7 Servicing Agency Representative**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**ESU 7 SPED Director**

\_\_\_\_\_  
**Date**



**Columbus Public Schools  
Special Education  
Projection Numbers**

| Year                                | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20<br>Closure<br>Year | 20-21<br>Remote<br>Learning<br>Synergy | 21-22 | 22-23<br>Current | 23-24 |
|-------------------------------------|-------|-------|-------|-------|-------|--------------------------|--|-------|------------------|-------|
| Public School Special Ed.           | 587   | 561   | 553   | 555   | 583   | 617                      | 515                                    | 707   | 739              | 754   |
| Non-Pub School Special Ed.          | 98    | 74    | 67    | 82    | 74    | 77                       | 74                                     | 80    | 93               | 98    |
| Total Special Education Served B-21 | 685   | 635   | 620   | 637   | 689   | 694                      | 589                                    | 787   | 832              | 852   |

|   |  |  |  |
|---|--|--|--|
| To: Dr. Troy Loeffelholz and the Board of Education |  |  |  |
| From: Jason Harris                                  |  |  |  |
| Date: March 2023                                    |  |  |  |
| Re: Special Education Tuition                       |  |  |  |
|   |  |  |  |

Below are my recommendations for the non-resident special education tuition rates for the 2023-2024 school year.

|  |  |  |  |
|--|--|--|--|
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|  |  |  |  |

| <b>Program</b>  | <b>Annual Cost</b> | <b># of Student Contact Days</b> | <b>Per Day Cost</b> |
|---|--------------------|----------------------------------|---------------------|
| High Needs/Autism+Supports/Autism Communication Life Skills | \$73,080           | 168                              | \$435.00            |
| Resource  | \$56,280           | 168                              | \$335.00            |
| Non-Public Resource   | \$25,200           | 168                              | \$150.00            |